

COMMITTEE FOR EDUCATION, SPORT & CULTURE
COMMITTEE POLICY PLAN 2017-2020

1.0 Introduction

This document comprises the Committee *for* Education, Sport & Culture's response to Phase One of the Policy & Resource Plan (P&R Plan) agreed by the States in November 2016. It sets out, at a high level, the Government policy priorities of the Committee together with an outline of the anticipated benefits, presented as milestones and key performance indicators, and the work needed to realise those benefits which it is intended will be accommodated within the capacity of the Committee's current workforce with requirement for additional expenditure addressed through relevant States of Guernsey procedures for capital and revenue funding.

2.0 Our responsibilities

To encourage human development by maximising opportunities for participation and excellence through education, learning, sport and culture at every stage of life.

To advise the States and to develop and implement policies on matters relating to its purpose, including:

- Pre-school, primary, secondary, further and higher education
- Apprenticeships
- Skills
- Lifelong learning
- Sport, leisure and recreation
- Youth affairs
- The arts
- Libraries, museums, galleries and heritage
- Island Archives
- Civic celebrations and commemorations, including Liberation celebrations

To exercise powers and perform duties conferred on the Committee by extant States' resolutions, including those resolutions or parts of resolutions which relate to matters for the time being within the mandate of the Committee *for* Education, Sport & Culture and which conferred functions on the former Commerce and Employment Department, Culture and Leisure Department, Education Department, Health and Social Services Department and Policy Council.

This Plan sets out how the Committee's Government Policy work supports the objectives of the States of Guernsey expressed in Phase One of the P&R Plan.

3.0 Factors Influencing Determination of our Policy Priorities

3.1 Applying Political Judgement in the context of our Mandate and Legal Framework

The Committee's Government Policy priorities 2017-2020 in support of the key themes in Phase One of the Policy and Resource Plan result from its political judgements in the context of its mandate and legal framework (Education) as follows:

- its alignment of its Mandate (2.0 above) with the objectives within the P&R Plan
- its core legal duty, so far as its powers extend, to contribute towards the spiritual, moral, mental, and physical development of the community by securing efficient education throughout primary, secondary and further education to meet the needs of the population¹
- its supporting legal duty² to provide services required under the provision of regulations made by the Committee *for* Health and Social Care³
- requirements of extant States' resolutions
- the current status of the policy's development
- impact and scale of new policy

3.2 Considering Community Views

Additionally in January 2017 the Policy & Resources Committee embarked on a process of public engagement with the P&R Plan to secure the views of the community to better understand what it considers to be the top priorities to make 'Guernsey better tomorrow'. Workshops were run with representatives from interested bodies and groups that resulted in the following statements which align to the Committee's priority areas of responsibility:

- Prioritise and implement States approved social policy initiatives
- Ensure every child has a nurturing and supportive start in life
- Promote community participation in partnership with the third sector and businesses
- Foster integration within our community

¹ s3, The Education (Guernsey) Law, 1970

² The Children (Guernsey and Alderney) Law, 2008

³ Children and Young People Plan

- Support access to sports and the arts
- Ensure opportunities are available to all to develop knowledge and skills to pursue happy, healthy and fulfilling lives
- Facilitate and encourage opportunities for all in our community to participate in the protection and enhancement of the natural environment
- Improve financial and digital literacy across our community for young and old
- Provide and encourage opportunities for continuous personal development to all in our community
- Encourage and facilitate active lifestyles
- Improve awareness of the importance of health and wellbeing
- Ensure we have fit-for-purpose infrastructure to enable us to deliver services appropriately
- Promote the pursuit of skills in science, technology, engineering and mathematics
- Protect and promote our unique identity, language and rich natural and cultural heritage, including through increased access to and participation in arts and culture for all in our community
- Create conditions that encourage and foster businesses to start-up, grow and operate
- Provide additional support for those who wish to maximise length of working life (65+)
- Remove barriers and provide additional support for those who want to work (18-65)

Members of the public focused most of their comments and views on what they wanted from the States. The top priorities for this Committee that came out of the public drop-ins were:

1. **Ensuring we have fit-for-purpose infrastructure to enable us to deliver services appropriately**
 - “Better infrastructure in terms of shopping centres, leisure centres”
2. **Ensure opportunities are available to all to develop knowledge and skills to pursue happy, healthy and fulfilling lives**
 - “Education – planning and quality”
 - “Clear decisions on education that are kept to”
 - “Sort out secondary education”

3.3 Managing Policy Development within Current Resourcing

The Committee has been asked to present only the Government policy work it can pursue within current resourcing. The Committee has worked with senior staff to

direct officer time in the policy areas it believes will best deliver its mandate. To deliver at pace will divert resource from some areas of 'business as usual', the impact of which will be carefully monitored as extended departure from these routine functions brings its own risks that could significantly impact the overall objectives. It is not sustainable in the long term without reducing the volume and pace of change or increasing resourcing and thereby ensuring routine work is restored whilst also supporting new Government Policy initiatives.

The Committee is cognisant that it has significant areas on which to deliver that are not matters of 'Government Policy' but that will additionally draw on resources, such as the 2021 Island Games and 75th Anniversary of Liberation.

3.4 The Funding and Resourcing of Policy Implementation

In balancing the policy development work being managed within current resources and funding, and the operation of its services, the Committee wishes to make clear that in many cases implementation of the new policies is subject to capital and revenue budget requests.

4.0 Committee *for* Education, Sport and Culture's Government Policy Priorities

The Committee details in the following table its Government Policy priorities which in its judgement strongly align with the outcomes and objectives set out in Phase One of the P&R Plan. These are currently in research and development, implementation, monitoring and/or feedback/review phases as indicated.

Committee for Education, Sport and Culture’s Government Policy Priorities

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
4.1	The Future Structure of Secondary & Post-16 Education <i>(Transformation Project supporting innovation and continuous improvement and the Estate Optimisation Programme)</i>	<p><i>Research, Development and Appraisal</i></p> <ul style="list-style-type: none"> • Funding of Grant-Aided Colleges • Implement all ability secondary education system • Education Estate Options for Secondary and Post-16 • Capital Prioritisation Bid (secondary and Post-16) • Workforce Planning • Admissions and Transport • Governance and policies⁴ • Empowerment of schools <p><i>Programme of implementation extends until 2023 supported by concurrent monitoring, evaluation and feedback</i></p>	A core requirement of its Mandate and the Law, this programme of work is further prioritised by extant resolutions which require the Committee to submit a policy letter to the States with the capital and revenue implications and recommendations in respect of the optimum changes to the education estate which are necessary to give effect to the States’ education policies for all ability schools.	<p>Bring initial proposals on the general principles of the future funding of the Grant-Aided Colleges to the Assembly in September 2017 (published within the next few months)</p> <p>Publish proposals on the future education estate for Secondary and Post-16 for community and profession engagement in June/July 2017.</p>

⁴ Including those required by extant resolution

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
			<p>The programme of work will deliver on the remaining associated extant resolutions regarding secondary education in a timeframe that supports the effective delivery of the programme of change but will not necessarily be aligned to the timeframes within the resolutions in all regards (section 5.0 refers).</p> <p>This is the most significant programme of work facing the Committee within Education, requiring a wide range of skills and considerable time from large numbers of staff and consequently is the Committee's top priority.</p>	<p>Publish policy letter on the recommended future education estate for Secondary and Post-16 in October 2017 for States' debate 29th November.</p>

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
			Other work streams may necessarily suffer to keep this on track and moving at pace especially when drawing on limited professional staff for their expert contributions.	
4.2	Develop and ensure educational centres of excellence through high quality learning and teaching; promoting and sharing best practice across Education Services.	<p>Implementation</p> <p>Develop and enhance school improvement strategy:</p> <ul style="list-style-type: none"> • Implement, embed and develop ‘How Good is our School (HGIOS4)?’ self-assessment • Use tech to support effective self-evaluation <p>Curriculum development:</p> <ul style="list-style-type: none"> • Implement new curriculum and develop aligned learning and innovative teaching approaches 	<p>A programme of work in its second year of implementation and that is core to the effective delivery of the Committee’s obligations under the Law.</p> <p>Extensive and valuable research, development and consultation have so far ensured successful implementation and will be followed by the implementation of the new curriculum from September 2017.</p>	<p>Implementation of the new curriculum starts from September 2017</p> <p>First submissions under HGIOS4 in fourth quarter of 2017</p>

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
	<p>To report on and demonstrate excellent practice across Education Services</p> <ul style="list-style-type: none"> • Confident individuals, successful learners, responsible citizens and effective contributors • Parents and carers feel engaged and work in partnership <p><i>(Innovation and Continuous Improvement)</i></p>	<ul style="list-style-type: none"> • Develop, consult and refine curriculum framework with key stakeholders • Develop curriculum pathways ensuring they align to summative assessment points <p>Review and develop learner assessment protocols</p> <p><i>Implementation 2016-18</i> <i>Monitor and evaluate 2019</i></p>	<p>The States of Guernsey has heavily invested in this programme of work established by the previous Education Department and the Committee believes it must continue in order to nurture confident individuals, successful learners, responsible citizens and effective contributors.</p>	
4.3	<p>Develop high quality Early Years Education</p> <p><i>(Transformation Project)</i></p>	<p><i>Implementation</i></p> <p>High quality early education</p> <ul style="list-style-type: none"> • All providers meet safeguarding and welfare requirement for all children and staff 	<p>A programme of work to develop a framework centred on well-established research into early years education is being delivered in conjunction with the Committee for Health and Social Care.</p>	<p>Impact on children's learning and the funding review commences fourth quarter 2017.</p>

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
		<ul style="list-style-type: none"> • All providers have strong leadership and management skills • All providers enable positive interactions and well-being for all children • All providers will ensure an enabling learning environment • All providers will deliver a common curriculum and assessment framework <p>Monitor and evaluate Framework 2019</p>	<p>Additionally a minimum universal entitlement jointly funded by the Committee <i>for</i> Employment & Social Security is currently being trialled.</p> <p>The Committee will evaluate current provision arrangements, entitlement and funding arrangements for near universal entitlement ahead of the 2018 academic year.</p>	Operational and outcome based KPIs are embedded in the implementation programme.
4.4	Adhere to the budget controls as agreed, that in 2017 require savings representing 3% of annual revenue budget <i>(States of Guernsey 2017 Budget Report)</i>	<p>Research and Development 2017</p> <ul style="list-style-type: none"> • Maximise sustainable efficiency opportunities in a priority based budgeting exercise of the Committee's Services 	An intense priority based budgeting exercise with external advisors is supporting the Committee in its review of operating costs and is expected to inform and assist with substantial and sustained savings.	Committee's out-turn at year end is within the 2017 target budget realising a 3% reduction in costs.

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
		<ul style="list-style-type: none"> Explore synergies and establish effective working across the Committee's mandate <p>Implementation 2018-2022</p>	Some of the Committee's other projects are anticipated to generate savings in support of the States of Guernsey Budget Report although it remains testing to identify savings of the scale indicated for future years (5%, 5%) without impacting Services.	
4.5	Develop Government Policy for the management of culture and heritage, including language and the arts <i>(Transformation Project supporting Innovation and continuous improvement)</i>	Research and Development 2018 Working with stakeholders to evaluate the potential of a range of operating models for the sustainable and funded future preservation and management of Guernsey's culture and heritage, including language and arts, including a review of the current Commission model and analysis of other service delivery solutions.	The Committee's rationale for the development of this Government Policy is to determine the objectives and ensure resilience in the management of the Island's culture and heritage, including language and the arts, given the changes in context since the current approaches were instigated and the requirement	This is new work. Project planning to identify milestones is not complete.

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
			to ensure direction and target outcomes are aligned with the P&R Plan.	
4.6	Encourage life-long learning <i>(Transformation Project supporting Innovation and Continuous Improvement)</i>	<p><i>Research, development and implementation 2017-19</i></p> <ul style="list-style-type: none"> • Develop, implement and review the Guernsey College of Further Education Outcome Agreement • Establish an Adult Careers Information Advice and Guidance Strategy • Design a devolution model to maximise the synergies of delivery within training and further/higher education provision 	The rationale for this work is to provide educational and training provision and guidance that supports the evolving needs of the Island's workforce and employers by maximising the opportunities offered by the Guernsey College of Further Education, Guernsey Training Agency and the Institute of Health and Social Care Studies, all overseen by the same political body for the first time, whilst ensuring core provision is maintained for young people, professional and vocational training.	Business planning is embedded in the operation of the Guernsey College of Further Education during 2017/18.

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
4.7	<p>Improve and enhance health and well-being of children, young people and the wider community.</p> <p>A healthier school population (physically and mentally) with reduced cases of poor mental health within young people and the promotion of positive mental well-being in schools</p> <p><i>(Health & Social Care Transformation and Innovation and Continuous Improvement project)</i></p>	<p>Implementation 2017-19</p> <ul style="list-style-type: none"> • <i>Healthy Eating:</i> Increase number of accredited Healthy Schools • <i>Activity:</i> Ensure all young people meet or exceed the expected levels of activity • <i>Healthy Eating:</i> Influence, co-develop and implement weight management programme • <i>Mental Health:</i> Develop mental health strategies and well-being across the Service (students) • Further develop Growth Mind-set across the Service (students) • Implement Leuven Scale as Tool to Measure Quality of Well-being and Involvement 	<p>The Committee has refocused considerable resource to supporting the Committee <i>for</i> Health & Social Care in its delivery of the Children Law through the Children and Young People’s Plan as it is required to do by extant resolution.</p> <p>This is valuable work which will also support the implementation of the Healthy Weight Strategy brought to the States by the same lead Committee.</p> <p>The Committee will achieve this by alignment of its policy making and service delivery to the objectives of the P&R Plan and improving coordination</p>	<p>The impact of this work will generally be seen in the data available to the Committee <i>for</i> Health & Social Care with regards to referrals but will be supported by data from Education Services’ child weight measurement programme and its Young People’s Survey</p>

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
		<ul style="list-style-type: none"> <i>Prevention & Intervention:</i> Further develop educational provision to meet children and young people's health and well-being Ensure clear pathways and access to education and external support services 	<p>with other States' policies, and specifically</p> <ul style="list-style-type: none"> through a review of the Guernsey Sports Commission's Service Level Agreement with the Committee centred on supporting the Sports Community, to include scope and funding (and excluding any other agreement with other Committees) through its management of sport and recreation facilities to ensure access for all 	
4.8	Develop a fully inclusive system, establishing equal opportunity and access to education	<p>Implementation 2017-19</p> <ul style="list-style-type: none"> Review and update of the Special Educational Needs Code of Practice 	Education Services has committed considerable resource to supporting the Committee <i>for</i> Health & Social Care in its delivery of the	Increase positive post 16 destinations for children who are vulnerable (decrease the percentage of those

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
	<ul style="list-style-type: none"> • Improve school attendance • Reduce exclusion • Improved % children with age related education expectations • Increased access to wider curriculum opportunities • Increased positive post-16 destinations for children who are vulnerable • Improving Accessibility: Report on accessibility improvement to properties <p><i>(Health & Social Care Transformation and Innovation and Continuous Improvement project)</i></p>	<ul style="list-style-type: none"> • Improved multi-agency and partner working and data sharing protocols • Improved strategies and policies for supporting and managing learners who are at risk of exclusion and to raise expectations and aspirations • Improved monitoring and data tracking 	<p>Children Law through the Children and Young People's Plan as it is required to do by extant resolution.</p> <p>This is valuable work which will also support the implementation of the Disability and Inclusion Strategy.</p>	<p>not in employment, education or training – 16/17yrs figures)</p>

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
4.9	Safeguard and protect children and young people <i>(Health & Social Care Transformation and Innovation and Continuous Improvement project)</i>	<p>Implementation</p> <ul style="list-style-type: none"> • Enable active involvement in setting up and implementing multi-agency policies, processes and procedures • Further develop effective joint agency working (assessment, support and intervention) • Implement H&S policies • Record and analyse H&S data • Review and enhance H&S controls 	<p>Education Services has committed considerable resource to supporting the Committee for Health & Social Care in its delivery of the Children Law through the Children and Young People's Plan as it is required to do by extant resolution.</p> <p>This is valuable work which will also support the work of the Islands' Safeguarding Children Partnership (formerly Islands' Child Protection Committee).</p>	Develop, routinely monitor and act on the quarterly collection of data across the States by the end of 2017.
4.10	Harness effective self-evaluation in Education Services and ensure continuous improvement <i>(Transformation Project supporting Innovation and continuous improvement)</i>	<p>Monitor</p> <ul style="list-style-type: none"> • Establish clear and effective self-evaluation processes • Develop effective processes for reporting and joined up knowledge management 	Implemented three years ago and subject to its first independent validation 18 months ago, the process of self-evaluation is embedding in Education Services.	<p>Maintain annual self-evaluation programme in Education Services.</p> <p>Independent inspection completed in fourth quarter of 2018.</p>

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
		<ul style="list-style-type: none"> External validation of Education Services 		
4.11	Support the development and delivery of the Digital Sector Strategic Framework <i>(Transformation Project and Innovation and Continuous Improvement project)</i>	<p>Research and Development</p> <p>The Framework includes:</p> <ul style="list-style-type: none"> develop a business case to deliver a sustainable funding model which meets the needs of stakeholders develop and implement digital up-skilling programme for educators develop and finalise the digital competency framework explore opportunities for higher level study in digital pathways develop a clear roadmap for digital career pathways leverage an industry and education partnership to develop digital skills 	<p>The Committee <i>for</i> Economic Development is developing the Digital Sector Strategic Framework. A member of our staff has been seconded to the project team to develop the 'Skills' strand which will need to be delivered in the main by this Committee.</p> <p>The Committee <i>for</i> Education, Sport & Culture has no further resource it can provide and current arrangements cannot be maintained. Additionally it has no funding to deliver the 'skills' objectives set out and is therefore fully dependent on funding from the lead Committee.</p>	

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
			<p>There is significant correlation between this priority area of work and the P&R Plan. Substantial work has already been undertaken in support of this Framework but additional funding and resource is required to continue because as already noted the Committee is supporting the implementation of work for the Committee <i>for</i> Health and Social Care under the CYPP and is additionally progressing very significant extant resolutions of the States under its own mandate.</p> <p>However in its curriculum development work outlined in point 2 above, the Committee</p>	

	Priority Area of Focus/Objective (ranked by number of entries against P&R Plan)	Policy Development Phase as at June 2017	Context	Key Performance Indicators (KPIs)/Policy Development Milestones
			is facilitating innovative learning using ICT and the digital workforce objective of the 'Strategic Framework' should also be supported to some extent by the life-long learning policy work.	
4.12	Review of the Education Law	<p>Research and Scoping</p> <ul style="list-style-type: none"> • Benchmark with other jurisdictions • Define rationale and objectives for change • Stakeholder engagement programmes 	<p>Whilst generally permissive the review of the Law will consider the merit of changes to</p> <ul style="list-style-type: none"> • ensure the Law sits comfortably with Human Rights legislation • remove anachronistic references • ensure it facilitates developments required to provide an outstanding modern education service 	Commencement and progress with this item is subject to the allocation of resources.

5.0 Deferred Work Streams to Secure Resource for Priority Areas of Focus

- 5.1 The Committee sets out herein the extant States Resolutions it recommends are rescinded or accountability reviewed.
- 5.2 To direct the Culture and Leisure Department, in association with the Constables of St Peter Port, to review and report back to the States on the present day issues regarding itinerant performers and street entertainers (Billet 15 Article 3 2010)
The rationale (organisational need) for this piece of public policy development is no longer a priority. Its provenance is as the remaining area of review outstanding from an earlier resolution and is dependent on legal resources where competing demands will result in its indefinite delay. The absence of this review will not impact the Island or individuals. It is recommended to rescind this resolution.
- 5.3 To direct the Policy Council and any Departments that may be affected by the concept set out in that Report to report back to the States should they have reason to consider that any significant policy changes are required in order for a Guernsey based University of the Channel Islands to develop along the lines described in that Report (Billet 20 Article 8 2013)
It is recognised in discussion with the Policy & Resources Committee that it would be more effective for the Policy and Resources Committee to co-ordinate the States' interest in defining the objectives of establishing a Guernsey-based University of the Channel Islands and working with identified stakeholders including the Committee for Education, Sport & Culture in scoping and appraising options. Therefore it is recommended that this resolution is either revised or rescinded and replaced.
- 5.4 To report to the States of Deliberation by no later than July 2017, setting out a comprehensive sports strategy, including the funding requirements necessary to achieve the objectives set out in the strategy.
The States has clearly directed that 'activity for all' is a priority area through its recent support of the Healthy Weight Strategy and this Committee will formally contribute and support that work.
- Resource is therefore limited to properly develop a comprehensive Sports Strategy. In its place the Committee will align its sport, leisure and recreation policy making and service delivery accountabilities to the objectives of the P&R Plan and improve coordination with other States' policies on activity for all:*
- *by a review of the Guernsey Sports Commission's Service Level Agreement with the Committee centred on supporting the Sports Community, to include scope and funding (and excluding any other agreement with other Committees)*

- *by its management of sport and recreation facilities to ensure access for all*
- *with respect to elite sport (national and international), the Committee will support States' work on air links and Aurigny*
- *by aligning its work and improving coordination with other States' policies on activity for all*

The impact of this approach is that the extant resolution will not be executed this political term.

- 5.5 To direct the Committee for Education, Sport & Culture to publish by [the end of] 2017 a policy for the identification and support of the most able, gifted and talented children in Guernsey and Alderney; and the desired outcomes from such a policy, the measurement of those outcomes and any resources required

The programme of work transforming secondary education includes work on policies for the new secondary governance model which will be developed with the profession when the service provision, governance and estate have been determined politically. It would be inefficient and inappropriate timing to divert resources to arbitrarily observe the timeframe in the resolution. Currently the Committee expects to complete this work in the fourth quarter of 2018.

- 5.6 To direct the Committee for Education, Sport and Culture to review and publish by December 2017 a policy for managing disruptive behaviour in order that classroom disruption is minimised and those who need extra support to engage in education are accommodated and helped without detriment to the education of others; along with the desired outcomes from such a policy, the measurement of those outcomes and any resources required

The programme of work transforming secondary education includes work on policies for the new secondary governance model which will be developed with the profession when the service provision, governance and estate have been determined politically. Additionally as indicated in the Committee's priority areas, work is in train to support vulnerable students and reduce exclusions. It would be inefficient and inappropriate timing to divert resources to arbitrarily observe the timeframe in the resolution. Currently the Committee expects to complete this work in the fourth quarter of 2018.

6.0 Achievability of Delivering Objectives

Perceived Difficulties	Mitigating Action
<p>Implementation of States' Policies</p> <p>The generation of further Government Policy that requires implementation by the Committee without additional resourcing whilst it is delivering against its identified priority areas will become untenable.</p> <p>The increasing volume of co-operative working has now led to the Committee's operational teams picking up additional work without increases in resource which results in their core roles being squeezed. Not only does this impact on the quality and timeliness of work it also has negative impacts on individuals' health and well-being. Additionally it erodes any time that might have been available for strategic development of the Committee's own priorities. This is particularly highlighted by the responsibilities placed on the Committee's staff through the new Children Law and its implementation through</p>	<p>Mitigating actions are achieved by amending one or more of</p> <ul style="list-style-type: none"> • Time • Scope • Resources <p>This translates to</p> <ul style="list-style-type: none"> • A slower pace of development/implementation or deferring completely • Reducing the objective and potentially its impact • Increasing available funds and/or staff, or reviewing the expectations of the substantive role, or the requirement for some of the routine work they undertake <p>Going forward the Committee accepts that no new initiatives can be considered without first identifying how to reduce the current workload if the new initiative is of a higher priority or additional resourcing is secured to undertake the work.</p> <p>It is therefore very important that any policy approved by the States identifies its impact on all other Committees and demonstrates that they have worked together to address the resourcing requirements to the satisfaction of all parties.</p> <p>This is best achieved by close working in the development of new policy (which itself will be challenging from a time perspective) and managing delivery expectations given additional resourcing is increasingly difficult.</p> <p>The P&R Plan and the coordinating and resourcing role of the Policy & Resources Committee are key in controlling the generation of relevant priority policies and their resourcing given Committees are working hard to manage their own commitments with reducing resources. For this reason the Committee is already flagging difficulty in supporting the implementation of the 'skills' strand of the Digital Sector</p>

Perceived Difficulties	Mitigating Action
the Children and Young People's Plan.	Strategic Framework having co-resourced it through the research and development phase.
<p>Public Service Reform</p> <p>There is an increasing number of States of Guernsey 'enterprise' programmes aimed operationally to improve service and generate efficiencies (i.e. not Government Policy) such as Service Guernsey, People Plan, SMART Guernsey etc. They all require implementing and managing, often drawing again on those same individuals who are working in or running services and to whom the Committee look for its work on Government Policy research, development, implementation, monitoring and review.</p>	<p>Mitigating actions are achieved by amending one or more of</p> <ul style="list-style-type: none"> • Time • Scope • Resources <p>This translates to</p> <ul style="list-style-type: none"> • A slower pace of development/implementation or deferring completely • Reducing the objective and potentially its impact • Increasing available funds and/or staff, or reviewing the expectations of the substantive role, or the requirement for some of the routine work they undertake <p>The objectives are a requirement of Government to deliver customer focused, efficient service and are supported because they will create the enabling environment for more efficient and effective delivery of services whilst meeting customer needs.</p> <p>Implementation requires detailed consultation with the operational services and potentially additional resourcing during implementation which should be addressed in the business cases for each programme.</p> <p>The Chief Executive's Management Team is key in controlling the generation of relevant priority 'enterprise' change programmes and their resourcing for implementation. Committees are working hard to manage their own commitments with reducing resources and the pace of that work would significantly reduce if energies had to be diverted.</p>
<p>Restructure of Enabling Services</p> <p>The centralisation of resource and funding may</p>	<p>Centralised resource must quickly develop and communicate the processes to be followed and ensure they are appropriately resourced so delays are not incurred. This most likely should recognise the customer/supplier status of</p>

Perceived Difficulties	Mitigating Action
<p>build additional processes into accessing and deploying the resources of the States of Guernsey which previously would have been under the direction of the Committee.</p>	<p>the new arrangement and may require Service Level Agreements.</p>
<p>Property Rationalisation The relocation of the services and support from Grange Road House to several locations and some services' subsequent further relocation will require embedding and changes to working practices.</p>	<p>This is an important contributing element of the estate optimisation programme for 2017. Preparation for the relocation is being managed by the Committee within existing resources but requires all staff to create time to review, archive and prepare material for their relocation and to amend their working practices as they establish themselves in new surroundings.</p> <p>Current programmes of work established by the Committee should allow for this disruption in their timeframes for delivery.</p>
<p>Structural Review The restructure of Government creating a new Committee and its mandate has yet to be worked through operationally to achieve optimum efficiencies</p>	<p>This competing priority for senior staff time will become more urgent as a consequence of the priority based budgeting exercise and the demands of a reducing budget challenge the Services to ensure the right provision is available with less resource.</p> <p>Each priority area/objective will contribute by challenging if 'work' needs to be done; could be done differently; could be combined with other work for the same impact; or could cost less.</p>