

Thriving lives for
Service children



“What is a Service child?”

Philip Dent
Director, SCiP Alliance

8 October 2024

A Service child

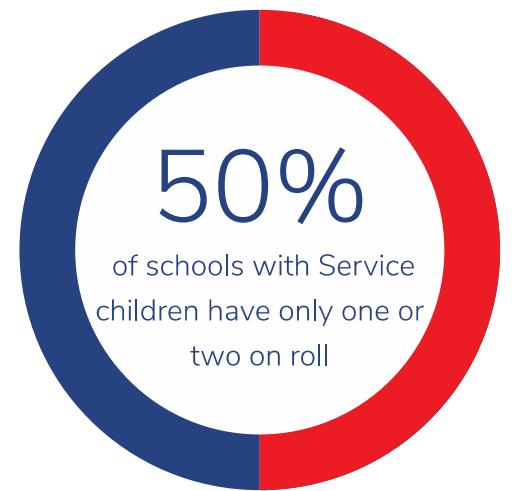
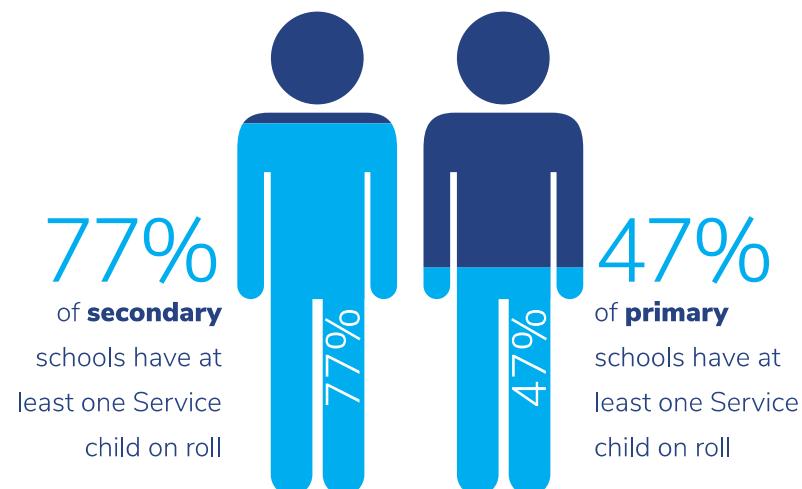
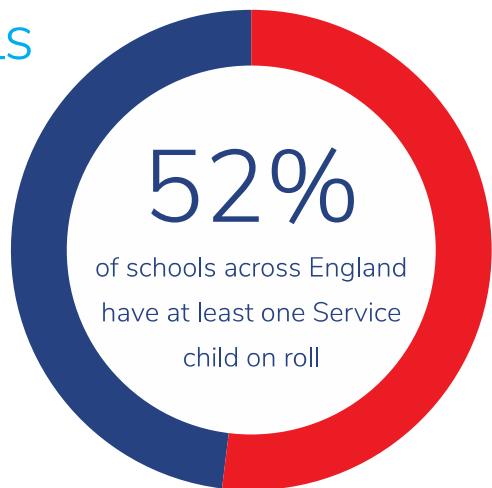
A person whose parent, or carer, serves in the regular armed forces, or as a reservist, or has done at any point during the first 25 years of that person's life.

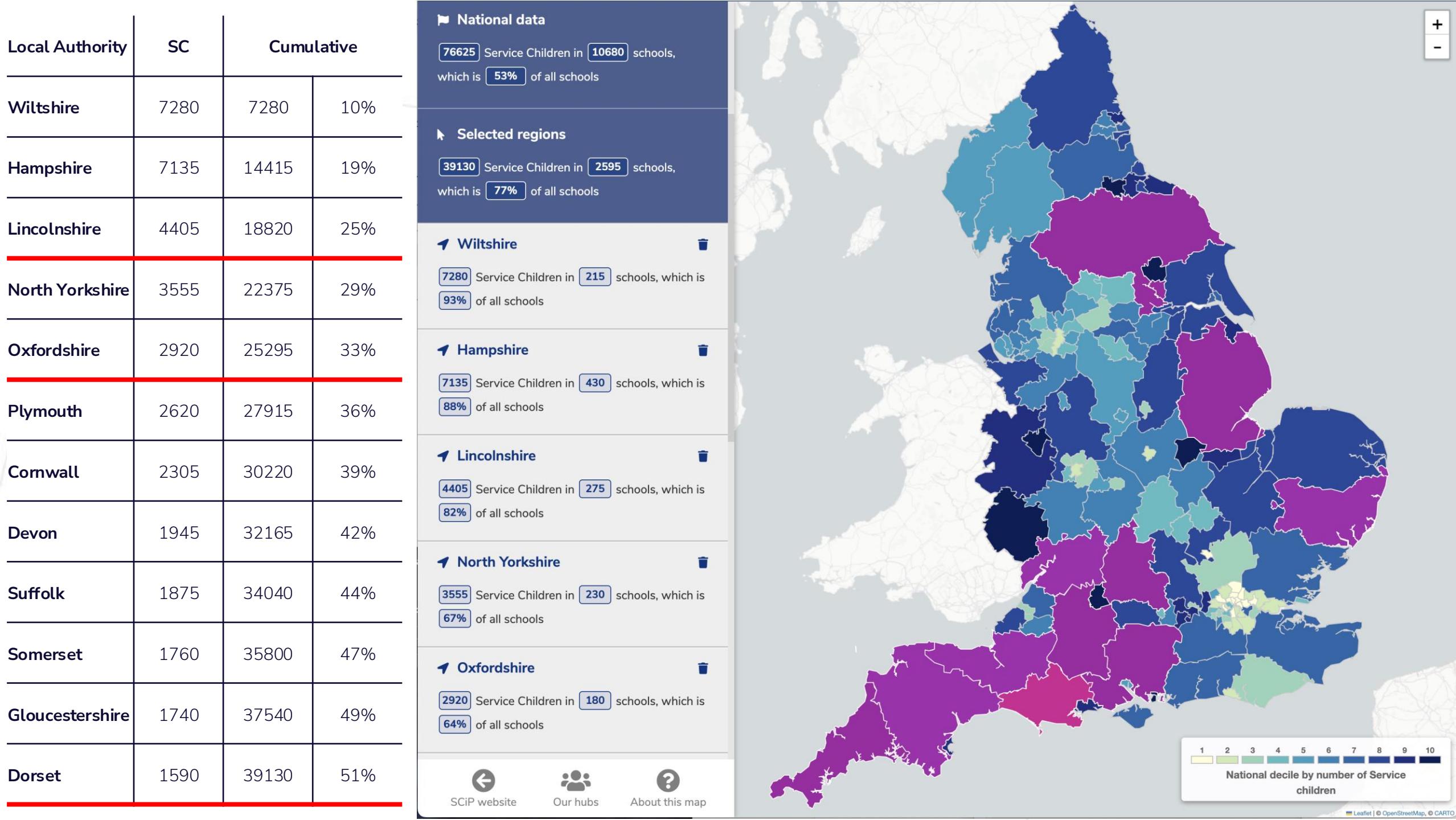
Service children as a cohort

- **567,253** 0 to 24 year-olds in veteran families (ONS, 2023)
- **121,600** 0 to 17 year-olds in serving families (MOD 2022)
- **76,625** eligible for Service Pupil Premium (England only)

Distinct
Diverse
Dynamic

SCHOOLS





THE NEED WHAT NEEDS TO CHANGE

The children of armed forces personnel have huge potential, but are at risk of underachieving and too few practitioners are equipped and confident to support them.



For example, Service children

- Are less likely to access higher education
- May attain less well, if they move school a lot
- Can experience considerable social and emotional disruption impacting their mental health and wellbeing

And most professionals in schools, colleges, universities and other organisations:

- Have low awareness of Service children and their lives
- Do not access evidence-based resources and support
- Do not feel confident about providing the right support

OUR MISSION

HOW WE MAKE CHANGE

We bring together practitioners, researchers, policymakers and funders to build a stronger evidence-base, better policy, and enhanced support for Service children's education and progression, placing their voices at the heart of all we do.

PARTNERSHIP

By helping the SCiP Alliance Community lead and create change together through collaborative projects, events and a UK-wide Hub Network

By developing easily-accessible evidence-based resources and support

By leading rigorous research that addresses Service children's and their supporters' priorities

By raising awareness of needs and providing evidence-based policy advice and guidance

PRACTICE
Practitioners help each other by sharing ideas, challenges and action

RESEARCH
Researchers help us understand Service Children's lives and what works to improve them

POLICY
Policymakers help remove barriers to progression and target resources at need

PRIORITIES

DIALOGUE

PRIORITIES

Collective resource and expertise is deployed more effectively and efficiently

Practitioners confidently deliver more and better quality support

Research investment, collaboration and knowledge creation grows

Better policy grows the scale, coherence and targeting of support throughout the system

THE IMPACT

THE CHANGE THAT RESULTS

The scale and quality of support for Service children grows and they have the ambition, skills, and opportunities to make the most of their unique talents and experiences.



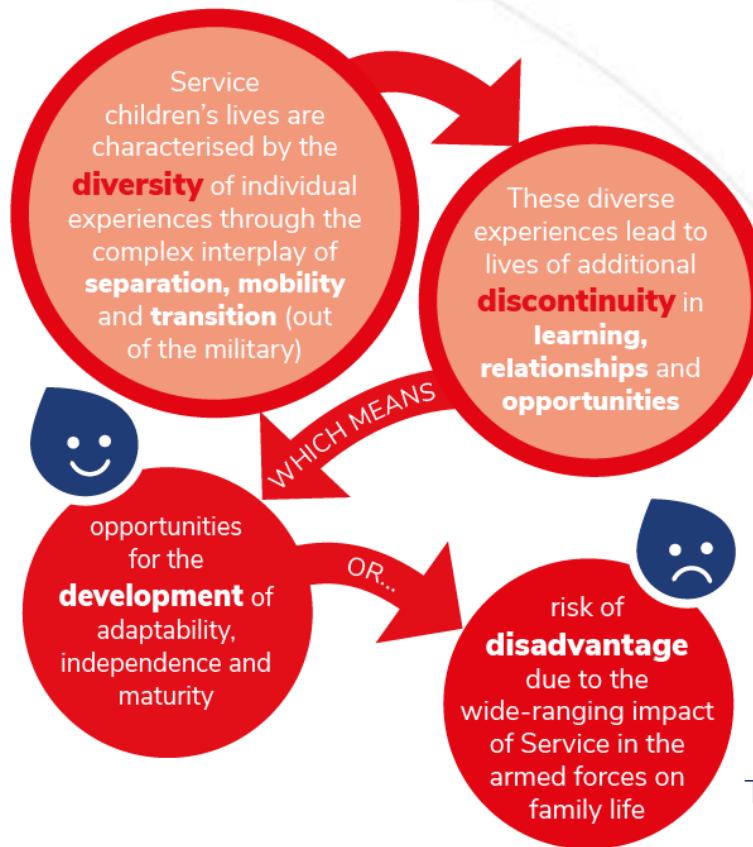
OUR VISION

Thriving lives for Service children

OUR THEORY OF CHANGE

The four Ds of Service children's lives

- Highly individualised, complex interplay of separation, mobility and military-civilian transition
- Peculiar discontinuity
- Assets and opportunities



But risk of disadvantage e.g.:

- Lower attainment: mobility and SEN
- HE access
- Mental health / wellbeing
- (Socio-economic intersection?)

A brief research timeline (thanks to Dr Michael Hall)

- 2006: House of Commons Defence Committee, Educating Service Children
 - No reliable figure for number of Service children in UK schools.
 - Transfer of records is poor.
 - Service children may be falling between responsibilities of DfES and devolved administrations.
 - Concerns raised by Children's Education Advisory Service about staying-on rates and FE/university progression of Service children.
- 2010: Department for Education, The Educational Performance of Children of Service Personnel
 - Found that Service children attained better than their peers after controlling for prior Attainment, demographic factors and pupil mobility.
 - Mobile Service pupils attained less well than their non-mobile peers.
 - Impact on attainment of mobility during KS4 is higher for non-Service than for Service pupils.

A brief research timeline (thanks to Dr Michael Hall)

- 2011: Ofsted, Children in Service Families.
 - No accurate record of the number of Service children.
 - Lack of continuity of support and provision for Service children as they moved schools.
 - Uncoordinated transfers of information and no continuous learning and development records accompanying mobile children.
- 2013: House of Commons Defence Committee investigation into the education of children of Service personnel
 - Mobility is a barrier to accessing schools of choice.
 - No appreciable progress on transfer of records.
 - Mobility poses challenges to continuity of education.

A brief research timeline (thanks to Dr Michael Hall)

- 2016: McCullouch, J. and Hall, M., Further and Higher Progression for Service Children
 - First attempt to estimate progression rates to HE for Service pupils.
 - Estimate of progression gap of up to one in four (but limited by no accurate data of Service pupils or progression rates).
 - Mobility and deployment were two most significant issues impacting on Service pupils' outcomes (academically and pastorally).
- 2020: Selous review, Living In Our Shoes
 - Causal link between mobility and attainment not proven.
 - More research needed to understand the onward progression of Service children following school.

A brief research timeline (thanks to Dr Michael Hall)

- 2023: Armed Forces Covenant Annual Report
 - Progression to HE for Service pupils 4 pp lower than non-disadvantaged non-Service pupils (2020/21)
- 2023: Atherton, G. and Satchell, L., Under the Radar: Service children and Higher Education in England
 - Higher mobility impacts attainment and pastoral support received
 - Separation can affect engagement, wellbeing and mental health
 - Schools face unique challenges responding to the needs of Service children

Data, its limits, and where to find it

Defence is UK-wide, education is devolved, Service children can be highly mobile and the MOD consider their location sensitive data

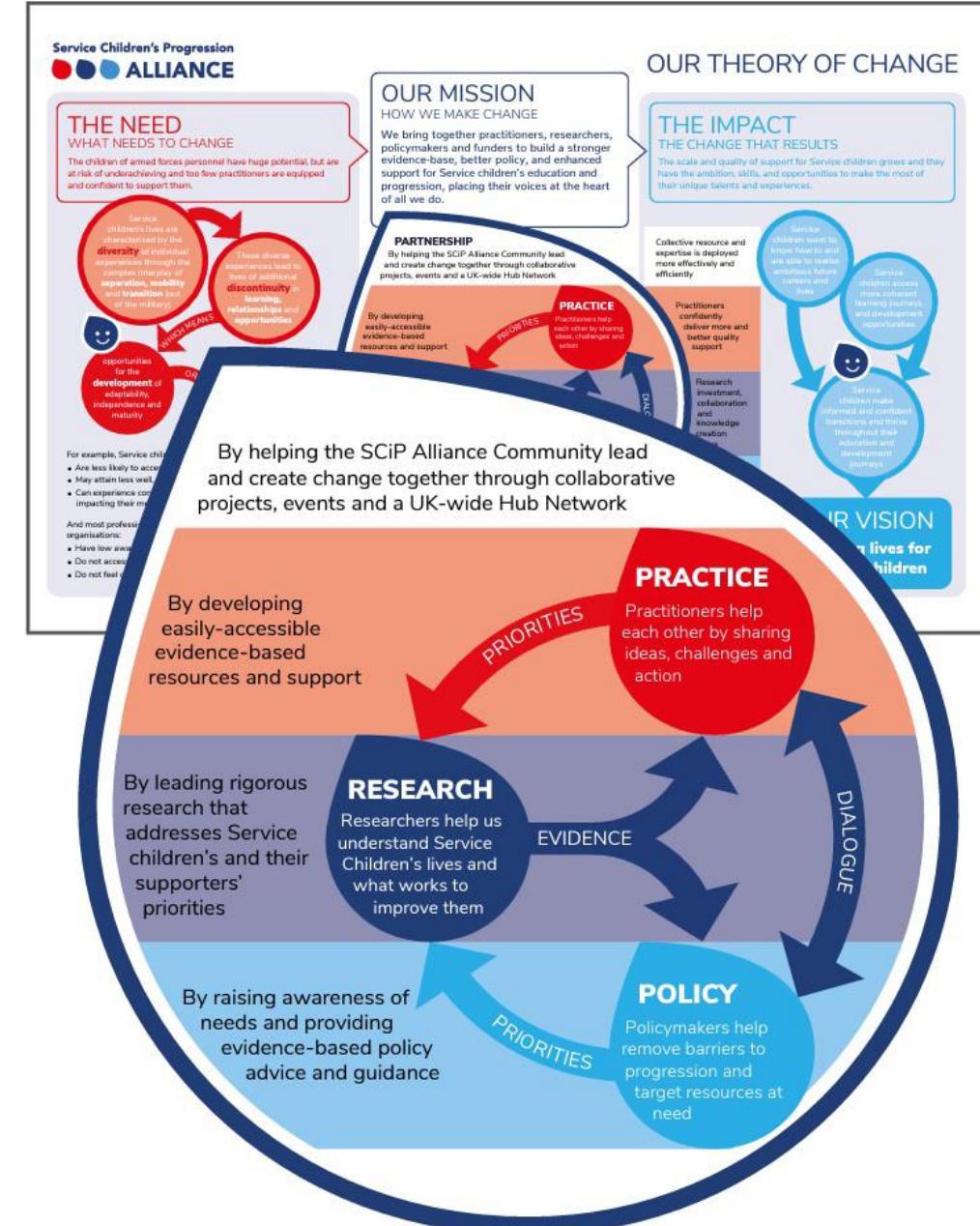
- UK Government – Armed Forces Covenant Annual Reports: (<https://www.gov.uk/government/collections/armed-forces-covenant-annual-reports>)
- Ministry of Defence: FAMCAS (<https://www.gov.uk/government/collections/tri-service-families-continuous-attitude-survey-index>)
- SCiP Alliance: online targeting tool (<https://www.scipalliance.org/map>)
- UCAS (<https://www.ucas.com/undergraduate/what-and-where-study/what-can-i-do-next/students-individual-needs/students-uk-armed-forces-family>)
- OfS (<https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/student-characteristics/service-children/>)
- SSCE Cymru (<https://www.sscecymeru.co.uk/evidence/data/default.htm>)
- Forces in Mind Trust Research Centre: (<https://www.fimt-rc.org/>)

The SCiP Alliance

OUR MISSION HOW WE MAKE CHANGE

We bring together practitioners, researchers, policymakers and funders to build a stronger evidence-base, better policy, and enhanced support for Service children's education and progression, placing their voices at the heart of all we do.

Service Children's Progression
 ALLIANCE



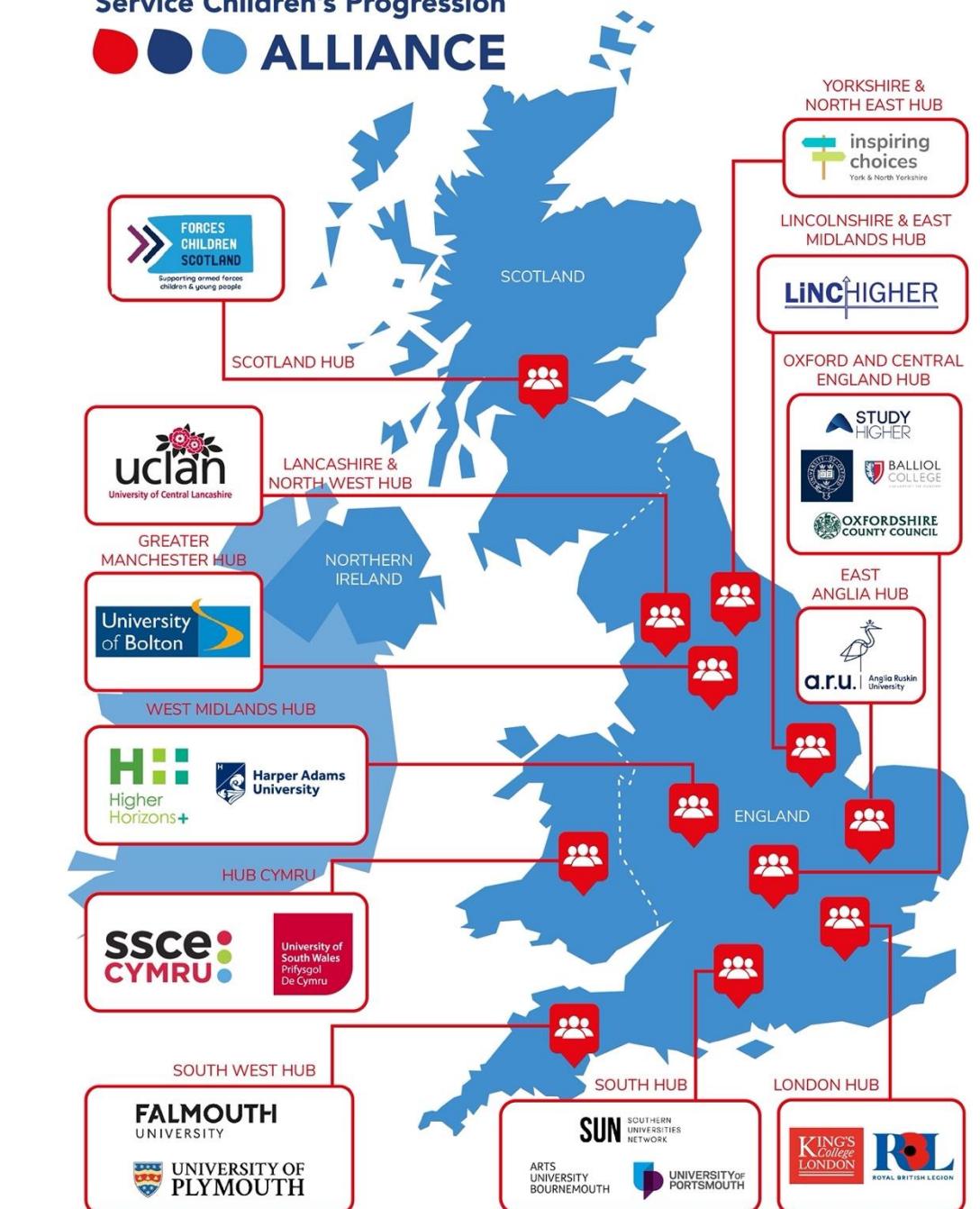
Impact is why the community exists, and the community makes that impact possible.

OUR COMMUNITY GOAL

WE WANT THE FULL DIVERSITY OF STAKEHOLDERS SUPPORTING SERVICE CHILDREN TO BE DEEPLY AND SUSTAINABLY ENGAGED IN COLLABORATIVE ACTION ON OUR SHARED MISSION AND VISION.

OUR IMPACT GOAL

WE WANT TO SET THE STANDARD FOR EVIDENCE-BASED PRACTICE AND POLICY AT EVERY PHASE OF SERVICE CHILDREN'S LIVES AND TO BE THE VANGUARD OF RIGOROUS RESEARCH UNDERPINNING IT.



PARTNERSHIP

THE SCiP ALLIANCE HAS PARTNERSHIP AT ITS CORE. WE HELP OUR COMMUNITY LEAD AND CREATE CHANGE TOGETHER THROUGH SHARED EXPERTISE, RESOURCES, AND COLLABORATIVE PROJECTS. SINCE 2019, WE HAVE STRENGTHENED OUR KEY PARTNERSHIPS:

WITH SERVICE CHILDREN, THROUGH LISTENING TO LEARN.

WITH PRACTITIONERS, THROUGH ENHANCED RESOURCES, TRAINING, AND COMMUNITIES OF PRACTICE.

WITH POLICYMAKERS THROUGH INFORMATION BRIEFINGS, SUMMITS AND EVENTS

WITH UK-WIDE STAKEHOLDERS, THROUGH AN ACTIVE AND EXPANDING RESEARCH PRACTICE HUB NETWORK

●● They provide [...] a way that we can all collaborate better together to use our resources to improve the lives of Service children in schools.

3 WAYS THE SCiP ALLIANCE HAS DONE THIS

1 LISTENING TO LEARN

WHAT WE DID

In 2019, the SCiP Alliance began the journey of Listening to Learn with a 12-month investigative programme - The Year of the Service Child Voice. Together, our community explored how those working with Service children can listen to and learn from their voices.



OUR LISTENING TO LEARN REPORT (FREELY AVAILABLE ONLINE) DISSEMINATED LEARNING, CASE STUDIES AND INSIGHTS AND LAUNCHED A CONTINUING PROGRAMME OF IMPROVEMENT INITIATIVES.

THE 4 PRINCIPLES:

- BE DELIBERATE
- BE OPEN
- BE CHILD-CENTRED
- BE WILLING TO CHANGE

WHY IT MATTERS

We ensure that Service children's voices are at the heart of all we do. In response to the four principles from Listening to Learn:

- Service children are members of our Board and Management Group
- Service children chaired and participated in our Annual Conference

WE HAVE PLACED LISTENING TO LEARN AT THE HEART OF OUR AGENDA FOR CHANGE:

- Children are Heard is one of our Thriving Lives principles of effective support
- Facilitating a platform for Service children's voices to be heard by their peers and school teachers is embedded in the Creative Forces university outreach model used across the country
- In 2022, we commissioned research to design processes to engage with and embed Service children's voices in practice



2 SCiP ALLIANCE ONLINE RESOURCE BANK

THE CHANGE WE'VE CREATED

Our online resource bank has been described as "a one-stop shop for practitioners". It includes:

- Bespoke, evidence-based online tools and training
- Access routes into our community
- Information about relevant events (65 events published)
- Alliance community news and views
- A sector research repository and research briefings
- Access to the SCiP Alliance's work and publications

WHY IT MATTERS

The resource bank makes a vital contribution to the community by providing improved access to high-quality resources that inform, guide and support those working with Service children.

IN 2022, SCiP ALLIANCE MEMBERS REPORTED THEY HAD BETTER ACCESS TO USEFUL RESOURCES NOW COMPARED TO 2018.

SINCE ITS LAUNCH IN 2018, THE ONLINE RESOURCE BANK HAS HAD ...



80,421 PAGE VIEWS (2018-2022) & 23,750 UNIQUE USERS
1500 ENGAGEMENTS WITH THE TOOLKIT

THE COMMUNITY CAN SUPPORT EACH OTHER THROUGH THE ONLINE RESOURCE BANK BY SHARING NEWS, EVENTS, AND RESEARCH.

●● The website is just brilliant! MILITARY CHARITY

Service Children's Progression



ALLIANCE

3 THE SCiP ALLIANCE HUB NETWORK

The UK-wide Hub Network epitomises our priority of partnership by helping allies to do together what they cannot do alone. Since 2019, the Hub Network has grown in size, activity and impact:

Development of eight new Hubs has increased our network to 12 Hubs across the UK;

891 MEMBERS

PROGRAMME OF REGIONAL EVENTS

82% CONSIDERING THE HUB NETWORK EXTREMELY OR VERY USEFUL

OUR HUB NETWORK CREATES POSITIVE CHANGE FOR SERVICE CHILDREN, BY:

- Increasing knowledge of and support for Service children
- Helping practitioners to develop confidence, access resources and share best practice
- Increasing consistent, high-quality outreach work with schools, colleges and universities
- Increasing local intelligence enabling better support for Service children around the UK



●● It's the best of both worlds. You've got national coverage, but then you've got local knowledge, the understanding and different skills.

PRACTICE

DEVELOPING EVIDENCE-BASED RESOURCES AND ENHANCING THE SCALE OF COLLABORATION, THE SCiP ALLIANCE SUPPORTS THOSE WORKING IN EDUCATION TO IMPROVE THE LIVES OF SERVICE CHILDREN.

●● Development of the Thriving Lives toolkit was really helpful [...] I just check in and make sure that the things on there are happening and, if I'm a bit stuck about a family, then I will use that as a reference.

SECONDARY TEACHER (SCiP ALLIANCE MEMBER CONSULTATION)

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3 WAYS THE SCiP ALLIANCE HAS DONE THIS

1 THE THRIVING LIVES TOOLKIT

WHAT WE DID

Launched in 2019, our Thriving Lives Toolkit is an accessible, evidence-based framework and CPD resource for school practitioners. It is:

- Underpinned by high-quality research
- Available in multiple formats
- Widely disseminated at Thriving Lives Toolkit conferences, CPD events and through our online resource bank

TO DATE:

667 DELEGATES ATTENDED A THRIVING LIVES EVENT

1500 ENGAGEMENTS WITH THE TOOLKIT (2021-22)

84% RATED IT AS EITHER EXTREMELY OR VERY USEFUL (SCiP ALLIANCE CONSULTATION 2022)

WHY IT MATTERS

The Thriving Lives toolkit, described as a step-change development (SCiP Alliance consultation 2022), has created positive changes to practice. It has:

- Raised practitioners' awareness: 98% agreed that "I now understand more about the educational experience of service children." (SCiP Alliance evaluation data)
- Increased schools' ability to support Service children

"Engaging with the Toolkit has facilitated activity, progress and positive outcomes for Service children." (Impact report finding)

2 PRACTICE IMPROVEMENT THROUGH TRAINING & NEW COMMUNITIES OF PRACTICE

WHAT WE DID

The SCiP Alliance enables allies to share their knowledge, resources and ideas to improve the lives of Service children. Communities of practice were built through:

- Conferences
- CPD events
- Networking meetings
- An active Hub Network and Hub Leads group

THE SCiP ALLIANCE ANNUAL CONFERENCES (2019-2022) HAVE EACH INCLUDED:

- Research keynote presentation
- Interactive workshops exploring priorities for action
- CPD sessions
- Networking opportunities



WHY IT MATTERS

National and regional events brought together researchers, policymakers and practitioners to share good practice, develop their ideas and learn together.

●● I think the more we all understand what everyone else is doing the better, so we don't duplicate, but also so we can collaborate and partner to do better stuff together. SCiP is pivotal in that.

ARMED FORCES CHARITY REPRESENTATIVE

Service Children's Progression



ALLIANCE

3 DEVELOPING SERVICE CHILDREN'S OPPORTUNITIES AND SELF-EFFICACY

WHAT NEEDED TO CHANGE

Service children are less likely to progress to higher education than their non-Service peers.

WHAT WE DID

The SCiP Alliance supported stakeholders and universities around the UK to host Creative Forces events, which allow Service children to:

- visit a university campus and take part in on-campus activities with other young people from Armed Forces families
- learn about the courses, facilities and support university can offer them
- meet university students from Armed Forces backgrounds
- reflect together on their experiences, strengths and challenges as Service children

WHY IT MATTERS

Creative Forces empowered Service children to experience campus for themselves, enabled them to learn about what University can offer them, helped them to believe that higher education is a choice open to them (evaluation report by Hall (2019)).

●● I believe I can get into university now I know the different routes I can take.

SECONDARY PUPIL



RESEARCH

THE SCiP ALLIANCE SUPPORTS HIGH-QUALITY RESEARCH AND EVALUATION THROUGHOUT THE SECTOR. RESEARCH HELPS US TO UNDERSTAND THE LIVES OF SERVICE CHILDREN, AND WHAT WORKS TO SUPPORT THEM. WE KNOW THAT EVIDENCE FROM RIGOROUS RESEARCH IS VITAL BECAUSE IT:

- STRENGTHENS THE CASE FOR CHANGE
- ENHANCES POLICYMAKING
- ENABLES DEVELOPMENT OF EFFECTIVE PRACTICE

RES

JAN Evidence...
JUL Evidence...
SEP Evidence...
NOV Evidence...
DEC Evidence...

2019

MAY Evidence...

2020

FEB Evidence...

JUL Evidence...

NOV Evidence...

DEC Evidence...

2021

FEB Evidence...

MAR Evidence...

JUL Evidence...

2022

MAY Evidence...

JUL Evidence...

OCT Evidence...

MAY Evidence...

RESEARCH

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3 WAYS THE SCIP ALLIANCE HAS DONE THIS

1 COMMISSIONING AND LEADING RIGOROUS RESEARCH

WHAT WE DID

We produced and commissioned research papers and evidence briefings in response to gaps in knowledge. Our research and evaluation community developed standardised evaluation tools for practitioners to use at conferences and in the Creative Forces programme.

WHY IT MATTERS

Policy makers and practitioners rely on the Alliance's growing evidence base to inform approaches and activities. The strong research element to the SCIP Alliance partnership gives the community confidence that our activities, such as Creative Forces, and our tools, such as the Thriving Lives Toolkit and the Targeting Tool, are developed on a robust research foundation.

RESEARCH TIMELINE

| | | |
|------|-----|--|
| 2019 | JAN | Evidence briefing: Moving Schools. |
| | JUL | Evidence briefing: Service Child Distribution in England |
| | | Evidence briefing: Weekending |
| | | Evidence briefing: Resilience. |
| | SEP | Evidence briefing: Service pupil premium |
| | NOV | Creative Forces Evaluation report. (SCIP Alliance) |
| | DEC | Supporting Service Children in School: An Organisational Improvement Framework. (IICeGS, University of Derby) |
| 2020 | MAY | Listening to Learn: The Voices of Service children (SCIP Alliance) |
| | FEB | Evidence briefing: Service children: A guide to teachers' professional development |
| | JUL | Armed Forces Students Post-16: Focus Group Report |
| 2021 | NOV | The perceptions of FE leaders in supporting Service children: challenges and opportunities for further work. |
| | | Young People from Armed Forces Families: Post-16 Education and Training |
| | DEC | Evidence briefing: Young People from Armed Forces Families: Post-16 Education and Training |
| | FEB | SCIP Alliance Thriving Lives Toolkit: Enhancement Project. (IICeGS, University of Derby) |
| | MAR | SCIP Alliance Thriving Lives Toolkit: Implementation and Impact Evaluation. (IICeGS, University of Derby) |
| | | The potential of an organisational improvement framework to facilitate sharing of practice. (McCullouch, J. & Hall, M.) |
| 2022 | MAY | Service children in education: a review of the literature from five countries. Widening Participation and Lifelong Learning 24 (1): 53-85. https://doi.org/10.5456/WPLL.24.1.53 (Hall, M., McCullouch, J. & Lawrence, K.) |
| | JUL | SCIP Alliance Community Consultation Report. (Tiller Research Ltd) |
| | OCT | Diversity meets Complexity: Supporting Armed Forces Young People to Thrive in Post-16 Education. (Centre for Education and Youth) |

2 DEVELOPMENT OF AN ONLINE RESEARCH REPOSITORY

WHAT WE DID

Research evidence can be disparately located, difficult to access and of varying quality.

WHY IT MATTERS

We created an online Research Repository so that our community and wider stakeholders can easily access a catalogue of high-quality research from a range of academic and non-academic sources.

WHY IT MATTERS

The Research Repository is a powerful support to our community. It has become:

- a well-known and popular source of research material.

1,800 DOCUMENTS WERE DOWNLOADED (2021-2022)

- a source of high-quality, relevant evidence, and is used by stakeholders and practitioners who are building the case for supporting Service children
- a repository for researchers to contribute their research to, increasing the impact of research activity in the sector
- a regularly updated resource, reviewed and maintained by the SCIP Alliance team



3 DISSEMINATION AT EVENTS

WHAT WE DID

From 2019-2022, the SCIP Alliance has disseminated research through delivery of engaging presentations at a range of events. These were attended by stakeholders across the sector. This work includes:

- **OVER 30 PRESENTATIONS DELIVERED AT CONFERENCES AND ROUNDTABLE EVENTS**
- Researcher keynote speeches at the heart of every SCIP Alliance Annual Conference
- Our SCIP Alliance Research Seminar held in 2019 and our FE summit, held in 2021

WHY IT MATTERS

Dissemination creates positive change for service children by:

- informing our community about the latest research
- enabling audiences to further their knowledge through discussion and debate with experts
- enabling our community to build strong cases for the increased support of Service children
- creating a culture of shared learning

 It's really good to know that what you're promoting or sharing has a very solid base behind it.

SCIP ALLIANCE HUB MEMBER

POLICY

THE SCIP ALLIANCE ENGAGES ITS COMMUNITY IN ONGOING DIALOGUE AND THOUGHT LEADERSHIP. THIS SUPPORTS UK POLICYMAKERS TO BETTER UNDERSTAND SERVICE CHILDREN'S NEEDS, TO REMOVE BARRIERS TO PROGRESSION, AND TO TARGET SUPPORT EFFECTIVELY THROUGHOUT THE SYSTEM.



...we secured much-needed policy change. From 2023, the UCAS application form will give applicants the option to identify as being from Armed Forces or veteran families.

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3 WAYS THE SCIP ALLIANCE HAS DONE THIS

1 EVIDENCE AND INSIGHT TO GOVERNMENT

WHAT WE DO

The SCIP Alliance provides Government with trustworthy guidance, sector expertise and key research evidence, through:

- Our online Research Repository and evidence briefings
- Our active network of expert practitioners, researchers, and policymakers
- Data analysis and tools like the online targeting tool



SINCE 2019, SCIP ALLIANCE

- Contributed annually to the Armed Forces Covenant report
- Contributed to the Government's Living in our Shoes report (2020)
- Provided expert response to calls for evidence (e.g. Armed Forces Bill 2021)

WHY THIS MATTERS

- Our work translates rigorous research into meaningful proposals, enabling the development of evidence-based policy
- Our UK-wide community provides vital lived insight into national issues and regional variations
- Our work promotes the voices of Service children to the heart of policy making

2 CHANGES TO THE UCAS APPLICATION FORM

WHAT NEEDED TO CHANGE

Limited awareness among universities of the presence of and outcomes for Service children.

WHAT WE DID

Working in partnership with our allies, we secured much-needed policy change. From 2023, the UCAS application form will give applicants the option to identify as being from Armed Forces or veteran families.

WHY IT MATTERS

This policy change will improve the lives of Service children by increasing the support available to those entering University with an Armed Forces background. The change will:

- Contextualise UCAS application data and personal statements (e.g. multiple school/course changes, transfers, gaps)
- Enable universities to track the access, success and progression outcomes of students from an Armed Forces background
- Enable providers to identify young people who may benefit from tailored support during their University journey
- Support much-needed improvements in sector research

3 FURTHER EDUCATION POLICY SUMMIT

WHAT NEEDED TO CHANGE

Our community told us that there is a lack of research and intelligence on the progression of Service children post-16.

WHAT WE DID

In July 2021, the SCIP Alliance organised a further education Policy Summit bringing together stakeholders to discuss the issues, review the existing evidence base, and identify pathways forward.

WHY THIS MATTERS

As a result of our Further Education Policy Summit, our community is now working together on strategy and actions to help Service children thrive post-16.

THE FE POLICY SUMMIT LED TO

- Increased dialogue and collaboration between FE sector stakeholders
- Concrete action to address the gaps in the evidence base, e.g. devising ways to track Service children's progression post-16
- Initiation of work to embed post-16 support into FE organisations' strategic planning
- The Alliance securing funding for foundational research resulting in the 2022 report Diversity Meets Complexity and a Thriving Lives framework for FE

2019

- IMPACT HIGHLIGHTED IN ARMED FORCES COVENANT ANNUAL REPORT

2020

- EXPERT EVIDENCE SUBMITTED TO THE LIVING IN OUR SHOES INQUIRY
- ARMED FORCES COVENANT ANNUAL REPORT HIGHLIGHTS LISTENING TO LEARN REPORT

2021

- EXPERT RESPONSE SUBMITTED TO OFFICE FOR STUDENTS UNI CONNECT CONSULTATION
- EXPERT EVIDENCE SUBMITTED TO THE ARMED FORCES BILL SELECT COMMITTEE
- IMPACT HIGHLIGHTED IN ARMED FORCES COVENANT ANNUAL REPORT
- EVIDENCE-BASED ADVICE INFORMED THE UK ARMED FORCES FAMILIES STRATEGY
- ARMED FORCES COVENANT ANNUAL REPORT HIGHLIGHTS SCIP ALLIANCE HUB NETWORK AND THRIVING LIVES TOOLKIT

2022

- EVIDENCE-BASED ADVICE INFORMED THE ARMED FORCES BILL STATUTORY GUIDANCE

SINCE ITS LAUNCH IN 2018, THE ONLINE RESOURCE BANK HAS HAD ...

80,421
PAGE VIEWS (2018-2022)

23,750
UNIQUE USERS

1,800
DOCUMENTS
DOWNLOADED (2021-2022)

achieving together
Service child focus connection
energy passion action
collegiality networks union
collaboration
allies support team engagement
innovation new members
ambition Service child voice
ideas progress supportive
friendship

1500
TOOLKIT
ENGAGEMENTS (2021-22)

84%
OF USERS RATE THE TOOLKIT

178
NETWORK EVENTS
16 RESEARCH PUBLICATIONS

Research identifies the Toolkit as a "step-change development"

helping schools support
Thriving Lives toolkit

Some past and current projects

Outputs

- [Diversity Meets Complexity](#)
- [Under the Radar](#)
- [Thriving Lives Toolkit for schools](#)

Working on...

- Early Years and Higher Education research and toolkit development
- TLT innovation and [case study](#) projects
- Community platform and training suite

Outcomes

- College-specific insight and proposals
- Restored OfS EORR recognition
- c. 22,000 Service children

Priorities...

- 0-25 (whole life-course) evidence-led support suite
- Enhanced community collaboration and sector-wide understanding
- SCiP Alliance Impact Centre

Thanks... questions... actions

- **Join a SCiP Alliance Hub**
 - <https://www.scipalliance.org/hubs/the-scip-alliance-hub-network>
- **Subscribe for updates**
 - <https://scipalliance.us16.list-manage.com/subscribe?u=23a341cbff8686215dbf1537d&id=25b22fa430>
- **Get in touch**
 - **Philip Dent** (Director) – philip.dent@winchester.ac.uk
 - **Rachel Lad** (Head of Operations and Development) – rachel.lad@winchester.ac.uk
 - **Vicki Fisher** (Engagement Manager) – victoria.fisher@winchester.ac.uk
 - **Emily Flores** (Projects Manager) – emily.flores@winchester.ac.uk