

Subject: **NHS Lanarkshire Strategic Anchor Plan**  
 Report By: Elspeth Russell, Consultant in Public Health  
 Meeting: Population Health & Primary Care and Community  
 Reporting To: Governance Committee

Meeting Date: 20<sup>th</sup> September 2023

## 1. Purpose

This paper is coming to the Population Health & Primary Care and Community Services Governance Committee:

For approval	<input checked="" type="checkbox"/>	For endorsement	<input type="checkbox"/>	To note	<input type="checkbox"/>
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## 2. Route to the Population Health & Primary Care and Community Services Governance Committee

This paper has been:

Prepared	<input checked="" type="checkbox"/>	Reviewed	<input checked="" type="checkbox"/>	Endorsed	<input type="checkbox"/>
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by Elspeth Russell, Consultant in Public Health.

## 3. Summary of Key Issues

### ***National position***

- 3.1 Anchor organisations are typically large employers with a strong local presence in an area. They can exert sizable influence on community wealth building through their commissioning and purchasing of goods and services, through their workforce and employment capacity, and by creative use of their services, facilities and land assets. Positive use of these aspects can affect social, economic and environmental change, contribute to positive health and wellbeing outcomes, and mitigate the impact of inequalities.
- 3.2 The Scottish Government Care and Wellbeing programme now includes an anchor work stream. The aim of this programme is to support Scotland's health and social care providers to become active anchor organisations to help to mitigate against some of the drivers of socioeconomic inequalities within their area.
- 3.3 As part of the Annual Delivery Plan requirements, all Boards are required to have a 3-year strategic anchor plan in place by the end of October 2023 with reference to how the plan supports: a 'prevention' public health approach; community wealth building; and, reducing child poverty.
- 3.4 Boards are also asked to set out how they are working in partnership with other local anchors to progress the plan and/or develop joint plans with reference to engagement with Local Employability Partnership(s) and Community Planning Partnership(s) and also to cross reference anchor actions to their Strategic Workforce Plan.

3.5 Public Health Scotland developed a draft Scottish anchor baseline assessment framework in June 2023 to support the national Care and Wellbeing Programme. This framework sets out 47 activities that can be taken by anchor organisations across 5 dimensions: *employer, procurement, environment, sustainability and assets; service design and delivery; and, becoming an exemplar anchor*. Each activity is considered on a four-step journey from a basic starting point (level 1) to best practice (level 4). The framework provides a useful guide as to the types of activities Boards should be considering as local anchors.

### **Local position**

3.6 NHS Lanarkshire has a long history of operating as an anchor organisation with a strong inclusive culture and many positive examples of working in partnership on programmes which have focused on wider determinants of health including action on poverty, employability, green health, and staff health and wellbeing.

3.7 Over the last two years there has been a strong strategic commitment made to the anchor approach across NHSL with anchor principles embedded into NHS Lanarkshire Healthcare strategy *Our Health Together* and reflected in the corporate objectives. An initial anchor baseline assessment was undertaken using the Joseph Rowntree Foundation (JRF) Anchor Progression Framework and investment has been supported for anchor related programmes of work including employability, procurement and child poverty. The contribution of NHSL as an anchor has also featured strongly in the Monklands Replacement Project, including the development of the Community Benefits Plan for the successful contractor.

3.8 NHS Lanarkshire is committed to further enhance its role as an anchor through more intentionally targeting opportunities and services to those who are most vulnerable and through shaping employability, procurement and asset strategies to be more inequalities focused. Crucial to this is how NHSL work with other anchors, notably the local authorities and voluntary and community organisations.

3.9 A workshop with strategic leads was held on 2<sup>nd</sup> August 2023 to transition the activities noted in the initial JRF assessment into the Scottish Anchor Assessment Framework and to agree priorities for the 3-year strategic anchor plan.

3.10 As outlined in Appendix 1 NHS Lanarkshire achieves a score of 3 or 4 for just over half of all activities in the baseline assessment which is to be commended. Positively, only one activity *3.5 Unnecessary use of plastic and reduction in single-use plastic* achieved a score of 1 and a review is planned for 2023/24 to help inform action in this area. All the remaining activities scored at level 2 however it is worth noting that progress made in these areas often met some, but not all, of the requirements for level 3.

3.11 It is recognised that actions need to be realistic and achievable in the context of financial sustainability, waiting lists and workforce pressures. The actions that have been prioritised for the strategic action plan therefore focus on further developing areas of good practice identified in the baseline assessment or more intentionally applying an inequalities anchor lens to existing programmes of work.

3.12 In order to streamline reporting, the actions from the NHSL cost of living anchor plan have been incorporated into the Strategic Anchor plan.

3.13 The development of a communications plan to raise awareness of, and support for, the

anchor concept has been identified as a key priority action to underpin the Strategic Anchor plan.

- 3.14 The MRP provides an excellent opportunity to advance the role of NHSL as an anchor and test out new and innovative approaches through both the new hospital build and also the regeneration of the existing site and this has been reflected in the action plan.
- 3.15 The activities noted in the baseline assessment which are not reflected in the Strategic Anchor plan will continue to be reported as usual through their respective governance structures and the baseline assessment scores and narrative will be updated annually as part of the overall anchor programme governance.
- 3.16 Delivery of the strategic anchor plan will require leadership, ownership and support from across the wider organisation as there is limited capacity within the relevant corporate teams (e.g. Procurement, Employability, Health Improvement) to support new ways of working without further investment. Delivery of the plan will require investing time to build on the local partnerships already in place with other anchors. NHS Lanarkshire are working closely with both local authorities, third sector organisations and other local partners on Community Wealth Building strategies and are also key partners in the Local Employability Partnerships, Tackling Poverty Groups and Community Planning Partnerships.
- 3.17 NHSL are also contributing to national Anchor groups and have provisionally agreed to be a test area for the Procurement Task and Finish group which aims to better understand the barriers and enablers to enhancing spend on local, progressive procurement.

#### 4. Strategic Context

This paper links to the following:

Corporate objectives	<input checked="" type="checkbox"/>	LDP	<input checked="" type="checkbox"/>	Government policy	<input checked="" type="checkbox"/>
Government directive	<input checked="" type="checkbox"/>	Statutory requirement	<input type="checkbox"/>	AHF / local policy	<input checked="" type="checkbox"/>
Urgent operational issue	<input type="checkbox"/>	Other	<input type="checkbox"/>		

#### 5. Contribution to Quality

This paper aligns to the following elements of safety and quality improvement:

##### **Three Quality Ambitions:**

Safe	<input checked="" type="checkbox"/>	Effective	<input checked="" type="checkbox"/>	Person Centred	<input checked="" type="checkbox"/>
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#### 6. Measures for Improvement

- 6.1 The action plan sets out milestones to be achieved annually for the next three years and high level performance measures have been proposed for each action.
- 6.2 The anchor work programme is relatively new and still evolving, both internally and in terms of opportunities to work with other anchors on common goals to support community wealth building. As this work programme develops it is anticipated actions and milestones may need to be reviewed and amended as new opportunities for anchor activity are identified.
- 6.3 The Scottish Government are currently consulting with strategic groups on an appropriate

set of metrics for measuring baseline activity in relation to: workforce; local procurement; and, use or disposal of land and assets for the benefit of the local community. A final set of metrics will be signed off by the Place and Wellbeing Programme Board in October.

6.4 The nationally agreed metrics will be reported to the NHSL Anchor Steering Group and to PHPCSGC as part of the overall monitoring of the anchor programme of work.

## 7. Financial Implications

7.1 The strategic anchor plan covers a broad range of actions with responsibility across different Directorates and partnerships. Where additional resource is required this will be raised through the respective management structures and escalated to the Anchor Steering Group and Corporate Management Team as required.

## 8. Risk Assessment/Management Implications

8.1 The strategic anchor plan has risks and controls identified for each action. These will be monitored through the Anchor Steering Group.

## 9. Fit with Best Value Criteria

This paper aligns to the following best value criteria:

Vision and leadership	<input checked="" type="checkbox"/>	Effective partnerships	<input checked="" type="checkbox"/>	Governance and accountability	<input checked="" type="checkbox"/>
Use of resources	<input checked="" type="checkbox"/>	Performance management	<input checked="" type="checkbox"/>	Equality	<input checked="" type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>				

## 10. Equality and Diversity Impact Assessment (EQIA)

Has an EQIA been completed:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
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10.1 EQIAs have been completed on the strategies and plans that contribute to the overarching anchor plan e.g. NHSL Employability Strategy, NHSL Cost of Living Action Plan, Monklands Replacement Project Community Benefits Plan.

10.2 EQIAs will be undertaken for any new programmes of work that are undertaken as part of the plan and this will be monitored by the Anchor Steering Group.

## 11. Consultation and Engagement

11.1 Consultation has been undertaken on the strategies and plans that contribute to the overarching anchor plan e.g. NHSL Employability Strategy, NHSL Cost of Living Action Plan, Monklands Replacement Project Community Benefits Plan.

11.2 EQIAs will be undertaken for any new programmes of work that are undertaken as part of the plan and this will be monitored by the Anchor Steering Group.

## 12. Actions for the Population Health & Primary and Community Services Governance Committee

The Population Health & Primary and Community Services Governance Committee members are asked to:

Approve	<input checked="" type="checkbox"/>	Endorse	<input type="checkbox"/>	Identify further actions	<input type="checkbox"/>
Note	<input type="checkbox"/>	Accept the risk identified	<input type="checkbox"/>	Ask for a further report	<input checked="" type="checkbox"/>

Through **Group/Committee/whatever** the Committee members are asked to: Approve the NHSL Strategic Anchor Plan and request bi-annual updates on the plan.

### 13. Further Information

For further information about any aspect of this paper,


please contact: Elspeth Russell, Consultant in Public Health

**Appendix 1 Public Health Scotland Anchor baseline assessment**

## NHS Lanarkshire levels and priority areas at August 2023

Dimension and Activity	Score
<b>Employer</b>	
Workforce data	3
Methods of recruitment	3
Nature of apprenticeship/work experience offer	3
Flexible working/reasonable adjustments	3
Non pay benefits	3
Contract types	3
Pensions	2
Living Wage	4
Training, development and progression	3
Leadership and management	3
Fair working principles	2
Supporting staff physical and mental health, wellbeing and resilience	4
Working with other local partners	3
<b>Employer overall score</b>	<b>3.0</b>
<b>Procurement</b>	
Routinely monitor/analyse local spending	3
Enable local SMEs, social enterprises and supported businesses submit proposals	3
Engage with local suppliers on contract opportunities and requirements	2
Identify and address local supply gaps	2
Apply community benefit goals and scoring widely in competitively tendered contracts	3
Fair Work First built into contracts	3
Coverage of wider social, health and environmental issues	2
Extend and nature of supplier engagement (with new and existing suppliers)	2
Monitoring and enforcement	2
Use procurement to create jobs and support skills development through the construction and end use of large developments	3
Put focus on those who most need work and skills (e.g. unemployed people and those leaving education)	2
<b>Procurement overall score</b>	<b>2.4</b>
<b>Environment, sustainability and assets</b>	
Climate emergency response in line with climate change (Scotland) Act 2009	4
Environmental policy and environmental management systems (EMSs)	2
Energy use, efficiency and renewables	3
Waste, resource use and pollution	2
Unnecessary use of plastic and reduction in single use plastic	1
Transport	2
Buildings and infrastructure	2
Natural environment/green infrastructure and biodiversity	2
Community use of facilities and outdoor estates and 'good neighbour' role	2
Strategic planning, regeneration and good design of infrastructure	4
<b>Environment, sustainability and assets overall score</b>	<b>2.4</b>
<b>Service design and delivery</b>	
Knowing your place and service users, including those facing poverty and disadvantage	2
Reviewing existing service delivery and designing new services to reach and benefit diverse and disadvantaged communities	2
Embedding joint working	3
Support local business and communities' success through expertise and innovation	2
Build links with local schools, colleges and universities (e.g. via talks, projects, funding, curriculum input, careers links or work experience)	3

<b>Service design and delivery overall score</b>	<b>2.4</b>
<b>Becoming an exemplar anchor</b>	
Corporate leadership and commitment	3
Commitment to anchor's principles by incorporating it into organisational governance and key documents and statements (e.g. vision, mission and corporate plan)	2
Inclusive anchor thinking evidence in values, behaviour, culture and communications across all employees	2
Manage financial assets to create positive impacts	3
Resource allocations that support anchor activity	2
Collaborate with other local anchor institutions (e.g. within the local authority area and through CPPs)	3
Collaborate and share experience beyond the local area	3
<b>Becoming an exemplar anchor overall score</b>	<b>2.6</b>
<b>Overall anchor score</b>	<b>2.6</b>



## **Harnessing the power of anchor institutions: a progression framework for Scottish organisations**

Publication date: 14 June 2023





**institutions: a  
progression  
framework for  
Scottish  
organisations**

Publication date: 14 June 2023



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## Acknowledgements

This framework is based on an original 'progression framework' devised and developed by Les Newby (Les Newby Associates) and Nicky Denison (Wordfern Ltd). It has been used in inclusive anchor activity supported by the Joseph Rowntree Foundation (JRF) and Leeds City Council, as well as elsewhere.

Public Health Scotland would like to thank Les Newby and Nicky Denison alongside JRF and Leeds City Council for allowing this framework to be adapted for anchor institutions in Scotland.

Some adaptations have been made to align it to a Scottish policy context, however, most of the original framework remains unchanged.

For access to or further information about the original progression framework or for detail on commissioning support in its application, contact [les@lesnewby.com](mailto:les@lesnewby.com) or [nicky@nickydenison.co.uk](mailto:nicky@nickydenison.co.uk).

## Feedback

We are pleased to make this framework available to NHS Boards in Scotland as a working draft document. As we continue to refine and develop it, we would welcome valuable insight from colleagues across Scotland.

We kindly invite any comments or suggestions to be emailed to: [PHS.anchors@phs.scot](mailto:PHS.anchors@phs.scot)

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# Introduction

## What is an anchor institution?

The term 'anchor institution' refers to a large organisation that is intrinsically connected (or 'anchored') to a local area through the services it delivers, for example councils, colleges, universities and NHS Boards.

As these organisations employ many people, spend substantial amounts of money on goods and services, and own and manage extensive land and assets, they are already influential to the social and economic outcomes of a local area.

However, by further leveraging their resources, expertise and long-term commitment, anchor institutions have an opportunity to have even greater impact. By working collaboratively with other organisations, they can help to address some of the interconnected challenges faced by society today, such as poverty, inequality and the climate emergency.

## Aim of this framework

This progression framework aims to help public sector organisations in Scotland to recognise and make the most of their power as 'anchor institutions' to improve outcomes for local people and the environment.

This framework is intended to support organisations to self-assess where they are now, decide where they want to get to, and begin to develop improvement plans that support Scotland's **National Outcomes** for health and overall ambition of a **wellbeing economy**.

Specifically, this framework can help organisations to review what they are currently doing as anchor institutions, and help to develop improvement plans that support:

- local community wealth building

- a reduction in poverty and inequality
- improved environmental outcomes

This framework provides some examples of what anchor institutions can do in practice across five dimensions:

1. **employer**
2. **procurement**
3. **environment, sustainability and assets**
4. **service design and delivery**
5. **becoming an exemplar anchor institution**

Each dimension outlines some of the activity anchor institutions can consider, based on a four-step journey from a basic start point (level 1) to best practice (level 4).

The activity outlined is not an exhaustive list of actions that should be taken, but can act as a guide to stimulate conversations within organisations and among partners to develop local action.

## Who should use this framework?

This framework combines high-level summaries aimed at decision-makers and policy-makers and a depth of detail aimed at practitioners and specialist functions.

It is recommended that organisational leaders and senior management teams take overall responsibility for using the framework, as it is inherently about an organisation's vision, mission, priorities and behaviours. This is likely to involve three steps initially and then an annual review process:

1. **an initial discussion** about the 'inclusive anchor institution' idea, the dimensions it involves and commitment to using this framework to support and make progress

2. **carrying out/commissioning a review** of current organisational practice against the dimensions and features within this framework, scoring each 1–4
3. **setting annual and long-term goals for progress** and how to move this forward, informed by this baseline information (a score of 1–4 on each dimension)

Each year, a review of progress can be completed which will enable leaders/management teams to assess progress, refine targets and plan future actions.

## How to calculate scores against the framework

Scoring is optional and organisations can use it to internally self-assess and set goals. This is not for any competitive or sharing purpose.

As recommended by the **original progression framework**, scores can be calculated at range of levels if helpful.

- For **individual features** within each of the five dimensions, take the score directly from the column that fits your position best (i.e. 1–4).
  - For each **table (Tables 1–18)**, you can calculate an average score by totalling the scores from the features within it and dividing by the number of features.
  - For each **dimension**, the average score is the total of the scores for the ‘anchor institutions can’ statements divided by the number of ‘anchor institutions can’ statements in the dimension.
  - The **overall average score** is the total score of the five dimensions divided by five. We recommend the score is rounded to one decimal place, and that leadership teams focus on results for the five dimensions, ‘anchor institutions can’ statements and the overall
-



score.

## Background: why anchor institutions matter

As anchor institutions are large organisations, they already make a positive contribution to a local area by providing substantial employment opportunities for local people. However, the decisions they take about how they operate can make that contribution a far bigger one.

Anchor institutions can form powerful relationships with other local partners and businesses to drive transformative change. They can work together to support place-based approaches to address complex problems that cannot be resolved by one organisation alone.

## Promote a wellbeing economy and support community wealth building

Anchor institutions are pivotal in advancing Scotland's ambition of a **'wellbeing economy'**. The Scottish Government describes a wellbeing economy as an economic system that operates within safe environmental limits, which serves the collective wellbeing of current and future generations first and foremost.

A practical approach to advancing a wellbeing economy is through **'community wealth building'** actions.

By reviewing how they spend and manage their money, use their estate and employ their workforce, anchor institutions can help to retain and redirect more wealth back into local economies. This places more control, finance and assets back into the hands of local people, which can help to reduce poverty and inequality. More information can be found in **'Implementing community wealth building – a guide'**.

## Reduce poverty and inequality

Anchor institutions play an important role in reducing poverty and inequality, and improving outcomes for local people.

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They can do this by mitigating some of the entrenched inequalities that cause parts of society to experience poorer health.

For example, anchor institutions can reduce the number of people at risk of poverty by offering fair and equitable employment practices. They can also incorporate **'fair work'** practices into procurement and commissioning processes, ensuring their suppliers also offer fair and good employment opportunities to local people.

Further to this, by targeting employment opportunities to specific groups such as **'priority families'**, anchor institutions can directly reduce the number of children at risk of poverty. This helps achieve Scotland's **child poverty targets**.

Anchor institutions can also mitigate other sources of inequalities by targeting support towards other disadvantaged or marginalised groups (e.g. through antiracist recruitment practices or practices that reduce the disability or gender recruitment gap).

Thinking innovatively, anchor institutions can use, design and develop their extensive buildings and estates to the benefit of local populations, which supports Scotland's **Place and Wellbeing Outcomes**. For example, they can do this by using land to support high-quality affordable housing, improving access to good-quality greenspace or supporting local communities to use local transport links, assets and estates.

## **Net zero contributions**

In addition to undertaking work that supports community health outcomes, anchor institutions, and everyone who works within them, are central to supporting **Scotland's ambition of becoming net zero by 2045**. They can adopt targets, policies and design services that reduce the impact on the environment.

They can support net zero by implementing sustainable practices, building sustainability into procurement processes and promoting

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environmental awareness with other partners.

## Dimension 1: employer

### What does it cover?

This dimension is about what anchor institutions can do to provide fair work and accessible employment opportunities in their area.

The employer action covers:

- how anchor institutions recruit
- the pay and conditions they provide
- the training and development they offer
- the emphasis they place on health and wellbeing
- how they work with other local employers in an area

This will differ depending on the type of organisation, so the content is general and aims to stimulate discussions and support innovation.

### Why does it matter?

There is a strong link between work and health, but for work to have a positive impact on health it must be 'good work' and provide a decent income.

The **Fair Work Convention** sets out what good work looks like in Scotland. Fair work offers employees an effective voice, provides opportunity to progress, offers good security and provides fulfilment and respect for individuals.

### What can it achieve?

#### Large impact

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Given the number of people that anchor institutions employ, providing

fair work has the potential to reach and make a positive difference to  
the lives of many thousands

of people. This impact can go on to benefit their families and the communities they live in.

## **Narrow inequalities**

By targeting recruitment help towards bringing people – particularly those furthest from the labour market and most likely to be living in poverty – into good work, organisations can improve the prospects of their local communities and begin to narrow inequalities.

Additionally, by ensuring practices are equitable, employers can provide support to reduce other inequalities such as the gender and ethnicity pay gaps and improve equality and diversity within a workplace.

## **Increase wages**

Good jobs are good for business too. They help to attract and retain talented people, reduce levels of sickness and stress, and boost staff engagement and morale. They can underpin competitiveness and help drive productivity gains that, in turn, lead to higher wages.

Low pay is a feature of our national labour market. In Scotland, one in five working-age people<sup>i</sup> (19%) are living in poverty. By providing good pay and conditions, supporting professional progression, and supporting employees to stretch their take-home pay, anchor institutions can help to reduce poverty in Scotland.

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<sup>i</sup> Poverty and Inequality Commission. [Key facts](#).

## What can your organisation do?

### Recruitment

- Analyse workforce data. By understanding the profile of your workforce, alongside unemployment data in your local area, organisations can help to target recruitment strategies and opportunities that reach a wider pool of candidates, as well as ensure their workforce is representative of the local population.
- Ensure recruitment processes are equitable and accessible to maximise scope for local people to secure good jobs within an anchor institution.
- Reach out to a wider pool of candidates with a particular focus on hard-to-reach groups and think innovatively about how to support local people to secure roles, then monitor and track your success in doing so.
- Create pre-employment programmes, work placements and volunteer work experience to improve employment prospects. Target positions to disadvantaged groups, who may otherwise face barriers to work – this includes priority families, young people or other marginalised groups.
- Commit to promoting more quality part-time and flexible jobs at all levels and use these to attract and progress the best talent.
- Work collaboratively with other local employers and partners such as local third sector organisations to create jobs that reach more people.

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### Support people with fair pay and conditions



- Become an accredited **Living Wage employer**. If this is not immediately possible, plan to move towards it.
- Remove inappropriate use of zero-hours contracts and reduce unpredictable working patterns.

- Work with employees to develop shift patterns and consider the cost of getting to work when doing so.
- Target and monitor pension take-up (or numbers opting out) among lower-paid staff and help people to access good financial support.
- Provide a non-pay benefit package that helps to reduce the cost of living, then make sure it is widely communicated and accessible (not solely via IT).
- Provide referral pathways to ensure staff have access to money and welfare advice – helping to ensure they take up the benefits and support they are entitled to.

## **Training, development and progression**

- Make opportunities accessible to all. This should have a particular focus on lower-paid staff or those coming through employability programmes.
- Have meaningful review processes in place that can support personal development and create and communicate clear progression pathways.
- Redesign roles to be shared or flexible, allow job rotation and provide softer skill development to help people build confidence.
- Support families with caring responsibilities to gain more income through employment and provide flexible job opportunities that respect caring responsibilities and other commitments workers may have.
- Back this up with excellent, open leadership and management, and recognition of great work.

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## **Health and wellbeing**

- Make the physical and mental health and wellbeing of staff a priority. Offer fair work practices, for example, via facilities, policies, culture and advice.

- Provide training for staff and managers to understand the benefits of good and fair work. Engage your staff in conversations on the impacts and benefits of work and how to improve their working conditions.
- Ensure staff with disabilities, long-term health conditions or other responsibilities outside work (e.g. caring responsibilities) have 'reasonable adjustments' built into their role to improve retention.
- Engage with staff to understand what is important to them and develop innovative solutions to meet their needs (e.g. support employees who are parents to access childcare by working with partners to tailor what is available).

## **Partnering with other local organisations**

- Engage with other local employers and partners through forums, such as **Local Employability Partnerships**, to develop shared objectives, behaviours and opportunities.
- Use the resources, skills and expertise of your organisation to offer support to other local communities, third sector organisations and smaller businesses to help them meet **Fair Work Standards**.

## Scoring your progress: employer

This section (Tables 1–6) outlines some examples of actions anchor institutions can take as large employers. This list is not exhaustive, but it can act as a guide to stimulate conversations within organisations to develop local action.

### Workforce data

**Table 1: anchor institutions can analyse local demographics alongside workforce data to support targeted actions that aim to develop a diverse workforce that is more representative of a local community**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Workforce data</b>	Analyse workforce data to support workforce planning and to meet legal requirements of <b>equality reporting</b>	Analyse workforce data (e.g. recruitment and absence data).  Identify gap areas that need to be addressed (e.g. persistent inequalities, ethnic pay gaps/gender pay gaps and staff absence)	As 2, but also actively analyse workforce data alongside local demographics.  Have a clear action plan on: <ul style="list-style-type: none"> <li>targeting recruitment opportunities towards underrepresented groups, or those at risk of poverty</li> <li>what is needed to retain and develop staff within the workforce, with a particular focus on lower-paid, or underrepresented groups</li> </ul>	As 2 and 3, but also use data to develop and contribute to clear employability objectives with local partners (e.g. through <b>local employability partnerships</b> ) to support disadvantaged, underrepresented or marginalised groups into employment.  Alongside a clear action plan, benchmark and monitor success, and have adopted 'stretch targets' within annual plans

## Recruitment

**Table 2: anchor institutions can recruit in ways that minimise discrimination, provide equality of opportunity and maximise scope for local people to secure good jobs**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Methods of recruitment</b>	Meet legal requirements of <b>Equality Act 2010</b> preventing unlawful discrimination	Make some additional efforts (e.g. community outreach or using innovative channels to advertise certain jobs) to draw attention to roles from a wider pool of candidates	As 2, plus have clear job descriptions that welcome all applicants, advertised in accessible formats and a wide range of outlets, removal of information from applications to avoid bias.  Other efforts have been made [e.g. joining the <b>Disability Confident Employer scheme (Leader 3)</b> ]	As 3, plus extensively use innovative strategies (alongside partners) to reach potential candidates from underrepresented or disadvantaged groups (e.g. ring-fenced jobs, valuing 'lived experience' within job roles, promoting work experience opportunities and innovative and inclusive interview techniques).  Targets are set for diversity in recruitment at all levels then monitored and reported on.  Regularly assess impact of workforce policies on key groups (e.g. conducting a <b>health inequality impact assessment</b> should be considered)
<b>Nature of apprenticeship and work experience offer</b>	No or minimal action.  Apprentices paid at <b>National Apprenticeship Minimum Wage</b> level	Standard offer, but with some extra allowances (e.g. for travel) and wage progression over time.  Organisation offers work experience, but no specific policy or promotion in place	Apprenticeships offering at least <b>National Living Wage</b> , with wage progression reflecting role and experience.  Organisation has an ethos of investment in future workforce, and commitment to quality on- and off-job training and mentoring.  Foundation, modern and graduate apprenticeships integrated into workforce planning, and specified in recruitment literature as recognised qualifications.  Work experience opportunities actively promoted and part of workforce planning	As 3, but pay <b>Real Living Wage</b> or above and with same terms and conditions as wider staff.  Diverse and innovative routes for attracting and recruiting candidates into employability programmes (e.g. part-time apprenticeships offered) and positions targeted towards disadvantaged or marginalised communities.  Strong pastoral care offered during apprenticeships and for those undertaking work experience.  Success is clearly celebrated and there is ongoing work with managers to reduce any pre-conception or stigma associated with these roles.  Actively ensure health is not a barrier to employment and progression (e.g. by identifying the profile of apprentices, volunteers or trainees and monitoring the number that identify as disabled or with a long-term health condition)

Feature	Score 1	Score 2	Score 3	Score 4
<b>Flexible working and reasonable adjustments</b>	<p>No policy in place and any instances of flexibility are isolated and 'earned'.</p> <p>Reasonable adjustments are offered to those with health conditions when necessary</p>	<p>Some flexibility offered for some staff, but discretionary and not applied evenly across organisation and/or roles</p>	<p>Flexible working more widely spread, specific goals to open up more jobs to be quality part-time and flexible working</p>	<p>Flexible working opportunities and family-friendly policies explicitly advertised within all new jobs.</p> <p>Opportunities to offer reasonable adjustments specifically promoted during recruitment, ensuring those with a disability or long-term health condition are encouraged to apply.</p> <p>Specific policy to use a wide range of flexible working tools, applied at all levels to attract and progress the best talent, advertised at the point of hire, monitored and targeted.</p> <p>Ongoing analysis to identify those with disabilities or long-term health conditions and ensure they do not fall out of employment due to their health</p>

## Pay

**Table 3: anchor institutions can pay the Real Living Wage and support people with fair conditions**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Non-pay benefits</b>	No package in place	Standard package in place that includes local and national non-pay benefits (e.g. local discounts, cycle to work scheme).  Money/welfare rights advice available to all staff, when required	As 2, plus benefits package proactively and regularly communicated to all staff (mainly via staff intranet).  Some effort to include specific elements that benefit lower-paid staff and to promote these.  Money/welfare advice services are available to all staff but with proactive promotion to lower-paid staff.  Other approaches adopted (e.g. work with Credit Union to deliver good financial education)	Package explicitly designed and procured to support lower-paid employees (e.g. reinvestment of salary sacrifice savings in benefits for lower paid).  Active engagement to drive take-up and design offer going beyond IT systems where necessary.  Organisation monitors uptake of money/welfare advice services.  Innovative approaches (e.g. staff surveys or focus groups) are taken to understand the non-pay support employees may need (e.g. helping employees to access childcare by identifying what is available or establishing childcare onsite)
<b>Contract types</b>	No or little consideration of social impact in determining contract types	Zero-hours contracts generally avoided but with contingent temporary/casual workforce used	As 2, plus focus on shift to more secure contract types.  Better planning of work schedules, notification in advance and guaranteed minimum hours.  Engagement with workers/unions in agreeing contract types, rota planning and conditions.  Pay for all hours worked, including additional time	As 3, plus no use of zero-hours contracts unless mutually favoured and, if in place, should be regularly reviewed.  Agency/casual workers protected from effects of low pay and used as a route to more stable employment where relevant. No use of exclusivity clauses.  Poverty-proofed HR policies (e.g. paid time off sick).  Consideration given to the cost of getting to work when shift/rota planning



Feature	Score 1	Score 2	Score 3	Score 4
<b>Pensions</b>	Auto-enrolment to workplace pension for those staff who are legally eligible	As 1, with some proactive communications on the benefits of saving	As 2, but with targeted promotion towards lower-paid groups. Communication is not solely achieved online	Analysis of low take-up groups (or groups that opt-out of the pension scheme), with a targeted focus on increasing uptake and enrolment (including for casual workers)
<b>Living Wage</b>	National Living Wage employer	As 1 but taking action to raise pay of staff who are paid below <b>Real Living Wage</b>	Pays Real Living Wage but not accredited by <b>Living Wage Scotland</b>	Accredited <b>Living Wage Scotland employer</b>

## Maximising staff potential, attracting and retaining talent

Table 4: anchor institutions can commit to lower-paid staff reaching their potential – ensuring no one is trapped at the lower end of the labour market

Feature	Score 1	Score 2	Score 3	Score 4
<b>Training, development, and progression</b>	<p>Mandatory training in place to meet legal requirements.</p> <p>Any additional provision in place is generally focused in and above mid-level or office roles</p>	<p>Ad-hoc training – including, but not specifically targeted at – lower-paid roles. At this level, it typically focuses on skills needed to do the current job</p>	<p>Organisation has begun to map out potential career pathways for all roles, starting with entry-level positions.</p> <p>Skills enhancement opportunities targeted at lower pay bands including provision for basic [English for speakers of other languages (ESOL), literacy and numeracy, and basic IT skills] and softer/transferable skills are delivered to avoid barriers to employment</p>	<p>As 3, with strong communication of progression opportunities and recruitment and skills recognised as central to driving productivity.</p> <p>Inclusive strategy for personal and professional development in place to attract and retain talent with delivery via a range of solutions including via unions.</p> <p>Use of specific tools (e.g. functional flexibility, skills matrices, job rotation, career pathways, coaching and celebrating success) to encourage progression</p>
<b>Leadership and management</b>	<p>No or limited provision in place for developing or preparing staff to progress into leadership and management positions</p>	<p>Systems and opportunities in place for developing leadership and management, however, application is ad hoc</p>	<p>Awareness of need for leadership and management spread throughout organisation. Efforts being made to improve leadership skills via corporate set of leadership expectations.</p> <p>In addition, leadership training specifically includes training on inequalities and role of anchor institution in improving outcomes for local people and the environment.</p> <p>Leadership performance is measured and development in place to support managers</p>	<p>Even and visible use of leadership and management to build positive work environments and open communication at all levels of the organisation.</p> <p>Effort is recognised and there is a focus on engendering pride, trust, teamwork, values, confidence, wellbeing and performance management.</p> <p>Use of specific tools to assist progression, improve job quality, boost wellbeing and performance, excellent use of communications to give staff a voice and influence based on the <b>Fair Work Convention</b></p>
<b>Fair working principles</b>	<p>Limited or no provision in place to monitor whether work follows <b>fair work principles</b> (as set out by the Fair Work Convention).</p>	<p>Fair work principles in place within some parts of the organisation. However, implementation is ad hoc and not used to full potential</p>	<p>Encourage and monitor uptake of staff surveys.</p> <p>Organisation is aware of and has plans to complete <b>Fair Work Convention Self-Assessment Tool</b> and develop action plans as a result</p>	<p>As 3, and have begun to actively deliver actions around the fair work principles, providing an effective voice, opportunity, security, fulfilment and respect.</p> <p>Aim to act as a role model and ambassador, illustrating commitment to practice – leading by example.</p> <p>Regularly share information, learning, advice and support to other organisations (including offering staff time and expertise to smaller organisations)</p>

## Supportive working environments

**Table 5: anchor institutions can support mental and physical health through things like facilities, policies, culture and advice**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Supporting physical and mental health, wellbeing and resilience</b>	Statutory health and safety requirements in place	<p>Health, safety and wellbeing included in induction and monitored.</p> <p>Some positive additional policies in place (e.g. return to work policy to prevent presenteeism, taking breaks and mental health support).</p> <p>Regularly promote national health improvement campaigns (e.g. mental health awareness).</p> <p>All staff have regular one-to-one appraisals with line managers as well as annual performance reviews to support them to progress</p>	<p>As 2, but with meaningful staff engagement (e.g. staff surveys, focus groups, work with trade unions or exit interview information) which helps shape training and staff campaigns.</p> <p>Physical environment aims to encourage behaviour change (e.g. showers and secure cycle parking places to encourage exercise, access to mental health support and a positive/pleasant work environment).</p> <p>Monitor near misses, accidents and staff absences (e.g. mental health and musculoskeletal) so issues can be identified and resolved</p>	<p>As 3, with health and wellbeing prioritised and a commitment or charter in place.</p> <p>Organisation recognises different life stages and has policies to support staff through these stages.</p> <p>A health and wellbeing offer has been developed in partnership with staff and tailored to meet the needs of different groups.</p> <p>Have specific actions around creating an environment that supports healthy choices, physical activity and good mental health (e.g. high-quality greenspace, active transport and a healthy food environment).</p> <p>Take pride in being a caring and supportive employer, with workplace health-related campaigns/activities, mental health champions, provision for health and eye tests, and signposting and assistance for wider support</p>

## Working with local partners

**Table 6: anchor institutions can work with other local employers and employability partners to collectively develop local opportunities and strategies to support local employment**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Working with other local partners</b>	No or limited involvement with other local employers	Engage and work with local employability partners and third sector organisations through appropriate networks (e.g. via Local Employability Partnership), however, to date, outcomes and opportunities created have been limited	<p>Form a strategic partnership with other local employers (e.g. through Local Employability Partnership or similar), accessing funding and contributing to strategic opportunities.</p> <p>Develop strategies alongside further education establishments to ensure workforce is developed to meet the needs of the organisation and local population</p>	<p>As 3, and actively engage in activities alongside local partners.</p> <p>Promote and demonstrate best practice in a local area, engaging with other local employers to share best practice and have shared employment objectives with other local partners.</p> <p>Take innovative approaches to reach out and share knowledge and experience with other small organisations, for example, offering HR/employability advice, training or working with small businesses within the supply chain</p>

## Dimension 2: procurement

### What does it cover?

The procurement action covers:

- how anchor institutions support community wealth building
- how anchor institutions increase social value in their procurement processes
- the opportunities for local communities derived from their procurement practices
- the emphasis they place in their local supply chains

### Why does it matter?

Decisions about what to buy, how it is bought, and who it is bought from can make a big difference to local areas. Importantly, it can support community wealth building.

### What can it achieve?

#### **Supports community wealth building**

Buying more from local businesses (with a focus on key businesses such as social enterprises or supported businesses) is pivotal to supporting **community wealth building** in Scotland. It will help them to survive, grow, employ more people and pay better wages.

Over years, this recirculation of money in the local economy can help to retain community wealth and help meet local goals on jobs, apprenticeships, incomes and community wellbeing.

It can also improve supply chain resilience in the face of economic shocks, changes, or barriers to international or long-distance trade.

## **Increased 'social value'**

It is possible to offer increased 'social value' to local communities by building **community benefits** and **fair work clauses** into contracts as per **Scotland's sustainable procurement duty**.

Social value means designing the specifications for what you buy, and the processes for choosing and engaging with suppliers, to take account of your organisation's goals on the community, environment and economy.

This will help make the most of money by directing it to suppliers who can deliver goods and services at the required price and quality and advance wider social value goals.

## **Create opportunities for local people**

A well-designed procurement process for new infrastructure can create opportunities for local people – including those who have not been in work – to secure a job or apprenticeship.

It can encourage construction companies to engage with schools and colleges, subcontract with local businesses, set high environmental standards and deliver **Fair Work Standards**.

## What can your organisation do?

### Local supply chains

- Routinely monitor spending using a consistent and comparable method, so you know how much you are spending locally, can track change and benchmark with others.
- Help small and medium enterprises (SMEs) with cash flow by insisting that your suppliers pay subcontractors promptly, and by splitting big contracts into smaller ones to make it easier to bid for them.
- Communicate with potential local suppliers so they know what opportunities are coming up, how to bid and what you expect of them (e.g. on fair work and community benefits).
- Identify key areas of spend where there are no or few local supply options and see if new enterprises or groups of local firms working together can provide the goods or services.

### Social value

- As per the **sustainable procurement duty**, organisations should consider how they can improve the 'social value' they offer to an area. They can do this by improving the social, environmental and economic wellbeing of the area in which they operate
  - with a particular focus on reducing inequalities (e.g. supporting those furthest from the labour market into work, or increasing opportunities for those with disabilities).
- Adopt a 'social value' policy and build community benefit clauses into most or all contract specifications; awarding a significant proportion of tender scoring (e.g. > 15%) based on this. Also include **Fair Work First** as one of the scored criteria – covering points such as the Real Living Wage, skills/progression and good employment practice.

- Consider social value in contracts, no matter the size.
- Monitor and enforce the implementation of the actions that suppliers said they would deliver, and track and share any wider good practice by suppliers.



## Scoring your progress: procurement

This section (Tables 7–9) outlines some examples of the actions anchor institutions can take when procuring goods and services. This list is not exhaustive, but it can act as a guide to stimulate conversations within organisations to develop local action.

### Procurement and spend data

**Table 7: anchor institutions can routinely engage with existing and potential new suppliers of resources, products and services and increase the proportion of spend with local suppliers and within local communities**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Routinely monitor/analyse local spending</b>	No or minimal action	Sporadic analysis of percentage local spend	Annual analysis of local spend using consistent methodology	As 3, plus analysis benchmarked against other localities and stretching targets set to increase local spend
<b>Enable local SMEs, social enterprises and supported businesses to submit proposals</b>	No or minimal action	Pay contractors promptly.  Very large contracts sometimes broken into smaller lots	As 2, plus clauses on prompt payment of subcontractors.  Large contracts often split into smaller lots.  Avoidance of complex application forms/processes and of unnecessary types or levels of insurance	As 3, but large contracts routinely split into smaller lots.  SMEs, supported businesses and social enterprises supported through application processes, and fast payment of all suppliers/subcontractors
<b>Engage with local suppliers on contract opportunities and requirements</b>	Local suppliers invited to tender, but no more so than others	Basic or ad-hoc communication of some contract opportunities to local suppliers	Proactive and routine engagement with local suppliers (e.g. through local 'meet the buyer' events, free national <b>Supplier Development Programme</b> events, monthly procurement surgeries inviting pitches from local business)	As 3, plus sessions and advice for local suppliers on 'social value' requirements and how to meet them
<b>Identify and address local supply gaps</b>	No or minimal action	Ad-hoc identification of areas of spend that lack local supply options	Thorough analysis of main local supply chain and gaps	Plug large local supply chain gaps by connecting businesses, helping relevant SMEs to expand, or supporting new social enterprises and/or link with Scottish Enterprise/Business Gateway to identify or develop local businesses

## Procurement and social value

**Table 8: anchor institutions can use procurement to deliver social value for communities, employees and the environment**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Apply community benefit goals and scoring widely in competitively tendered contracts</b>	Usually only included when legally required	Not systematically applied, but community benefit goals made clear and scoring often included in large contracts (e.g. above <b>Contract Scotland threshold</b> )	Community benefit goals and scoring systematically applied to all regulated procurements with just a few exceptions	As 3, but community benefit goals and scoring systematically applied to all Quick Quotes.  Access Scotland's sustainable procurement tools for additional support: <b>Sustainable Procurement Duty</b>
<b>Fair Work First built into contracts</b>	No specific criteria or scoring of workforce issues (e.g. Real Living Wage, fair conditions, progression)	Part of overall social value criteria – taken account of when scoring at a general level but not singled out	Specific goals/scoring on workforce pay and conditions, including reference to Real Living Wage, contracts, training and progression.  Local job/apprenticeship opportunities sought where work will be done locally	As 3, but payment of Real Living Wage sought as far as legally possible (e.g. in contracts where budgeted for or through seeking prices with and without living wage compliance).  Specific and strengthened clauses on recruitment in and around the area for contracts that require local work.  Access Scotland's sustainable procurement tools for additional support: <b>Sustainable Procurement Duty</b>
<b>Coverage of wider social, health and environmental issues</b>	No specific criteria or scoring of social, health and environmental issues	Identified within social value criteria and taken account of in scoring at a general level	Specific goals and criteria set out and scored on social/community benefits, health and environmental good practice.  <b>Scottish sustainable procurement tools</b> , such as the 'flexible framework assessment tool' and 'sustainability test' have been undertaken to help identify and address how they can optimise impact	As 3, but with more stretching specifications and a wider range of specific goals cited under each of the main categories: social/community, health and environment

Feature	Score 1	Score 2	Score 3	Score 4
<b>Extent and nature of supplier engagement (with new and existing suppliers)</b>	No or minimal action	Communication of social value requirements in contract information, ad-hoc engagement with suppliers on social value	Engage with suppliers for larger new contracts to communicate social value requirements.  Engage with existing suppliers to identify current social value (good) practice – this can be done directly or via organisations such as the <b>Supplier Development Programme</b>	As 3, but done for all significantly sized contracts.  Sessions for potential and current local suppliers on how to meet social value requirements and to discuss what they can do to go beyond their current (good) practice
<b>Monitoring and enforcement</b>	No or weak monitoring and enforcement of social value delivered within contracts	Some monitoring and reporting of social value delivered, but not systematic.  No follow-up if social value actions are not delivered	Routine monitoring and reporting of delivery of social value in all relevant contracts.  Consequences for non-delivery specified in contracts	Strong and systematic monitoring for all contracts, with evidence of delivery sought and verified.  Reporting of benefits at senior level at least annually.  Enforcement with penalties for non-compliance

## New ways to deliver social value through procurement activities

**Table 9: anchor institutions can procure new infrastructure in ways which deliver social value (including fair work and community benefits)**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Use procurement to create jobs and support skills development through the construction and end use of large developments</b>	No additional requirements set out in tenders and contracting	Ad-hoc approaches to specific contracts, to create local job/apprenticeship opportunities	Requirements to create local work opportunities via large construction projects included in core contract subject matter	As 3, but applied more widely – contracts of over £500K, and to those work opportunities to also apply to the final use of the building once the building work is completed
<b>Put focus on those who most need work and skills (e.g. unemployed people and those leaving education)</b>	No requirements or specific emphasis on these groups	Encouragement and ad-hoc measures to reach this audience, but no specific requirements or incentives to do so	Specific focus on this and requirements for employment of 'first job opportunity' workers/'new entrant trainees' (e.g. 26 person-weeks per £1m of spend)	As 3, plus supply side and brokerage mechanisms to help developers recruit from this group locally, and higher person-weeks targets applied (e.g. 52 person-weeks per £1m and more for labour intensive contracts)

## Dimension 3: environment, sustainability and assets

### What does it cover?

This dimension is about the impact anchor institutions have on climate change and the environment. The environment, sustainability and assets action covers:

- their impact on the surrounding environment
- their influence on people's health and wellbeing
- their environmental policies, processes, targets and management systems
- how they use design/land management, buildings and other assets to maximise local and community benefits
- the emphasis they place on enhancing the impacts related to transport and the built and natural environment

Most anchor institutions compile information for the **public bodies annual reports on climate change**, as well as other more specific sector monitoring. This tool is not intended to replicate that, or act as a monitoring tool, but it can draw out other actions associated with anchor institutions and support broad thinking across an organisation.

The focus for this anchor action will differ depending on the type of organisation, so the content is general and aims to stimulate discussions and support innovation.

### Why does it matter?

Anchor institutions can establish a culture of stewardship, where they safeguard and responsibly use natural resources to provide environmentally sustainable public services that benefit local people.

## What can it achieve?

### Environmental outcomes

Anchor institutions have a major impact on environmental outcomes and play a pivotal role in responding to the climate emergency and achieving a **net zero carbon emissions nation by 2045**.

They can adopt stretching environmental policies, targets and management systems, and implement practices to reduce carbon emissions and increase biodiversity. By understanding where climate change may impact local communities (e.g. flood risk), they can support 'adaptation responses' (e.g. permeable surfaces on footpaths, or tree planting to prevent overheating) to mitigate these risks where possible.

### Influence health and wellbeing

Practices around energy and resource use, waste generation and management, transport, buildings, greenspaces, biodiversity and wildlife can have a big influence on the health and wellbeing of local communities (including disadvantaged ones often worst affected by poor environments).

They can offer good-quality greenspace, supporting the physical and mental health of local communities. Anchor institutions can view their property portfolios as opportunities to harness their land and property assets for the common good.

The design specification and location choices for buildings, spaces and other infrastructure can make a difference to how accessible and well used they are by communities and can support or hinder physical activity and mental health and wellbeing.

Opening assets (indoor and out) for community use can provide hubs for people and groups to meet, run sessions or do activities such as education, training, sport and leisure. It can strengthen communities and help people to thrive. There is also potential for some anchor institutions to use **asset transfer** to turn unused spaces into community hubs and thriving resources.

They can play a role in community empowerment by generating positive public relations in terms of its outreach and participatory opportunities to reach community objectives around place, environment and assets.

## What can your organisation do?

### **Adopt stretching environmental policies, processes, targets and management systems**

- Adopt and promote ambitious targets and actions to respond to the climate emergency and achieve net zero.
- Put in place robust systems to identify, manage, reduce and monitor environmental impacts across operations and areas of influence.
- Minimise energy use through efficiency measures and insulation, generating renewable energy on or off site, and buying energy via 'greentariffs'.
- Minimise waste, non-renewable resource use and pollution – including through waste avoidance and re-use, recycling and circular economy collaborations.
- Adapt to the impacts of climate change so Scotland is more resilient in the face of a changing climate.
- Manage, adapt and retrofit buildings/estates to reduce carbon emissions, improve environmental impact and create healthy, high-quality workplaces. Design new buildings to high standards.
- Prioritise opportunities for managing the organisation's land and woodland to increase carbon capture and improve the local environment.

## Enhance impacts related to transport and the built and natural environment

- Consider Scotland's **Place and Wellbeing Outcomes** across all policies and decision-making.
- When designing travel options, consider the **sustainable travel hierarchy** and aim for options that reduce environmental impact and improve population health. This includes reducing car/vehicle mileage, using clean/low-carbon vehicles, and promoting cycling, walking, using community transport (e.g. hospital transport) and using public transport that connects to local services.
- Ensure policies incentivise sustainable travel options as opposed to private car use.
- Reduce inequalities by supporting disadvantaged groups to access affordable active travel options.
- Align with local authorities in Scotland and contribute to local '**open space strategies**' to make the best use of open space in Scotland.
- Create, enhance, manage and provide high-quality new estates. Provide access to high-quality greenspaces, biodiversity and wildlife habitats, and consider climate change adaptation as part of them (e.g. drainage and tree planting).
- Undertake an audit of assets (open space and greenspace) including assessment of the 'quality of greenspace'.

## Design/manage land, buildings and other assets to maximise local and community benefits

- Build positive 'good neighbour' relationships with local communities and enable local groups/people to use or lease buildings, land and assets, for enjoyment, to support the local economy and other positive uses.



- Develop governance and management structures where communities can take direct control of publicly owned assets via the **Community Empowerment (Scotland) Act**.
- Anchor institutions can work with community organisations to purchase, for example, retail space to give social businesses infrastructure and officespace.
- Embrace high-quality design and collaborate with other anchor institutions on current estates, new developments and place making.
- Undertake a **health inequalities/equalities impact assessment** of new estates and developments to understand and mitigate any negative impacts to population health and health inequalities.
- Use the **Place Standard tool** to ensure developments are designed in a way that takes account of a community's needs – supporting co-production and benefiting community and environmental outcomes.
- Consider other place-based policies such as '**20-minute neighbourhoods**' for new services being designed.
- Engage with other small businesses or organisations to share good practice, develop opportunities and influence change.

## Scoring your progress: environment and assets

This section (Tables 10–13) provides some examples of the actions anchor institutions can take around their environment and estates. This list is not exhaustive, but it can act as a guide to stimulate conversations within organisations to develop local action.

### Environmental design and delivery

**Table 10: anchor institutions can adopt stretching environmental policies, targets and management systems through all systems and services**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Climate emergency response</b>	No carbon emissions targets or monitoring in place yet	Carbon monitoring and a developing understanding of organisation’s carbon footprint, using tools such as the <b>Carbon Footprint and Project Register</b>	Long-term net zero carbon target adopted, and organisation assesses current performance, using tools such as the <b>Climate Change Assessment Tool</b>	<p>Organisation can demonstrate credible and effective approaches that reduce organisation’s emissions and implement adaptation plans in line with national targets.</p> <p>A credible plan to achieve targets and monitor progress is in place.</p> <p>Create green jobs to help the public body contribute to wider environmental targets</p>
<b>Environmental policy and environmental management systems (EMSs)</b>	Environmental policy either not in place, or not supported by action or an EMS	Significant environmental policies, actions and monitoring in place, but not systematic or ambitious	<p>Clear and substantive environmental policy backed by targets, actions and EMS/monitoring, and delivering tangible progress.</p> <p>Could be higher priority, more ambitious and better communicated</p>	<p>As 3, but with high levels of ambition, progress and priority apparent.</p> <p>Strong communication and training in place across the organisation and valuation of environmental benefits taken into account in decision-making.</p> <p>Demonstrable success in reducing impacts year on year</p>

## Management of resources

**Table 11: anchor institutions can act on energy, resource use, waste and pollution**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Energy use, efficiency and renewables</b>	Little or no action to reduce energy use or use renewable energy	Significant but patchy actions to reduce energy use, improve efficiency, generate renewable energy and buy energy through 'green tariffs'	Strong, systematic actions to reduce energy use, improve energy efficiency, generate renewable energy and buy energy through 'green tariffs'	As 3, but with a clear goal to achieve net zero renewable energy use and actions to achieve that.  These are backed by internal training and communication, and ongoing innovation and partnership.  Examples of staff leading innovative approaches
<b>Waste, resource use and pollution</b>	Little or no action to reduce resource use, waste and pollution	Significant but patchy actions to reduce resource use, waste and pollution	Strong, systematic actions to reduce resource use, waste and pollution, including via procurement choices (e.g. of 'green' products or products that support a circular economy)	As 3, but with zero waste to landfill achieved or in sight.  Ongoing training, communication and innovation.  Involvement in circular economy collaborations (e.g. to use waste as a resource).  Examples of staff leading innovative approaches
<b>Unnecessary use of plastic and reduction in single-use plastic</b>	Organisation has no policy and actions regarding reduction of unnecessary use of plastics in health care or reduction in use of single-use plastics and non-essential plastics	Organisation has drafted a policy and action plan for reduction of unnecessary use of plastics and single-use plastics, but actions are to be implemented	Organisation has drafted a policy and action plan for reduction of unnecessary use of plastics and single-use plastic with active implementation of actions to address use of plastic	As 3, plus reduction in use of unnecessary plastics and single-use plastics annually monitored and reported

## Built and natural environments

**Table 12: anchor institutions can enhance impacts related to transport and the built and natural environments**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Transport</b>	Little or no action to reduce impacts from work-related travel (e.g. freight, travel during work, and commuting)	Attempts made to decarbonise travel through fuel-efficient vehicle fleet, some remote working, some policies to support public transport use and active travel among staff and visitors (e.g. walking and cycling).  See <b>sustainable travel hierarchy</b>	Vehicle fleet largely non-petrol/diesel.  Strong policies to promote public transport use (e.g. discount schemes) and active travel by staff (e.g. showers, good bike parking) and community travel (e.g. cargo bikes and free bike provision).  Avoidance of car-dependent locations and frequent remote working enabled.  Innovative approaches to increase active travel (e.g. using NHS establishments as a base for local bike hire schemes)	As 3, but vehicle fleet entirely non-petrol/diesel.  Office/site locations close to main bus and rail stations, car parking minimised, financial incentives to use active travel or public transport, reduction in vehicle mileage a factor in procurement decisions.  Sustainable travel policies which incentivise travel instead of private car use.  Implement policies that support disadvantaged groups to access sustainable travel.  Considerable effort to ensure site travel routes are connected to active and sustainable travel routes off site
<b>Buildings and infrastructure (existing and new)</b>	Little or no work to improve environmental impact of estate.  Basic standards adopted for new build	Some works to improve the impact and working environment of the current estate.  Raised if unambitious specifications for new build	Significant scale retrofit/works to enhance the estate and its environmental performance, and the health and wellbeing of workers.  Very high standards for new build	Proactive, large-scale retrofitting to enhance the current estate, its quality as a healthy and productive workplace, and its environmental performance.  Leading-edge, top-level specifications for new build
<b>Natural environment/ green infrastructure and biodiversity</b>	Basic maintenance of greenspaces, but access to them and habitat value considered a minor concern	Proactive approach to improving staff, visitor and community access to green/open space.  With a recognition of the impact open space can have on physical and mental health outcomes, there is a focused effort to improve biodiversity and wildlife within sites and land	Sustainable land management to support biodiversity and contribution to net zero.  Support off-site tree planting or peat restoration.  Acknowledge the importance of good-quality greenspace, designing it with health and wellbeing in mind	As 3, but with work to create and enhance green infrastructure throughout the estate (buildings as well as land) and support contribution to net zero as well as adaptation strategies such as flood risk reduction or sustainable drainage systems.  Actively work with communities (including vulnerable or marginalised) and third sector organisations to support greater community action (e.g. via biodiversity action plans).  Adopt innovative approaches and use spaces that support community and therapeutic programmes

## Proactive engagement and participation with the local community

**Table 13: anchor institutions can design/manage land, buildings and other assets to maximise community use and engagement**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Community use of facilities and outdoor estates and 'good neighbour' role</b>	<p>No community use of facilities and estates now or planned.</p> <p>Impact of activities on neighbouring communities rarely considered</p>	<p>Low-level community access to some facilities and/or outside estates (e.g. for recreation or meeting space).</p> <p>Effort to minimise any adverse impacts on neighbouring communities</p>	<p>As 2, but with a significant level of community use/access, including for disadvantaged and diverse users.</p> <p>Positive communication and links to neighbouring communities. Some asset transfers to communities if appropriate to the anchor institution's role/estate.</p> <p>Potential users involved in design of new facilities. (e.g. use of the <b>National Standards for Community Engagement</b> to improve and guide the process for community engagement)</p>	<p>As 3, but with some assets and outdoor estates operating as multi-use facilities that benefit many users and communities, including disadvantaged and diverse ones.</p> <p>Spaces are routinely co-produced with communities.</p> <p>Innovative use of outdoor space by communities (e.g. outdoor early years nurseries and community food).</p> <p>Excellent connections to local communities and good use of asset transfers where appropriate</p>
<b>Strategic planning, regeneration and good design of infrastructure</b>	<p>Little or no interaction with others in the locality during planning stages.</p> <p>Impact on public health and the environment of minor concern when designing/redesigning new infrastructure</p>	<p>Some discussion with neighbouring land/asset owners and employees/service users around management and planning of current and future estate.</p> <p>Good design quality and attractiveness sought but not a priority</p>	<p>Think broadly about how any new infrastructure design will impact the environment and local community.</p> <p>Use the <b>Place Standard tool</b> to work with communities, service users and neighbouring land owners to structure the approach to development – thinking about how the place impacts the environment and the community</p>	<p>As 3, but proactively participate in strategic partnerships as part of a planning and place shaping. Use the <b>Place Standard tool</b> and embed the <b>Place and Wellbeing Outcomes</b> to shape our places.</p> <p>Work with partners to share local knowledge, understanding and help make good decisions and target resources.</p> <p>Proactively involve communities, service users and other partners in discussions to shape the design of infrastructure changes (e.g. focus groups, surveys and community-led design)</p>

## Dimension 4: service design and delivery

### What does it cover?

The service design and delivery action covers:

- how anchor institutions can help reduce inequalities and ill health
- how they can be closer to communities
- how their design and service delivery can reach and benefit disadvantaged communities
- how they can work with other community organisations in the area
- their contribution to knowledge, resources, data or expertise to support the local economy, businesses and education

### Why does it matter?

**Health inequalities** are the unfair and avoidable differences in people's health across social groups and between different population groups.

They represent thousands of unnecessary premature deaths every year in Scotland.

Public sector anchor institutions can ensure public services are planned and delivered in a way that is accessible to all, and proportionate to need. This can result in everyone accessing the services they need which can reduce inequalities and improve outcomes for all.

## What can it achieve?

### Reduce determinants of poor health

Public sector anchor institutions can intervene earlier to transform lives.

As well as via hiring, procurement, and use of land and assets, anchor institutions can target services to ensure those experiencing poverty and disadvantage have equal outcomes. They can:

- design services in a way that supports equitable access for everyone in society
- be innovative in their partnerships and can work with local businesses, communities, and schools to support local communities

### Reaching people

Community organisations have a rich track record in reaching people that big agencies often struggle to get to. Partnering on this basis can extend impact across many policy areas, and across the lives of many.

It can also, in the long term, manage demand for public services by building community capacity and resilience and creating opportunities to deliver services differently.

## What can your organisation do?

### Design and deliver core services so they reach and benefit disadvantaged communities

- Work closely with local partners. Get to know your place, and your service users and their needs. This includes communities facing poverty and

disadvantage and those experiencing other forms of disadvantage e.g. due to race, gender or disability.

- Use this intelligence and work with communities to co-design services that reach and benefit disadvantaged or marginalised communities. Monitor take-up and impact of this work.
- Work with other local community organisations and anchor institutions through existing networks (e.g. community planning partners) to co-design, simplify and streamline solutions. These will extend your reach and impact, and deliver multiple outcomes more effectively and broadly to enhance provision of services in areas of greater need to help mitigate against inequality.
- Where possible, increase funding and resources into preventative services and provide extra resources to ensure those at risk/or in poverty and disadvantage can access services.
- Design anti-poverty policies and services that aim to mitigate poverty and disadvantage.
- Be a positive presence and influence in the wellbeing of the communities you serve, developing a trusted approach to service delivery.
- Integrate tools such as a **health inequalities impact assessments** – assessing the impact of policies and services on different groups of people.

## **Work with community organisations**

- Recognise, commission and draw on the reach/influence of community organisations, and tap into their ability to communicate and facilitate community-led solutions.
- Support them, and, where appropriate, provide funding to help them be the best they can be. This will maximise their role as a driving force for community renewal and social change in geographically defined neighbourhoods.



- Connect community organisations to the strategic debate and formalise the relationship so they can influence the decisions that affect their communities.
- Work with community organisations and service users to co-produce services that focus on what individuals need and that benefit communities.

## **Contribute knowledge, resources, data or expertise to support the local economy, businesses and education**

- Look across your whole organisation to identify teams and groups who may be able to support local communities or businesses by sharing their skills, knowledge and expertise.
- Forge strong and supportive links to schools, colleges and universities, focusing on disadvantaged areas, students and social mobility.

## Scoring your progress: service design and delivery

This section (Tables 14–16) lists some examples of actions anchor institutions can take when designing and delivering services to reduce poverty and inequality. This list is not exhaustive, but it can act as a guide to stimulate conversations within organisations to develop local action.

### Inclusive services

**Table 14: anchor institutions can design and deliver services that reach and benefit disadvantaged or marginalised communities**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Knowing your place and service users, including those facing poverty and disadvantage</b>	Little understanding or intelligence gathered on local needs, hard-to-reach or disadvantaged groups and places	Some mining of data and intelligence (e.g. from sources such as <b>multiple deprivation profiles</b> or data from the <b>Public Sector Equality Duty</b> to generate a high-level picture of local need.  This information is shared with managers and decision-makers throughout the organisation; however, this is done sporadically	Organisation looks at data in detail and works closely with local partners (e.g. third sector, local authorities and health sector) to establish a good understanding of local needs, issues and hard-to-reach groups.  Data/baselines with target groups and communities mapped and fed into a strategy for service delivery.  Information is readily and routinely shared with decision-makers across the organisation	As 3, with wider techniques used to gather intelligence on barriers for hard-to-reach groups (e.g. meaningful consultations with local third sector, staff networks, community groups and service users).  Data go beyond community demographics and look at spatial data (e.g. transport routes, providers and community transport).  Data gathering and needs assessments are repeated regularly to see how needs change over time and shared as appropriate
<b>Reviewing existing service delivery and designing new services to reach and benefit diverse and disadvantaged communities</b>	Universal service provision is available, with some efforts to enable disadvantaged or marginalised groups to access services (e.g. translation services, use of plain English and free/low-cost services, etc.).  However, impact not well established and not consistent across all services	While designing new policies and services, organisation routinely undertakes a <b>health inequality impact assessment</b> as per the <b>Fairer Scotland Duty</b> .  When designing new services, considerable efforts are made to target marginalised or hard-to-reach groups with innovative solutions seen across the organisation	As 2, but as well as designing new services, access to existing services and their impact on inequalities is regularly reviewed (using tools such as a <b>Health inequality impact assessment</b> ) with improvements made as a result.  Strong communication and training within the organisation of how to make services relevant to different lives, especially of those most socially disadvantaged	As well as looking at new and existing services, take-up of services is regularly reviewed (considering 'did not attend' as a signal for additional support).  Innovative use of diverse communication channels including trusted community intermediaries, and extensive multi-agency working to connect services, align priorities and link to mainstream services in targeted/priority places

## Partnership work

**Table 15: anchor institutions can work with community organisations and other anchor institutions to better design, deliver and gain uptake of services, especially by disadvantaged communities**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Embedding joint working</b>	<p>Sporadic examples of working with community organisations when designing services.</p> <p>However, parts of the organisation are reluctant to share or collaborate with other organisations</p>	<p>A number of links and projects with community organisations are evident, but somewhat sporadic and no direct policy or guidance in place to support this</p>	<p>More comprehensive, strategic and ongoing work with local groups to better reach disadvantaged people and places.</p> <p>Organisation policy supports use of community engagement tools such as the <b>National Standards for Community Engagement</b> to improve and guide the process for community engagement</p>	<p>As 3, organisation has ongoing work with several community organisations to develop long-term evidence-based strategic ambition, shared delivery objectives and have policy in place.</p> <p>Regular sharing of information and referrals, and a one-stop-shop style of joint working to connect services.</p> <p>Focus on developing long-term financially viable community capacity.</p> <p>Community engagement that has taken place over the previous year is reviewed to ensure it is meaningful and represents disadvantaged or marginalised groups</p>

## Supporting local communities

**Table 16: anchor institutions can contribute knowledge, resources, data or expertise to local communities and businesses to help them thrive and develop**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Support local business and communities' success through expertise and innovation</b>	Very little evidence of sharing expertise or resources to local businesses or community groups	Occasional sharing of expertise or resources to support local businesses, community groups or third sector organisations.  However, this is restricted to small parts of the organisation and no specific policy in place	Evidence of strong connections with local businesses, third sector organisations or community groups to help them innovate or otherwise support their success.  Staff encouraged via policies to volunteer professional skills and time to local businesses, or community organisations	Frequent, wide and strong connection to local businesses, third sector or community groups to help them innovate or otherwise support their success.  Share learning with other anchor institutions to create a community of good practice.  Several examples of staff volunteering professional skills (e.g. HR, occupational health and first aid) and time to local businesses
<b>Build links with local schools, colleges and universities (e.g. via talks, projects, funding, curriculum input, careers links or work experience)</b>	Little activity that assists educational bodies and their students	Some activity that assists educational bodies and their students.  However, not particularly focused on disadvantaged or marginalised groups and no specific policy in place	Significant scale of activity that assists educational bodies and their students, with special focus on those facing disadvantage	Extensive and involved activity to collaborate with and support educational bodies and their students, with most focus on those facing disadvantage.  A specific policy in place encouraging staff to volunteer time to support educational bodies

## Dimension 5: becoming an exemplar anchor institution

### What does it cover?

The becoming an exemplar anchor institution dimension covers:

- innovative ways to become a lead anchor institution
- how organisations can be champions of the different anchor dimensions
- how they establish collaborative relationships with other anchor organisations

### Why does it matter?

First, an organisation needs to recognise its own anchor potential. Often, and by the nature of its business, it will already be doing many things that are helping the local economy, people and places.

This is not about starting from scratch. In many cases, it will be about refining existing activity. In others, it will be about spotting scope to do something new or different to support disadvantaged groups. Either way, what matters most in many ways, is the internal reflection that gets you there.

The potential is fully realised when an organisation then makes a conscious commitment to embedding anchor thinking into organisational vision/mission, values, culture/communications, behaviours, leadership, corporate planning and budgeting.

## What can it achieve?

### Test new ways of working

Anchor institutions can test new ways of working to support better outcomes for the local economy, people and places. They can take this learning, experience and practice and use it to influence others to do the same. This can rapidly multiply impact and drive a powerful positive agenda for change.

### Champion others

Organisations can champion anchor networks, take civic responsibility, learn, share, promote the services of other anchor institutions, and lead by example alongside community partners.

### Develop good relationships

Better relationships at all levels between large and smaller community-based organisations is a good thing. It helps to understand challenges, focus effort efficiently where it is most needed, share practice and act at the right scale to make a lasting difference.

## What can your organisation do?

### Make an institutional commitment to being an inclusive anchor institution

- Reflect internally on where you are on your anchor journey. Define what you want to achieve to reduce inequalities and poverty, build community wealth and improve environmental outcomes and what you need to do as a result.
- Reflect on how your organisation embeds equality, diversity, inclusion and human rights principles into organisation policy and practice.

- Establish commitment at the highest level, and back this up with the right people in the right places throughout the organisation to deliver.
- Rethink your resource allocations to make sure they align with your anchor vision and define the level of social return on investment you want to see.
- Make it the norm – build your anchor commitments into your culture, values and behaviours, and put the right systems in place to deliver, monitor and track impact.
- Collaborate with other anchor institutions to develop anchor networks, where shared objectives and actions can strengthen opportunities.
- Integrate existing tools into day-to-day decision-making, such as **community engagement**, **Place Standard tool**, **health inequality impact assessments** and **Sustainable Procurement tools**.
- Tell others what you are doing and celebrate the difference it is making to your organisation and the people and places it serves.
- Look for opportunities to share practice and learn from others. Visit **Tools to get started — Health Anchors Learning Network** for more ideas.
- Get the right people involved from other anchor institutions in your local area or across a wider peer network and identify the champions who can help make change happen.
- Define where working together will deliver greater impact, identify shared issues to address, or opportunities to respond to, then make a collective commitment to it.
- Play to your strengths, recognising the capacity, reach and influence others bring.
- Look for early wins to help prove the concept and generate momentum but be patient, this takes time.

## Scoring your progress: becoming an exemplar anchor institution

This section (Tables 17 and 18) outlines some examples of the actions anchor institutions can take to be exemplar organisations. This list is not exhaustive, but it can act as a guide to stimulate conversations within organisations to develop local action.

### A proud anchor organisation

**Table 17: anchor institutions can recognise the organisation as being an ‘anchor institution’ then embed inclusive ‘anchor actions’ and ‘thinking’ into organisational strategy, vision/mission, values, culture, communications, behaviours, leadership, corporate planning and budgeting**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Corporate leadership and commitment</b>	No or minimal awareness of, or commitment to, being an inclusive anchor institution among organisation leaders	Senior leaders are aware of concept and understand how being an effective anchor institution can support community wealth building, reduce poverty and inequality, and reduce environmental impact.  There is some senior-level thinking and discussion about how to apply it, however, currently only sporadically applied during decision-making and not yet well embedded throughout the organisation	Organisation has a good understanding and commitment to 'anchor action'. It is beginning to embed in the organisation's policies and strategy.  Governance and reporting structures have been established, demonstrating a clear commitment to action.  There are some good examples of 'inclusive anchor action', however, implementation is not yet embedded throughout all parts of the organisation	As 3, and have undertaken a detailed and in-depth review of opportunities, developing an action plan as a result.  Anchor actions are now routinely and consistently embedded during organisation decision-making.  Action is developed, monitored and reported at executive/board level
<b>Commitment to anchor's principles by incorporating it into organisation's governance and key documents and statements (e.g. vision, mission and corporate plan)</b>	None or minimal	Corporate/business plan includes some content on how they will act (e.g. use its capacity as an anchor to support community wealth building, reduce inequalities and support net zero)	As 2, and have well-developed content within corporate/business plan and inclusive anchor thinking reflected in vision and/or mission statement	As 3, and role and aims as an inclusive anchor at the centre of the organisation's mission and visions and across corporate documents.  Take account of how to measure 'impact' of actions/ways of working



Feature	Score 1	Score 2	Score 3	Score 4
<b>Inclusive anchor thinking evident in values, behaviour, culture and communications across all employees</b>	None or minimal	<p>Organisational culture, values and behaviours show some support for inclusivity, diversity and making a positive local impact.</p> <p>Workforce is beginning to be trained to understand their role in delivering anchor action – with initial attention on training procurement, HR or estates colleagues.</p> <p>Effort made to explicitly build teaching on the impact of health inequity into multi-disciplinary professionals</p>	<p>As 1 and 2, and examples of staff being encouraged to develop innovative solutions to support community wealth building, health inequalities and climate change initiatives (i.e. anchor actions).</p> <p>Show a supportive attitude to staff taking on innovative approaches to support the local community (e.g. local volunteering, community links, sharing of learning or staff networks)</p>	<p>As 3, but with inclusive anchor institution thinking to the fore.</p> <p>Strong focus on continuous improvement – many staff feel empowered to change practice to support anchor actions (also seen in lower-paid staff groups).</p> <p>Many employees with links to local organisations. Local volunteering and community links encouraged and expected, including in a professional capacity.</p> <p>Pronounced learning and sharing culture. Communication style that actively seeks input from all and does not exclude lower-paid staff via digital only communications</p>
<b>Manage financial assets to create positive impacts</b>	Funds and assets managed only on basis of maximum financial gain	As 1, but some investments excluded if in firms with negative societal impacts (e.g. tobacco or environmental damage)	As 2, but positive criteria also set out to support investment that has positive societal impacts and which will still generate a good return	As 3, but with opportunities to invest in local companies, social enterprise and projects explored and exploited where these will also offer good long-term returns
<b>Resource allocations that support anchor activity</b>	Anchor action (e.g. procurement, land, assets and HR) not considered in budget setting	Opportunities considered in budgeting, and some modest allocations typically made for supportive activities	<p>Inclusive anchor goals roundly considered in budget setting, with sufficient resources made available to progress priority areas.</p> <p>Some resources available for ‘test of change’ opportunities</p>	<p>As 3, but with thorough review of existing and future budget allocations, and inclusive anchor institution goals a key factor in determining resource allocations.</p> <p>Dedicated leadership and management resources have been identified (e.g. director-level ‘champion’ backed by an appointed lead who can deliver anchor actions practically).</p> <p>Evidence of resources from wider staff/team made available to support action</p>

## Local networking

**Table 18: anchor institutions can act as a ‘champion’ for anchor collaboration with other organisations. It is a lead, influencer and partner with other organisations using data to prioritise actions that reduce inequalities and share examples of practice**

Feature	Score 1	Score 2	Score 3	Score 4
<b>Collaborate with other local anchor institutions (e.g. within the local authority area and through Community Planning Partnerships)</b>	Little connection with other local organisations beyond what is legislatively required	Historical connections and relationships with a few key partners through existing avenues (e.g. Community Planning Partnerships), however, 'anchor principles' not yet embedded in these collaborations	Strong connections with many large organisations and community organisations, with some instances of shared approaches to procurement, employability, or the built environment.  Shared 'anchor objectives' built into local plans (e.g. <b>Local Outcome Improvement Plans</b> )	As 3, but with all key local organisations agreeing shared targets and objectives around anchor action (e.g. procurement, employment, built environment and service delivery).  Deep connections with peers and other exploratory and opportunistic links (including with academic partners).  Strong and sustained sharing of learning with a focus on reducing inequalities, frequent collaboration and significantly enhanced influence and action as a result
<b>Collaborate and share experience beyond the local area</b>	Little connection with other organisations beyond the local area	Sporadic connections with a few key partners (e.g. peer organisations) beyond the local area. Occasional sharing of learning and practice	Strong connections with peers (i.e. same type of organisation) elsewhere in the region and some national links. Significant sharing of learning and practice, and some positive impacts from collaboration	As 3, but wider connections, deep relationships with peers and other exploratory and opportunistic links, including international.  Strong and sustained sharing of learning and good practice, frequent collaboration and significantly enhanced influence and action as a result

## Glossary

**Biodiversity:** the variety of life found in a place on Earth or, often, the total variety of life on Earth. A common measure of this variety, called species richness, is the count of species in an area. Source: [Britannica](#)

**Circular economy:** a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing, and recycling existing materials and products as long as possible extending the life cycle of products, thus, implying reducing waste to a minimum. Source: [European Parliament](#)

**Community benefits:** method by which local communities and good causes can receive additional social value from public spending and are mandatory to consider across the majority of public sector procurement in Scotland as mandated in the Procurement Reform (Scotland) Act 2014. Source: [ESES Communities](#)

**Disadvantaged groups:** applied to groups of people who, due to factors usually considered outside their control, do not have the same opportunities as other, more fortunate groups in society. Examples might include unemployed people, refugees and others who are socially excluded. Source: [World Health Organization](#)

**English for speakers of other languages (ESOL):** English taught to people whose first language is not English, but who live in an English-speaking country and need English to communicate in daily life. This term is used especially in the UK, Ireland and New Zealand. Source: [Macmillan dictionary](#)

**Environmental Management Systems (EMSs):** system or methodology that helps businesses to identify and manage significant environmental impacts. Source: [Environmental guidance for your business in Northern Ireland & Scotland USA](#)

**Fair work:** work that offers effective voice, fulfilment, opportunity, respect and security. These dimensions of Fair Work will manifest in different ways in different workplaces, aiming to balance the rights and responsibilities of workers and employers. Source: [Fair Work Convention](#)

**Local employability partners:** group of public organisation partners in an area (e.g. local authority or NHS Board) that work together to design and deliver opportunities for employment in the local area. Source: [Employability in Scotland](#)

**Net zero:** a target of making the total greenhouse gas emissions equal to or less than the emissions removed from the environment. Source: [NetZero Nation](#)

**Open space strategy:** approach that sets a strategic framework of the planning authority's policies and proposals as to the development, maintenance and use of green infrastructure in their district, including open spaces and green networks.

Source: [Scottish Government](#)

**Priority family:** families at most risk of child poverty. These include lone parents, larger families, families with a baby under 1, families where the mother is under 25, ethnic minority families and families with a disabled member. Source:

[Scottish Government](#)

**Quick Quote:** online quotation facility which allows contracting authorities to obtain competitive quotes electronically for low value requirements. Source: [Quick](#)

[Note Guide](#)

**Small and medium enterprises (SMEs):** businesses with fewer than 250 employees.

Source: [Businesses in Scotland: 2022](#)

**Social enterprise(s):** organisations whose profits or surpluses are reinvested back into their social and/or environmental purpose. Source: [Social Enterprise Scotland](#)

**Social value:** defined through the Public Services (Social Value) Act (2012) which requires all public sector organisations and their suppliers to look beyond the financial cost of a contract to consider how the services they commission and procure can improve the economic, social and environmental wellbeing of an area. Source: [localgov.uk](#)

**Supported business(es):** social enterprises whose main aim is to integrate disabled or disadvantaged people socially and professionally. Their workforce must be at least 30% disabled or disadvantaged, as specified in EU Directive 2014/24/EU. Source: [Scottish Government](#)

**Tender:** procurement process of choosing the best or cheapest company to supply goods or do a job by asking several companies to make offers for supplying the goods or doing the work. Source: [Cambridge dictionary](#)