Business Case
for Intermediate Projects

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1. Version History

Version	Date	Details
0.1	7 10 22	Initial draft created by Robin Paterson
0.2	22 11 22	Second draft based on initial feedback comments
0.3	24 11 22	Third draft based on pre-consultation feedback

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2. Executive Summary

The purpose of this outline business case is to present an options appraisal proposal for a test of change that will support positive well-being outcomes for Moray learners as they progress through early learning and childcare, primary and secondary school phases.

The business case makes the link between nurturing well-being with closing-the attainment gap, improving school attendance, participation and engagement and is closely aligned with the ASN Review and the new Local Model.

The COVID pandemic has had a detrimental impact on the well-being of many children and young people in Moray and it has been identified that the need for a systems wide and integrated approach to well-being support has never been greater.

In addition to a do nothing option, the Outline Business Case shortlists 3 options for consideration as a test of change in the Forres ASG area. These options are:-

Option 1(minimal): make minimal improvements within the parameters of the current 'as is'. This may include funding additional teaching hours to release class committed head teachers for teaching and PSA colleagues.

Option 2 (intermediate): Fund a Principal Teacher post at specific primary school(s) for a 2 year period and evaluate the impact that this investment will have on the outcomes for learners.

Option 3 (maximum): Undertake a test of change within the Forres ASG area that will include introducing the post of Principal Teacher of Pupil Support for Primary Schools.

The above options were evaluated against a range of critical success factors. These criteria are strategic fit, affordability, scalability and the ability to be evaluated.

Of the 3 options, option 2 was selected since it was the proposal for a test of change that met the criteria and would provide potential to deliver a systems wide approach.

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The cost of undertaking a 2 year test of change has been estimated as between £250,000 to £400,000 depending on the number of principal teachers that will be the basis of this option.

A project management approach to implementing and evaluating the test of change would be undertaken.

If it is decided that one of the options is to be progressed, then a Full Business Case will be developed involving engagement with stakeholders, which will include an implementation timescale, a detailed cost profile.

3. The Strategic Case

3.1 Purpose

The Council has established an Improvement and Modernisation Programme (IMP) to deliver transformational change across the authority.

Part of the original proposals set out in December 2018, was for pastoral care in primary: improving outcomes for learners and early year's intervention.

It was further described as to:-

"promote and safeguard the health and well-being and safety of pupils in partnership with parents, support staff and partners to ensure all children , young people and their families receive the right support at the right time no matter the level of need".

Integral to this proposal was the understanding that fostering and nurturing well-being will have a positive impact on closing the attainment gap, improving school attendance, participation and engagement. There is evidence and agreement that attainment in Moray needs to improve and this continues to be a focus for our strategic work; it is also recognised that early intervention will, in the longer term, improve outcomes for all children, young people and their families. The aim is to deliver a service that is fair, ambitious, improving and responsive in line with our Council's values

As outlined in the following section, the subsequent impact of the COVID pandemic has further strengthened the need to test new interventions to improve learner well-being outcomes through early intervention approaches.

3.2 The Strategic Context

Across all Scottish local authorities, there is general consensus that COVID will have long lasting consequences in terms of the social, emotional and well-

being of early learning, primary and secondary school aged children and young people.

The consequences of COVID on the well-being of Moray learners affects all aspects of their lives including educational attainment.

In general, an increased frequency of behaviours which would not be considered a child protection concern but which nevertheless raises concerns about the child or young person has been observed.

This includes disruptive behaviour within the school, being easily distracted and an inability to fully engage with the curriculum. For children making the transition from elc to primary schools, it has been reported that there is an increasing number of children lacking toileting skills.

More specifically, the immediate impact of COVID on our learners has been felt in the following ways:-

- At entry to early learning and childcare, delayed progress in developmental milestones such a language are being identified for the first time;
- Pupils entering P1 have less developed social skills. A decline in attainment can be seen in P1 data compared to previous years;
- P4 ACEL data shows poorer outcomes in relation to writing skills.
- P7 also sees a dip in ACEL data compared to previous years and this can be linked to key learning stages that are aimed at extending skills;
- Numeracy attainment is less positive across ACEL reporting stages; The variable impact of home learning on underpinning numeracy concepts and building blocks and the reduced scope for consolidation inter-disciplinary learning have contributed to this;
- In secondary schools, the behaviour, social and well-being issues that are emerging are of concern;
- The increase in number of children and young people with a ASN; and
- The increase in number of children and young people exhibiting challenging behaviour

These challenges are placing a significant strain on the existing ways in which pastoral care and support our provided to children and young people attending Moray schools.

3.3 Aim

In addressing these challenges, the purpose of this outline business case is to develop a test of change proposal that will support Moray learners as they progress through early learning childcare, primary and secondary school phases.

The test of change will need to be thoroughly evaluated so that a decision can be made for the pilot to be scaled up, revised or ended.

3.4 Objectives and Outcomes

Through an options appraisal exercise, the objective of the Outline Business Case is to identify a preferred test of change proposal based on the application of selected critical success criteria.

As described in the latter section of this business case, the critical success criteria will be informed by the following outcomes.

These are:-

Intended outcomes
- Better meet the needs of children, young people and their families by working collaboratively with our partners, including parents, to ensure the right supports/interventions are put in place at the right time by aligning with the Locality Model.
- To create a leadership structure across 3-18 which reflects the needs of children and families
- To better meet the needs of learners in line with Council and Government policy and legislation
- Increase capacity particularly across primary schools
- Allow Senior Leaders to focus on driving school improvement by implementing relational early intervention strategies and curricular innovations that include, engage and involve children, young people and families
- Provide an additional leadership route for teachers to take forward wellbeing support
- To support the delivery of our **ambitious** Supporting all learners' strategy and building relationships programme

The following section will provide a high level overview of the challenges that the current system has in realising these outcomes.

3.5 Existing Arrangements: The 'As Is'

Well-being support for Moray learners is reflected in a different structure for ELC, Primary and Secondary Schools. In the secondary sector Principal Teachers of Guidance promote and safeguard the health, wellbeing and safety of pupils, and work in partnership with parents, support staff and partners to ensure all children, young people and their families receive the right support at the right time no matter the level of need. They have a key role in closing the attainment gap by monitoring attainment, attendance, inclusion, participation and engagement. There is currently an identified gap in

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the primary sector of a post similar to that of Principal Teacher of Guidance secondary sector to have an overview of wellbeing and support to children and families

At the ELC phase, while the health visitor is the named person for children to the age of 5, planning and day to day support for the well-being of children is the responsibility of the nursery manager, the setting staff and the Council's early year's team who will liaise -when appropriate- with parents to offer support.

For primary schools, the head teacher or depute head teacher has overall responsibility for the wellbeing of the children. As would be expected the head teacher would work closely with their teaching team, council colleagues and would, where appropriate, engage directly with parents.

Therefore, it can be seen that there is not a consistent model of pastoral support across secondary, primary and ELC as there is a different staffing structure for each learning phase.

Due to the stage at which more developed pastoral support is available (guidance in secondary) there is a risk that this structure inhibits an early intervention approach that puts the child and young person at the centre and does not support key transitions from ELC to primary school and then on to secondary school.

Furthermore, as highlighted in the previous section, the increased number of children and young people needing support is putting additional pressure on the education service and calls for consideration of how to support children and young people better throughout their educational experience.

The significant increase in the percentage of pupils in the Primary sector with identified additional support needs as well as those children with behavioural and emotional needs has resulted in a high proportion of pupils being in the child's planning process. This is essential to meet the individual needs of children; however, planning for a child to a high standard requires a significant amount of time which predominantly adds significant workload to leaders (mainly a sole HT) in a primary school. This workload reduces the time that head teachers have available for strategic planning and leading school improvement and improving attainment and other outcomes.

This project aligns directly to the ASN review as well as to the locality management group operating model. It is essential that this is taken forward in line with these other areas of work and that lessons learned from the project are integrated into the ASN review including the review of posts including Home School Link Workers, Inclusion workers etc.

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3.6 The Policy context (National and Local)

The challenges experienced in Moray are not unique and the developing national and local policy context reveals some key features that could be the basis of a new model of pastoral care support.

This section does not intend to give a comprehensive overview of the national and local policy context. Instead, it intends to highlight what could be the key emerging developments that could shape the future provision of pastoral care.

Putting Learners at the Centre: Towards a Future Vision for Scottish Education. Report by Prof Kenneth Muir

Although the main focus of this report is to provide an overview of the Scottish Curriculum and reforming the inspection regime, Professor Muir nonetheless makes an important point which is relevant to pastoral care and this Outline Business Case.

In terms of the key principles for changing the Scottish education system, Muir calls for:-

"greater coherence and simplification of the policy and supporting landscape. A reorientation of resource to provide place based, responsive, bespoke support for teachers and practitioners supporting the learning of children and young people."

This statement is as relevant to pastoral support as it is to the delivery of the curriculum.

Supporting All Learners and Developing a Nurture Based Approach

In the context of GIRFEC, The Moray Education Strategic Plan identifies that "Supporting All Learners" is one of four key parts of our overarching plan.

Supporting all Learners establishes the connection that improving educational attainment and learning outcomes for children and young must address mental health, strengthening emotional, physical and social well-being.

The vision of a nurture based approach developed by the Supporting All Learners Group is emerging as the underpinning philosophy of the Supporting All Learners Strategy and is the key approach to supporting behaviour, wellbeing, attainment and achievement in our Moray early learning centres and schools.

A nurture based approach should also provide conceptual basis for pastoral care in Moray.
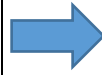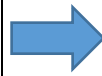
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3.7 Business Needs – Current and Future

The Strategic Case has identified the challenges presented by COVID in terms of pastoral support in Moray.

It suggests that the current 'as is' model is inadequate to meet the current and future demands in terms of realising improved well-being outcomes.

A selective review of the national and local policy context provides some possible insights into how a systems wide approach could lead to better wellbeing outcomes and, in turn, improved learning outcomes for learners in Moray.

The following table summarizes the difference of the current 'as is' model and the possible key features of a future 'to be' model.

	Improving Well-being Outcomes		
	As Is		**To be**
	Underpinning philosophy		
1	Child and young person centred	→	Nurture based and family focused
	Approach		
2	Reactive (addressing issues when they arise)	→	Early intervention with a strong ELC focus
3	School based	→	ASG and transitions based
	Agency		
4	Education led	→	Multi-agency input facilitated by education and children's services professionals
	Workforce		
5	Fragmented staffing model offering differentiated support at ELC, Primary and Secondary phases	→	A cross education approach based on ASG (sense of place)

3.8 Selection of a Possible Pilot

The original proposal was for a test of change should be undertaken within one ASG area as described below.

While it is considered possible that the test of change could be undertaken in any of the Moray ASG areas, Forres was selected for the following reasons.

- The area having the highest child poverty rate in Moray (24%);
- The large number of children and young people currently in child's planning processes
- The attainment in Forres in some areas is lower than in other parts of Moray and violence and aggression incidents are high.

The risks section, identifies other factors that may influence the selection of the test of change area and it is proposed that confirmation of the pilot should be confirmed at a later date.

As the financial challenges that face the council have become clearer, so has the need to consider a range of options that might offer different budget and funding consequences moving forward as consideration moves beyond a pilot to long term funding that might be available to support a new model of pastoral support in primary schools.

Alternative options for consideration would centre around identifying particular schools that might offer a smaller test of change than the ASG option above. Criteria would require to be developed for selection and clear measurable benefits would have to be established. Selection criteria could include those in the ASG example above with the addition of issues such as the current capacity within the school to support interventions to address issues such as these and the increasing cases requiring child's planning, for example primary schools where the Head teacher is class committed or where there is no Depute Head Teacher (DHT) and the school is close to the qualifying roll boundary. These alternatives for pilots are identified in the options raised below in section 4.2.

3.9   Main Benefits

The following are the intended benefits that aim to be supported from this test of change.

Intended benefits
- Increased attendance at school for some children
- Reduction in exclusions
- Reduction in violence and aggressive incidents
- Increased attainment and achievement
- Greater parental engagement and participation with all services
- Increase in number of schools engaged in the Building Relationships Programme
- Increaser in number of schools achieving the Rights Respecting School Award
- Improvement in the quality of child plans
- Families are better supported
- Further opportunities for career progression in primary.

3.10 Main Risks

As outlined in the management case section, the test of change will be overseen by a project management group.

The remit of the project management group will be monitoring all project risks and issues and, where necessary, taking appropriate mitigating actions.

For the purposes of this Outline Business Case, the following high level risks have been identified along with how these risks will be addressed. These are:-

- **Evaluating the Test of Change**: There is a risk that it will not be possible to derive key insights from implementing the test of change. The critical success criteria will need to ensure that the selected proposal can be adequately evaluated and insights and recommendations can be drawn.

- **Workforce Capacity**. As with other ongoing transformation initiatives, there is a risk that there is insufficient staffing capacity to deliver and evaluate the test of change. This risk will need to be a key consideration in the test of change proposal and the selection of the ASG area to conduct this pilot.

Scaling Up. While the test of change could deliver positive well-being outcomes for the selected area, it is possible that -for a range of different reasons- the test of change model is not transferable and able to be delivered to more schools or in another Moray ASG area.

3.11 Constraints

Linked in with the above high level risks, the test of change and the possible mainstreaming of the model will need to contend with the following constraint.

- **Funding**. The major constraint will be funding the pilot and then the possible mainstreaming of the model. This is also a risk a particular risk as this project creates an ongoing revenue budget requirement and there is currently no source of permanent funding confirmed. This will be considered further in terms of whether alternative funding such as Scottish Attainment Challenge Funding (which includes the Pupil Equity Fund) could provide a long term source of funding if any pilot demonstrates value.
- **Resources:** involvement of education staff in the development and evaluation will be vital. However, current pressures and constraints in releasing time will be challenging.

3.12 Dependencies

Both embedding the test of change and the evaluation of this pilot will require a systems wide approach with the involvement of a broad range of specialisms.

This will include for example, education officer and teaching staff time and input from Research Information Officers (RIO). The interdependencies between these different specialisms will be outlined in the project plan and overseen by the Project Management Group.

4. The Economic Case

Before outlining and selecting from the short list of possible test of change proposals, it is first of all necessary to identify the critical success factors that the chosen proposal for the test of change will be selected against.

4.1 Critical Success Factors

The following are the critical success criteria that each of the proposals will be evaluated against.

Strategic Fit: The Test of Change will require to be outcomes focused and aligned to the intended outcomes and benefits previously outlined in this document.

Affordable: As identified as a risk and as a constraint, it is possible to future mainstreaming across all Moray ASGs. The preferred option will need to be viable from a financial perspective.

Scalable: Taking into consideration such constraints as workforce capacity, it is necessary that the test of change has the potential to be mainstreamed.

Able to be Evaluated: There will need to be a robust evidence base to justify the mainstreaming of the test of change. This will therefore mean that the test of change can be effectively evaluated using both quantitative and qualitative methodologies.

4.2 Short List Options and Appraisal

In addition to 'do nothing' a total of 3 illustrative options have been identified that reflect a minimal, intermediate and maximum potential solution. These options are set out below, however, the next stage or the project will consider these in more detail and these will be developed and refined and will potentially include alternative ways of deploying the possible options:-

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- **Option 1(Minimum):** make minimal improvements within the parameters of the current 'as is' model of pastoral care for early learning and childcare, primary and secondary schools
- **Option 2 (Intermediate):** fund a Principal Teacher post to focus on Pastoral care at one or more identified primary school(s) for a 2 year period and evaluate the impact that this investment will have on the well-being of learners. Criteria would require to be developed as noted above but could include poverty, attainment, child planning case numbers and capacity criteria (e.g. schools who have a roll which is marginally below qualifying for a DHT post).
- **Option 3 (maximum):** undertake a test of change within a the Forres ASG area that will include introducing the post of Principal Teacher of Pupil Support for Primary Schools settings that will complement the existing post for Secondary Schools.

The following is a description of each of these options and an evaluation of each option against the above critical success factors.

Option 1 (Minimum)	Make minimal improvements within the parameters of the current 'as is' model of pastoral care for early learning and childcare, primary and secondary schools. For example, allocate funding to release class committed head teachers to provide greater capacity for leadership and to support child planning and other interventions.
Description	In light of other competing priorities within the IMP and the potential scale of investment required, Committee may determine that it would not be advantageous to undertake a test of change and therefore decide not progress this project. Nevertheless, incremental improvements as part of a 'business as usual' approach could be undertaken. This proposal is likely to release some pressure on existing resources but to have a marginal impact on measurable improvements as it supports the "as is" rather than initiates a new approach.
Critical Success Factors	**Strategic Fit** • Does not support the national drive for early intervention models to be put in place to ensure positive outcomes for all children and young people. In education, as the only service that has contact with children and young people on a daily basis, schools are in the strongest position to be responsive to the wellbeing needs of children but cannot address the whole well-being issues that are not school specific. • Fair: increase the risk of not achieving equity and inclusion for all learners from 3-18

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	Fair :Allow the workload challenges currently faced by HTs to continue, so reducing their time and capacity for strategic development that includes a focus on raising attainment and achievement for all learners - Limit the capacity and compound the existing workload challenges to deliver co-ordinated early intervention with families, so leading to escalation of need and higher associated costs - Limited improvement in Child Planning processes which is quality assured by the Multi-agency Practice Hub and reported to the GIRFEC Leadership Group **Affordable** - Since this is essentially the current 'as is' model with additional hours allocated to release head teacher time, this option is affordable and could be scaled to fit to within any allocated budget. **Scalable** - Not applicable since this option essentially represents the 'as is'. **Able to be Evaluated** - This option would be able to be evaluated. Evaluation of the current 'as is' will provide the baseline for any test of change selected.

Option 2 (Intermediate)	Fund a Principal Teacher Pastoral Care post at one or more selected primary school(s) for a 2 year period and evaluate the impact that this investment will have on the outcomes for learners. Criteria would require to be developed as indicated above
Description	To add capacity and to take forward early intervention work in individual school(s) to ensure we are meeting the needs and improving outcomes for all our children and young people in education This is a school specific option based on the acknowledgment that there is a gap in the current resource to address the whole well-being approach in schools to underpin attainment. The introduction of a specialist resource to focus on pastoral care, support child planning and early intervention and to take a broader approach centred around getting it right for every child offers a new

	approach to supporting and improving attainment in primary and early years. This option would explore the impact of funding this post at a school level which may represent a more affordable and scalable option going forward. However, it does not include provision for wider family based support as in Option 3 below and so is contained to work in school.
Critical Success Factors	**Strategic Fit** • This option is considered as supporting a strategic fit in that there would likely be benefits for children and young people throughout the school and particularly those experiencing outcomes impacted by poverty, adverse childhood experiences, individual and family circumstances all of which can affect how well a child is and their attainment. There would be an added benefit of releasing head teacher capacity to enable a greater focus on whole school leadership. There is less strategic benefit from this option as it does not align as closely to the new locality management model and is more school focussed. However, if successful it may provide the evidence for further development of an ASG model in future should funding become available. This option would be considered supporting an affordable and scalable test of change approach that would also support a strong evaluation methodology. **Affordable** • This option would be affordable and would provide a degree of flexibility in terms of the number of Principal Teachers that could be funded. **Scalable** • Similarly, this option would be scalable in that the number of posts created could be determined by the amount of the available budget. **Able to be Evaluated** • The impact of this post on workload and outcomes associated with this position can be evaluated.

Option 3	Undertake a test of change within a the Forres ASG area that will include introducing the post of Principal Teacher of Pastoral Care for Primary Schools and additional support posts such as Home School Link Workers that will complement and work alongside the existing locality networks that have a cross agency membership and role in

	childrens' services supporting children young people and families.
Description	To add capacity and to take forward early intervention work across localities to ensure we are meeting the needs and improving outcomes for all our children and young people in education. This will include:- • Support the new Locality model by introducing the post of Principal Teacher of Pupil Support (in the Forres ASG across Primary schools and Council ELC settings) with the same maximum caseload as counterparts in secondary, to ensure we are meeting the Health and Wellbeing needs of our children and young people from 3-18 in line with the GIRFEC approach. • Review the impact on leadership and management arrangements across primary schools • Children's Rights and Participation: consult/co-produce with children, young people and families so the service is shaped to meet their needs • Use these posts to support schools in the delivery of the asks and/or statutory requirements of "The Promise"; the Children's Services Plan, the Child Poverty Action Plan, The Scottish Government's 10 year Mental Health Strategy (2017-2027) and the Building Relationships Programme. • Support Head Teachers to use PEF money for maximum impact/best effect • Consider, in line with the ASN review, the need for additional HSLW, Inclusion workers and or Family Support Workers roles to work alongside the new PT posts • Strengthen capacity within Education to support the increased need for multi-agency working and maximise the opportunity to pool the collective resources of the partnership to improve wellbeing and therefore raise attainment/close the attainment gap • To further develop and support parental engagement with Education but also with all services working with families and to ensure that parent voice, as well as that of children is heard and contributes to discussions
Critical Success Factors	**Strategic Fit** • The changes being proposed align and complement the revised Locality Network model and should support early intervention and prevention. • Furthermore, this option has desirable strategic linkages with ASN and the new locality model.

	Affordable While more expensive than the other 2 options, the test of change can be supported and is affordable if the whole of the remaining transformation fund for education is allocated to this project. While it is scalable in theory, the extent to which this is possible will depend upon future funding and it may be challenging to meet full costs from SAC (PEF) funding. The option can be evaluated. **Scalable** • Subject to the available budget, this option would be scalable **Able to be Evaluated** • It is considered that this option can be evaluated albeit the selected methodology would need to reflect the relative complexity compared to the other options.

4.3   Preferred Option

A summary of the options appraisal exercise is summarized below:-

Option	Critical Success Factors				Comment/Summary
	Strategic Fit	**Affordable**	**Scalable**	**Able to be evaluated**	
1.Minimum	x	✓	N/A	✓	Discounted.
2.Intermediate	-	✓	✓	✓	Partial strategic fit. Possible.
3. Maximum	✓	x-	✓	✓	Affordability challenge.

Given the pressure on council budgets and the need to prioritise scalability and long term sustainability Option 2 is the preferred option for a test of change pilot.

In summary, option 2 is seen as an innovative proposal that would assist in the modernisation and transformation of our service delivery and could potentially be a first step towards a sector leading approach, putting Moray on the map in a positive way and reinforcing our vision for Moray's people, children and young people.

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5. Commercial Case

Not applicable.

6. The Financial Case

Options	Title	Indicative 2 year cost
Option 1	Do Nothing/Minimal: make minimal improvements within the parameters of the current 'as is'	£239,910 to £47,982
Option 2	Intermediate: Fund a Principal Teacher (Pastoral Care) post at school(s) for a 2 year period and evaluate the impact that this investment will have on the well-being of learners for schools who have a roll which is marginally below supporting this post.	£250,000 to £400,000
Option 3	Maximum: Undertake a test of change within the Forres ASG area that will include introducing the post of Principal Teacher of Pastoral Care and support posts for Primary Schools.	£1,000,000

6.1 Overall Affordability

For Option 3 each year of the 2 year test of change, the projected costs are estimated as £572k. The cost over 2 years would be £1,144m

For Option 2, costs require to be fully calculated and will depend upon the number of schools identified as a pilot. It is suggested that a minimum number would be 2 in order to provide comparison but that 3 would provide a greater pool from which to measure and assess results. It would also be helpful to have funding to release development resources to establish the pilot. Therefore, an estimated total (2 year) budget for a pilot would be between £250k and £400k.

This cost estimate does not factor in evaluation related costs. While these costs will need to be confirmed, it is anticipated that the evaluation will either be conducted utilising Council staff or through external 'in kind' support.

6.2 Funding Source

Funding for the test of change would be sourced from the Council Transformation reserves.

6.3 Impact on the Income & Expenditure Account

Within this section give details on the anticipated payment stream for the project over its intended life span and link to objectives. This should include details on capital and revenue for each year.

7. The Management Case

7.1 Resource Requirements

It is anticipated that the implementation and governance of the test of change will be resourced using existing internal Council staff.

As previously noted it will be necessary for input from School Senior Leadership (SLT) colleagues as part of the governance arrangements and provision has been made for budget to support their release.

Further support is likely to be required from the Council's Research Information Officers (RIOs).

7.2 Programme Management Arrangements

The test of change will continue to be progressed as part of the Council's Improvement and Modernisation Programme.

If it is decided that one of the options is to be progressed, then a Full Business Case will be developed as a preliminary step involving engagement with stakeholders, which will include an implementation timescale, a detailed cost profile.

Risks and issues will be monitored by the Project Management Group.

7.3 Project Management Arrangements

The test of change will be managed in accordance with the Council's programme and project management guidance. This relates to the application of a consistent project reporting approach.

In the first instance, the project management group will report and escalate risks and issues to the Education Officers Transformation Meeting. High level up-dates will then be provided to the Education Children's and Leisure Services Committee.

7.4 Project Reporting Structure

The Senior Responsible Officer (SRO) is Vivienne Cross Head of Education and the Project Manager is Robin Paterson (Project Manager (Education)).

7.5 Arrangements for Change Management

Any future change management arrangements will be subject to the outcome of the findings of the test of change evaluation report.

The evaluation report will inform the contents of any future change management plan.

7.6 Arrangement for Benefits Realisation

Identifying any benefits that can be scaled up from the test of change, will be an integral element of the test of change evaluation report.

7.7 Arrangements for Risk Management

As part of the programme and project governance arrangements, risks and issues will be monitored and mitigating actions taken.