



REPORT

To: Services Committee

12 March 2009

From: Sport & Leisure Service Manager

NATWEST ISLAND GAMES – ÅLAND 2009

1.0 Introduction

- 1.1 The purpose of this report is to request grant assistance for the Shetland Team travelling to compete in the 2009 NatWest Island Games in the Finnish Island of Åland.

2.0 Links to Corporate Priorities

- 2.1 The Corporate Plan 2009-2011 states “We must support individuals and communities to help them reach their full potential” and “undertake activities to promote mental wellbeing and build emotional resilience in all communities”. The Plan also recognise the key role that the Council has in improving the health of the population by tackling the underlying determinants of health and promoting healthy choices”.
- 2.2 Therefore, by providing financial assistance towards this project the Council will actively support individuals to develop their full potential, encourage community achievement and confidence through sport and provide a positive catalyst to encourage higher levels of participation in sport and physical activity for individuals to improve their health.

3.0 Background

- 3.1 The Shetland team has participated in all of the previous Games and has received financial assistance from Shetland Islands Council towards the substantial costs of this participation.
- 3.2 The planning and management of the Shetland team for the 2009 Island Games is being co-ordinated by Shetland Island Games Association (SIGA) with support from the Council’s Sport & Leisure Service.
- 3.3 As Members will be aware, the 2005 Games held in Shetland was widely acknowledged as a great success, both in terms of the overall

organisation of the event and for the Shetland Team, who had their highest ever medal tally of 46 medals, finishing in seventh place in the medal table.

- 3.4 At the 2007 Games, held in the Greek island of Rhodes, the Shetland Team of 64 competitors and officials returned with a total of 15 medals, ahead of the Western Isles and Orkney, who had 6 and 4 medals respectively.

4.0 Present Position – Åland 2009

- 4.1 Preparations are well underway for the 2009 NatWest Island Games, due to be held in Åland from 27 June 2009 to 4 July 2009. Members should note that for the first time the Games will last for 8 days instead of the traditional 7 day event, to accommodate the sports programmes. This will increase costs in respect of additional accommodation for the Shetland Team.

- 4.2 The Shetland Team are proposing to travel with a total party of 93 sportsmen and sportswomen, including medical staff and management. The Shetland Team will compete in 8 sports, as below, out of the 14 sports offered by the Åland Organising Committee:-

Archery	Golf	Swimming
Athletics	Sailing/Sailboarding	Table Tennis
Football	Shooting	

- 4.3 Over the coming months, SIGA will finalise their plans for the Shetland Team's involvement in Åland, including travel and accommodation arrangements. However, before any of these arrangements can be finalised a decision in respect of the funding to support these preparations is required.

5. Estimated Cost – Åland 2009

- 5.1 The total estimated cost of sending a Shetland team to the 2009 NatWest Island Games XIII in Åland is £106,111. The full breakdown of expenditure is as follows: -

<u>Åland 2009</u>	<u>£</u>
Travel	58,890
Accommodation	40,230
Team Uniforms	1,200
Insurance	1,200
Team Pennants, Badges, Medical supplies	1,925
Island Games Affiliation	350
Accreditation /competition Fees	1,860
Miscellaneous	456
TOTAL	£106,111

- 5.2 It is proposed that the Shetland Team will travel by ferry to Aberdeen, and then on to Åland via a charter flight from Aberdeen airport. Using a charter flight and a larger aircraft will reduce the individual cost for each participant and significantly reduce the travel time to Åland, thereby ensuring that our sportsmen and women are in good condition for the competition ahead. The team will leave Shetland on the evening of Thursday 25 June 2009 and return on the morning of Monday 6 July 2009 – a round trip of ten days and eleven nights.

6.0 Proposed Funding

- 6.1 The following funding arrangement is proposed:

	£	%
Shetland Islands Council	35,000	33
Total Public Funding Required	<u>35,000</u>	<u>33</u>
Shetland Island Games Association	71,111	67
TOTAL COST	<u>£106,111</u>	<u>100</u>

- 6.2 Members should note that the grant assistance being proposed above is the same level of grant assistance approved by Shetland Islands Council for the NatWest Island Games in Rhodes in 2007.
- 6.3 Members may also wish to note that the estimated individual contribution for each team member towards the cost of these Games is approximately £820 per person assuming the funding package above is achieved.
- 6.4 The figure above for individual contribution does not include spending money, unpaid holiday time from work (for some team members) and provision of individual team equipment, training costs etc., all of which must be met by individual team members.

7.0 Financial Implications

- 7.1 The Sport and Leisure Service budget for Grants to Voluntary Organisations – General – Revenue (GRJ3201 2402) for the financial year 2009/10 has sufficient funds to meet the amount requested by Shetland Island Games Association.

8.0 Policy and Delegated Authority

- 8.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.

9.0 Conclusions

- 9.1 Shetland's continued participation in the Island Games is important for the development of sport in Shetland. It provides an opportunity for

Shetland's sports people to compete and represent Shetland on an international stage. The Games provide incentive and experience for Shetland's young and talented sports people who are now finding their way internationally, representing Scotland in major events.

- 9.2 The investment that Shetland Islands Council has made in its facilities and towards the development of Shetland sports people is certainly paying dividends, and continued participation in the Games provides an ideal benchmark to monitor the success of this investment. It also contributes locally to a stronger sense of community achievement and identity.

10.0 Recommendations

I recommend that that the Services Committee approve: -

- 10.1 a grant of up to £35,000 to Shetland Island Games Association for the purposes outlined in this report.
- 10.2 that any offer of grant be subject to the standard conditions applying to the Grants to Voluntary Organisations General scheme.

Date: March 2009
Our Ref: NWW/Is/

Report No: CD-228-F



REPORT

To: Services Committee

12 March 2009

From: Sport and Leisure Services Manager

WHALSAY GOLF CLUB – SUPPORT GRANT

1. Introduction

- 1.1 The purpose of this report is to consider an application for grant assistance from Whalsay Golf Club towards their annual running costs.

2. Links to the Corporate Plan

- 2.1 The proposals in this report link to the Corporate Plan by supporting the creation of employment opportunities and helping to retain active rural populations. It also helps to foster and encourage active lifestyles, community development and provides an opportunity for individuals to achieve their full potential.

3. Background

- 3.1 At a meeting of the Leisure and Recreation Committee on 29 February 1996, a grant of £62,545 was awarded to Whalsay Golf Club towards the cost of constructing a new clubhouse (Min Ref 21/96). The total cost of this project was £125,090.
- 3.2 The new clubhouse was successfully completed and officially opened on 29 June 1996.
- 3.3 At a meeting of the Community Services Committee on 3 July 1997 Members were informed that Whalsay Golf Club had produced a five-year course development programme along with income and expenditure projections to cover that period. The main aim of the programme was to further develop the course and take the club to a position of financial self sufficiency within the five-year period.
- 3.4 From 2002 until 2006, Whalsay Golf Club operated without any grant assistance from Shetland Islands Council towards its annual operating costs and only survived with the assistance of a large overdraft facility. The club did though receive a grant of £149,920 from Shetland Islands Council towards the cost of developing the course for the 2005 Natwest Island Games.

- 3.5 However, at a meeting of the Services Committee on 4 May 2006 a grant of £14,450 was awarded to Whalsay Golf Club towards its annual running costs and a further grant of £20,000 towards the costs of three one off capital projects i.e. purchasing a digger and turf cutter and levelling the courses 16th green (Min Ref: SC/31/06).
- 3.6 Whalsay Golf Club now applies to the Council annually for grant assistance towards its annual running costs.

4. Present Position

- 4.1 During 2008 Whalsay Golf Club has continued to maintain and develop its course to a high standard, with the green keepers implementing a full programme of improvement works including cutting, fertilising, re-turfing, levelling and other ground works.
- 4.2 Members should note that during 2008 the overall membership at Whalsay Golf Club has increased from 156 to 166. Whilst gents and ladies membership levels have remained fairly static, the Club's junior membership has increased from 32 to 42. This increase in junior members is thought to be as a direct result of the Club's successful involvement in the "clubgolf" junior coaching programme with weekly coaching sessions taking place at the Club.
- 4.3 In 2008 there was also an increase in the number of visitors from outwith Shetland, going to play the Whalsay Golf Course. A total of 130 golfers played the course in 2008 compared to a total of 90 in 2007. Many of these visitors were from the UK, but there were also a large number of international visitors from Denmark, Norway, Dubai and the USA.
- 4.4 Following meetings with Officers of the Sport and Leisure Service Whalsay Golf Club has submitted a Support Grant application for their 2009 playing season. From Appendix A it can be identified that Whalsay Golf Club is requesting a grant of £13,550 towards their proposed annual operating costs for its financial year 2009 (1st January 2009 – 31st December 2009). It should be noted that the above request received from Whalsay Golf Club is a slight reduction in the funding awarded by the Council last year.
- 4.5 The Club's total estimated expenditure for their financial year 2009 is £59,350, towards which the club will contribute £45,800 or 77% of the running costs.
- 4.6 The approval of this support cost grant will allow Whalsay Golf Club to employ 2 green keeping staff on a full time basis during the summer months and on a part time basis during the winter months. It would also allow the Club to continue providing a quality well maintained facility for its members and the wider community. Therefore, on the basis that the grant will directly support the continuation of full and part time jobs in Whalsay, then it is proposed to support this request for grant assistance.

5. Proposals

- 5.1 It is proposed that Members agree a grant of up to £13,550 for the Club's operating costs for its financial year 2009. The source of this grant is the Sport and Leisure Services budget for Grants to Voluntary Organisations – General – Revenue (GRJ3201 2402) for the Council's financial year 2009/10.

6. Financial Implications

- 6.1 The Sport and Leisure Service budget for Grants to Voluntary Organisations – General – Revenue (GRJ3201 2402) for the financial year 2009/10 has sufficient funds to meet the amount requested by Whalsay Golf Club.

7. Policy and Delegated Authority

- 7.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.

8. Recommendations

- 8.1 I recommend that the Services Committee approve:
- 8.1.1 a grant of up to £13,550 to Whalsay Golf Club for the purpose outlined in this report. The source of this grant is the Sport and Leisure Services budget for Grants to Voluntary Organisations – General - Revenue (GRJ3201 2402) for the financial year 2009/10;
 - 8.1.2 that any offer of grant be subject to the standard conditions applying to the Grants to Voluntary Organisations General scheme.

March 2009

Our Ref: NWW/MD/SPO5.14.3

Report No: CD-229-F

APPENDIX A

WHALSAY GOLF CLUB

Proposed Budget 2009

	Income (£)	Expenditure (£)
Membership Fees	14,500	
Competition Entry Fees	9,800	
Green Fees	2,500	
Other fund raising (raffles, functions, etc)	5,300	
Sponsorship and donations	4,700	
Bar profit	9,000	
Audit and accountancy		550
Advertising		1,000
Clubhouse development & equipment		800
Course maintenance		2,000
Course development		5,000
Greens Staff		23,000
Haulage & bus hire		1,000
Catering		3,200
Prizes & donations (funded by other fundraising, sponsorship & entry fees)		4,000
Machinery		3,200
Running costs (heating, lighting, gas & stationery)		4,000
Clubhouse staff wages		4,000
Insurance & rent		1,800
Bank interest & fees		1,700
Subscriptions		1,400
Charity donations (funded by donations, entry fees and raffles)		2,700
	45,800	59,350

Expenditure	59,350
Income	45,800
Shortfall	13,550



REPORT

To: Services Committee

12 March 2009

From: Sport and Leisure Services Manager

Capital Grants to Voluntary Organisations Provision of new museum, Scalloway

1. Introduction

- 1.1 The purpose of this report is to consider a request for funding from the Shetland Bus Friendship Society Properties Ltd to convert the former knitwear building, Scalloway, into a new community museum.

2. Links to the Corporate Plan

- 2.1 This project will assist the Council to achieve its corporate priorities by supporting and encouraging the development of a new heritage based visitor attraction in Shetland. It will stimulate economic activity in Shetland and the creation of employment opportunities in Scalloway. It will also contribute towards the strengthening of the Scalloway community and help to retain people living in the area. The project will also help to celebrate and promote Shetland's diverse cultural heritage.

3. Background

- 3.1 The existing Scalloway museum is located on Main Street in Scalloway and was opened in 1985. Operated by Scalloway History Group, the museum has increased its collection considerably since opening.
- 3.2 In recent years the existing museum building has experienced problems due to a lack of adequate display and storage space, poor access and limited car parking. These problems have been further exacerbated by the need to upgrade the building in order to protect and preserve the museum's collection.
- 3.3 In 2001 the Shetland Bus Friendship Society (SBFS) was established by a group of interested individuals keen to record and educate the community about the Shetland Bus operations during World War II.
- 3.4 In 2003 a working group was formed between Scalloway History Group and SBFS to identify a way forward for the Scalloway Museum. It was agreed that the two organisations should pool their resources with SBFS becoming responsible for the operation of a new museum for Scalloway.

- 3.5 In July 2005, Shetland Islands Council paid SBFS a Feasibility Grant of £4,166 to explore the possibility of developing the former knitwear building in Scalloway into a community museum. At Feasibility Stage the project had an indicative cost of £387,560 excluding professional fees, statutory consents and VAT.
- 3.6 The former knitwear building on Castle Street was identified as the preferred site and a new company limited by guarantee, SBFS Properties Ltd, was formed in 2005. This property was considered attractive as it was available, and provided a large building with lots of potential and space for development. It also had the added benefit of being situated next to Scalloway Castle thus creating the potential for a visitor “hub” and synergies between both visitor attractions.
- 3.7 In January 2006 the former knitwear building was purchased by SBFS Properties Ltd for a cost of £130,286. This was achieved through the group successfully securing grant assistance from the National Lottery New Opportunities Fund (£96,933), Highlands and Islands Enterprise (£25,015) and a contribution from their own funds (£8,338).
- 3.8 In August 2006, Shetland Islands Council awarded SBFS Properties Ltd a Design Grant of £15,000 to undertake the detailed design phase of this project. However, the total costs of the design phase was £62,485 towards which the group received funding of £13,572 from Shetland Enterprise and met the balance of the costs i.e. £33,913 from their own resources.

4. Present Position

- 4.1. The Feasibility and Design stages have been completed up to pre-tender stage, including the approval of Planning Permission and a Building Warrant.
- 4.2. SBFS Properties Ltd have submitted grant applications to the Big Lottery Fund and the Scottish Rural Development Programme towards the refurbishment, display and fittings costs and the proposed employment of a dedicated Development Worker post in the museum.
- 4.3. Unfortunately last month SBFS Properties Ltd was informed that its Big Lottery Fund application had been unsuccessful. Therefore, following this decision a number of meetings have taken place between representatives of SBFS Properties Ltd and officers from the Council and Highlands and Islands Enterprise to consider the groups options and agree a way forward.
- 4.4. The agreed outcome of these meetings is that the project should be separated into 3 distinct phases as follows:
- Phase one – undertake refurbishment of knitwear building;
 - Phase two – install internal fittings and museum displays;
 - Phase three – employ a Development Worker to oversee the museum operation, volunteer recruitment and training and community involvement/capacity building.

- 4.5. SBFS Properties Ltd has submitted a Capital Grant application form to the Education and Social Care Department requesting grant assistance towards phase one of its project. Members should note that in tandem with this process SBFS Properties Ltd is also proposing to submit further applications to a number of external funding bodies, to meet the costs of phases two and three of this project.
- 4.6. The estimated cost of completing phase one of this project is £574,673, including an allowance for professional fees and VAT. This cost is based on a pre-tender estimate and has been calculated by the group's Design Team. SBFS Properties Ltd intend to competitively tender the project as soon as capital funding is in place.
- 4.7. The total estimated costs of Phase one is £772,623 including the cost of purchasing the former Knitwear building, professional fees and VAT.
- 4.8. It is proposed that Shetland Islands Council agree a grant of up to £100,000, which is the maximum amount available from the Capital Grants to Voluntary Organisations (General) Scheme. If approved this award should assist SBFS Properties Ltd to secure the necessary matched funding required to undertake Phase one of this project.
- 4.9. The refurbished facility will provide the group with a spacious, modern museum that includes the following:
- A fully accessible refurbished building;
 - Increased display and storage space;
 - Art display area and shop;
 - Toilet and reception area;
 - A range of other facilities such as seating areas, baby changing facilities and car parking.
- 4.10. In order to complete phase two of the project i.e. the display and fittings work it is estimated that funding in the region of £234,888 will be required.
- 4.11. When phase two is complete, it is proposed that the museum would have five main themes that will influence the fixed displays and exhibitions in a range of mediums, including various interactive systems. The main themes are as follows:
- An introduction to Scalloway
 - Scalloway – Shetland's Ancient Capital (including Castle)
 - Industrial Scalloway (textiles, fishing and agriculture)
 - Scalloway at War (and the Shetland Bus)
 - Scalloway people (inventors, collectors and writers)
- 4.12. In order to complete phase three of the project i.e. the employment of a dedicated Development Worker over a five year period, it is estimated that funding of up to £140,000 will be required.

- 4.13 It is further proposed that Phases two and three of this project will run simultaneously, but with funding being sought from alternative sources. If successful, the Development Worker will co-ordinate the different aspects of this project and ensure continuity between the phases.
- 4.14 The Development Worker post will be responsible for overseeing the museum's operations in its early years, putting in place the necessary policies, procedures and safeguards, engaging with the local community and recruiting a pool of committed volunteers to ensure that the Scalloway Museum is further developed and sustained into the future.
- 4.15 When complete, the new museum will become a valuable resource that is available to the whole community, including school and youth groups. It will offer a much improved visitor experience and it is hoped the new facility can gain a 3 star Visit Scotland attraction rating within the first 3 years of operation. It is expected that the museum will help to attract up to 10,000 visitors per year into the Scalloway area, which should provide other social and economic benefits to the community.
- 4.16 It should be noted that SBFS Properties Ltd does not have charitable status and is not registered for VAT.

5. Proposed Funding

5.1 The following funding arrangement is proposed to complete Phase one:

	Total Project Costs (£)	Funding Approved To date (£)	Remaining Funding Required (£)
Purchase of Knitwear Building			
National Lottery – New Opportunities Fund	96,933	96,933	0
Highlands and Islands Enterprise	25,015	25,015	0
Professional Fees & Refurbishment Costs			
Shetland Enterprise	13,572	13,572	0
Shetland Islands Council Education & Social Care Dept	119,166	19,166	100,000
Shetland Islands Council Economic Development Unit	187,337	0	187,337
Scottish Rural Development Programme	287,336	0	287,336
TOTAL PUBLIC FUNDING	<u>729,359</u>	<u>154,686</u>	<u>574,673</u> *
Shetland Bus Friendship Society Properties Ltd	43,264	43,264	0

ESTIMATED TOTAL COSTS	<u>772,623</u>	<u>197,950</u>	<u>574,673</u>
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5.2 At present no decision has been taken on the funding from the Council's Economic Development Unit. However it is proposed that SBFS Properties Ltd application will be presented to a meeting of the Council's Development Committee early in financial year 2009-10 for a decision.

5.3 At present Scottish Rural Development Programme has not made a decision on the above amount although a decision is expected in the near future.

5.4 Members should note that funding towards this project from SBFS Properties Ltd was contributed at the building purchase and development stage.

* It should be noted that the total project costs identified above are based on pre tender budget estimates that has been prepared by the project's Design Team.

6. Financial Implications

6.1 The Education and Social Care Department's budget for Capital Grants to Voluntary Organisations (GCJ3006 2406) for financial year 2009/10 has sufficient funds to meet the request from Shetland Bus Friendship Society Properties Ltd.

7. Policy and Delegated Authority

7.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.

8. Conclusions

8.1 The completion of this project has been a long term objective for the group, with the current museum no longer meeting the needs of its users and the wider community.

8.2 SBFS Properties Ltd, which consists entirely of volunteers, has already undertaken a long, complex and expensive journey to reach this stage and have demonstrated the necessary skills and enthusiasm to see the project through to it's conclusion.

8.3 If SBFS Properties Ltd are successful in achieving their overall project, then they will have raised over £1m in grant assistance during the life of this project. The majority of this funding will have been secured from external sources but will be spent locally, thus providing a significant boost to the local economy.

- 8.4 A new museum in Scalloway would bring a number of other benefits to the immediate community and beyond. The new facility will compliment other local visitor attractions and would create social, educational, cultural and economic opportunities in Scalloway and beyond.

9. Recommendations

I recommend that the Services Committee approve:

- 9.1 that a grant of up to £100,000 be offered to Shetland Bus Friendship Society for the purposes outlined in this report. The source of this grant is Sport and Leisure Services budget for Capital Grants to Voluntary Organisations (GCJ3006 2406) for financial year 2009/10;
- 9.2 that the above grant be subject to the standard Council conditions applying to the Capital Grant Aid Scheme.

March 2009
Our Ref: NWW/MD/M22

Report No: CD-230-F

REPORT

**To: Services Committee
Shetland NHS Board**

**12 March 2009
24 March 2009**

From: Chief Social Work Officer

**Report No: SC-05-09F
Adult Support and Protection (Scotland) Act 2007**

1. Introduction

- 1.1 This report seeks to update on the progress of work in relation to Adult Protection following the Adult Support and Protection (Scotland) Act 2007 becoming law.
- 1.2 Approval is sought for the redrafted Vulnerable Adult Procedures – now renamed Adult Support and Protection Procedures.
- 1.3 Approval is sought for the newly established Adult Protection Committee (APC) structure and constitution.
- 1.4 A full copy of the revised draft procedures and the draft constitution of the APC have been issued separately to all members of Shetland Islands Council and Shetland NHS Board.
- 1.5 Approval is sought from the Council regarding the appointment of “Council Officers” for the purpose of this Act.

2. Links to Corporate Priorities

Shetland islands Council and Shetland NHS Board are committed to:

- ensuring that all individuals have the right to feel safe in their communities;
- decreasing social inequalities;
- reducing harm and
- partnership working with parents, carers, the public, staff and other stakeholders.

3. Background

- 3.1 The Adult Support and Protection (Scotland) Act was passed by the Scottish Parliament in Spring 2007. Part of the Act was implemented on 29 October 2008.
- 3.2 Members have already been advised of the implications of this Act in previous reports. In May 2008, Services Committee and Shetland NHS Board considered and approved Shetland Inter Agency Vulnerable Adult Procedures (Min. Ref. SC 38/08.)
- 3.3 It was recognised at the time that no one statute referred specifically to Vulnerable Adults and that intervention to protect required to be based on a number of pieces of legislation. Therefore, the procedures would require to be updated to reflect the new Act.
- 3.4 The term “Vulnerable Adult” has now been replaced by “Adult at Risk” or “Adult in need of Support and Protection” and the procedures have been redrafted to reflect this new terminology.
- 3.5 The protection of Adults at Risk is the responsibility of the local authority, although the concept of interagency collaboration is key. A number of new powers will assist agencies to intervene in situations where adults are at risk of harm.
- 3.6 The Act places duties on the Council to:
- make inquiries to establish whether action is required, where it is known or believed that an adult is at risk of harm and that intervention may be necessary to protect the adult (Section 4);
 - co-operate with other councils and other listed (or prescribed) bodies and office holders (Section 5);
 - have regard to the importance of the provision of appropriate services (including, in particular, independent advocacy services) where the Council considers that it needs to intervene in order to protect an adult at risk of harm (Section 6);
 - inform any adult interviewed that they may refuse to answer any question put to them (Section 8);
 - inform an adult believed to be at risk that they may refuse to consent to a medical examination (Section 9);
 - protect property owned or controlled by an adult who is removed from a place under a removal order. This may include moving property belonging to the adult from that place, where this is considered reasonably necessary in order to prevent the property from being lost or damaged. The Council must ensure the

property is returned to the adult concerned as soon as reasonably practicable after the relevant removal order ceases to have effect (Section 18);

- visit a place at reasonable times only to state the object of the visit and produce evidence of authorisation to visit. Council officers may not use force to facilitate, or during, a visit. However, a sheriff or justice of the peace may authorise the police to use force (Sections 36 to 40); and
- set up an Adult Protection Committee to carry out various functions in relation to adult protection in its area and to review procedures under the Act (Section 42.) The Adult Protection Committee may cover more than one council area.

3.7 The Act gives the Council powers to:

- visit any place necessary to assist inquiries under Section 4. Council officers may interview, in private, any adult found at the place being visited and may arrange for a medical examination of an adult known or believed to be at risk to be carried out by a health professional. Health, financial and other records relating to an adult at risk may be requested and examined (Sections 7 – 10); and
- apply to the sheriff for the grant of a protection order. This may be an assessment order, a removal order, a banning order or temporary banning order (Section 11 – 22.)

3.8 The Act identifies that certain duties can only be undertaken on behalf of the Council by delegated “Council Officers.”

Section 52(i) restricts the type of individual who may be authorised by the Council to perform Council Officer functions.

3.9 The Act stipulates that functions relating to the following functions in the indicated sections can only be carried out by a Council Officer.

- 7 – Visits
- 8 – Interviews
- 10 – Examinations of Records
- 11 – Assessment Order
- 14 – Removal Order
- 16 – Right of Entry
- 18 – Protection of moved persons property

3.10 Council Officers will be Council employees appointed under the Local Government (Scotland) Act 1973 S.64 and will need as a minimum to be:

- registered with the Scottish Social Service Council (SSSC) as Social Workers in the register maintained under Section 44(1) of the Regulation of Care (Scotland) Act 2001; or
- occupational therapists registered with the Health Professional Council; or a
- nurse registered with the Nursing and Midwifery Council; *and*
- have relevant post qualifying experience

3.11 Shetland Islands Council will be required to agree who can be “Council Officers.”

3.12 APCs

In August and September 2008, members of Shetland Islands Council and Shetland NHS Board considered a report on APC and agreed to establish an APC for Shetland, through the work of a multi agency group led by the Chief Social Work Officer (Min. Ref SC64/08.) The first meeting of Shetland APC Committee took place on 1 December 2008. Membership is based on multi-agency representation and details of current members are included in Appendix 1.

3.12 The Director of Nursing for NHS Shetland – Nina Fraser – was elected as Chair with Inspector Ross MacKillop elected as Vice Chair by the members.

3.14 Draft Terms of Reference for the APC was presented at the first meeting, when a decision was made to broaden these into a constitution. The constitution as in Appendix 2 was presented to a meeting of the APC on 23 February 2009 and accepted by members.

3.15 The APC is the main forum for the strategic management of Adult Protection in Shetland. The APC will develop a business plan to drive forward the work required to ensure that systems are in place to protect Adults at Risk in Shetland. The APC will establish a number of sub-groups to carry out the work; these will include sub-groups covering training, quality assurance and health.

4. Proposals

4.1 Shetland Adult Support and Protection Procedures need to be formalised and implemented to reflect the new legislation.

- 4.2 A training program for Adult Protection is well established and these procedures will be incorporated to ensure staff are familiar with local procedures.
- 4.3 It is proposed that both Shetland Islands Council and Shetland NHS Board approve these procedures for implementation from 1 April 2009.
- 4.4 Shetland Islands Council has a role in ensuring the competence of those they employ to undertake "Council Officer" functions under the Adult Support and Protection Act. It is therefore proposed that this is delegated to the Chief Social Work officer.
- 4.5 The APC be approved in its current form along with the constitution.
- 4.6 The first annual report should be presented to Shetland Islands Council and Shetland NHS Board in December 2009.
- 4.7 The membership and structure of the APC should be reviewed after 12 months.

5. Financial Implications

- 5.1 Shetland Islands Council approved budget allocations to support the implementation of the Act on 22 October 2008 (Min. Ref. SIC144/08.)
- 5.2 Funding for the Council's training programme is included in the 2009/10 budget set by the Council on 18 February 2009 (Min. Ref. SIC 13/09.) The estimated training costs for Adult Protection is £38,800 for 2009/10.
- 5.3 The Scottish Government has allocated £10,000 to Shetland NHS Board to cover the training programme for staff employed by NHS Shetland.
- 5.4 The posts of Council Officers are existing employees of the Council who will undertake additional duties, the cost of which will be met from within existing resources.

6. Policy and Delegated Authority - SIC¹

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters with approved policy and for which there is a budget. The proposals within this report are covered by the Council's overall objectives for the Social Care Services and are within existing budget provision.

7. Conclusions

- 7.1 The Adult Support and Protection Procedures ensure that workers have an agreed framework, which shapes practice and any intervention necessary to protect Adults at Risk and are based on the most current legislation and guidance.
- 7.2 The role of "Council Officer" is key in the protection of Adults at Risk in the community. It is therefore essential that this role is undertaken by those professionals who have the appropriate knowledge, skills and experience to respond sensitively but effectively.
- 7.3 Adult Protection Committees have a significant role in ensuring co-operation within and between agencies. The current structure and constitution, which, to some degree, emulates that of the well established Child Protection Committee, is seen as a sound basis from which to take forward the business of Adult Protection in Shetland.

8. Recommendations

- 8.1 I recommend that Shetland NHS Board and the Council's Services Committee:
- 8.1.1 approve the revised Adult Support and Protection Procedures and note these will be introduced from 1 April 2009;
- 8.1.2 agree that the Adult Protection Committee be given delegated authority to update the procedures and to issue updated versions as required, with details presented to the Council's Services Committee and Shetland NHS Board in an Annual Report on the work of Adult Protection Committee;

¹ For Shetland Islands Council Services Committee only

- 8.1.3 approve the structure, membership and constitution of the Adult Protection Committee at Appendices 1 and 2;
- 8.1.4 note that the first Annual Report from the Adult Protection Committee will be presented to the Council and Shetland NHS Board in December 2009.
- 8.2 I recommend that the Council's Services Committee delegates authority to appoint Council Officers under the terms of the Adult Support and Protection (Scotland) Act 2007 to the Chief Social Work Officer.

Date: 24 February 2009
Ref: CF'AW'05'09

Report No: SC-05-09F

Membership Shetland Adult Protection Committee

Name	Agency	Position	
Nina Fraser	NHS Shetland	Director of Nursing	Chair
Insp Ross MacKillop	Northern Constabulary		Vice-Chair
Ann Williamson	SIC	Chief Social Work Officer	
Christine Ferguson	SIC	Head of Community Care	
Anne Robertson	Shetland Council of Social Services		
Jeff Shaw	SIC	Service Manager – Mental Health	
George Smith	SIC	Director – Shetland College	
Gail Bray	SIC	Training Manager	
Mary Morris	Care Commission		
Vaila Simpson	SIC	Service Manager Housing and Property	
Susan Brunton	SIC	Solicitor	
Stephen Morgan	SIC	Head of Children Services	
Denise Morgan	SIC	Service Manager – Criminal Justice	
Lisa Sutherland	NHS Shetland	Primary Care Manager	

Shetland Adult Protection Committee

CONSTITUTION – March 2009

We agree this constitution:

Signed:

Chair, Shetland Adult Protection Committee

Chief Executive, Shetland Islands Council

Chief Executive, NHS Shetland

Chief Constable, Northern Constabulary

1. Shetland Adult Protection Committee

The name of the Committee is Shetland Adult Protection Committee (referred to as APC).

APC is a multi-agency body established under the terms of the Adult Support and Protection Act 2007 to ensure a coordinated approach to the protection of Vulnerable Adults (referred to as Adults in Need of Support and Protection) within Shetland.

APC cover the geographical area coterminous with that of Shetland Islands Council.

2. Aims and Responsibilities

APC is the primary strategic and planning forum for interagency adult protection work in Shetland.

The main aim of the APC is to provide the highest standards of interagency practice in preventing and responding to the abuse of adults in need of support and protection .

The APC is responsible for monitoring the implications of Shetland's Procedures – Adults in Need of Support and Protection.

3. Definitions

3.1 An adult in need of Support and Protection is defined as a person aged 16 or over who:

- Is unable to safeguard his/her own well-being, property, rights or other interests, and
- Is at risk of harm, and
- Because s/he is affected by disability, mental disorder, illness or physical or mental infirmity, is more vulnerable to being harmed than adults who are not so affected

3.2 An Adult is at risk of harm if:

- Another person's conduct is causing (or likely to cause) the adult to be harmed, or
- The adult is engaging (or is likely to engage) in conduct which causes (or is likely to cause) self-harm

3.3 Abuse is a violation of an individuals human and civil rights by any other person or persons. It is the wrongful application of power by someone in a dominant position. Whatever setting abuse may occur

within, it involves elements of a power imbalance, exploitation and the absence of full consent. It can involve acts of commission or omission.

4. Functions

4.1 The functions of the APC are determined by statute and are:

- a) To keep under review the procedures and practices of member agencies that relate to the safeguarding of adults at risk in Shetland.
- b) To provide information and advice, or make proposals to any member agency or relevant body on the exercise of functions that relate to the safeguarding of adults at risk.
- c) To promote the improvement of skills and knowledge of staff providing services to adults at risk
- d) To respond to the requirements of Scottish Ministers as appropriate

4.2 The APC will discharge its functions by:

- a) Collaborative interagency working to ensure that agreed joint policies and procedures are in place to respond effectively to protect Adults in need of Support and Protection.
- b) Ensuring the development and implementation of a multi-agency Adult Protection Strategy across Shetland.
- c) Monitoring and Evaluating the effectiveness of both multi agency Adult Protection and single agency practice and complaints with agreed procedures and reporting to member agencies the outcome of evaluation and quality measures.
- d) Ensuring that member agencies are informed of new legislation, guidance and examples of best practice.
- e) Producing and disseminating public information on adult protection to raise awareness and influence attitudes to abuse.
- f) Establishing an agreed mechanism for the multi-agency review of critical incidents to promote continuous improvement in service quality.
- g) Conducting an annual audit of interagency protection practice within Shetland.
- h) Consider and make recommendations to resolve interagency operation problems or difficulties known to the committee.

- i) Ensuring that multi agency and individual training and support needs are identified and met through the development and implementation of a multi agency training strategy.
 - j) Establishing and maintaining good communication and collaboration practices between local agencies with a responsibility for adult protection.
 - k) Publishing an annual report covering the activity of all committed agencies.
 - l) Agreed the requirements of collecting and analysing management and performance information
 - m) Promoting direct links between child protection, adult protection and offender management services.
- 4.3 The APC may establish sub groups to assist in the discharge of its functions/responsibilities.
- a) Membership of such sub-committees or working groups will be by agreement of APC and may include people who are not APC members where appropriate.
 - b) When establishing a sub-committee or working group APC will establish a remit and timescale.
 - c) APC currently has Standing Sub-Committees on Training, Quality Assurance and Health. APC may at any time, by majority agreement, decide to create new Standing Sub-Committees or dissolve existing Standing Sub-Committees.
 - d) All sub-committees and working groups are accountable to APC through the APC Chair. Unless specified by APC, subcommittees and working groups will appoint their own Chair.
 - e) A minute of all meetings of sub-committees and working groups will be taken and will be available to APC members.
 - f) The constituent agencies of the sub-committee or working group are responsible for making arrangements available for the proper taking and distribution of agendas and minutes.
- 4.4 APC works to a business plan as completed by APC and approved by Shetland Islands Council.

5. Membership of Committee

- 5.1 In line with current legislative requirements, Shetland Islands Council will appoint members to the APC from all agencies with a statutory responsibility for protecting Adults in Shetland.

The following will be represented:

- a) Shetland Islands Council:
 - Legal Services
 - Housing Services
 - Education & Social Care –
 - Shetland College
 - Chief Social Work Officer
 - Children & Families
 - Criminal Justice
 - Community Care
 - Learning Disabilities
 - Mental Health
 - Older People
 - b) NHS Shetland
 - Primary Care incl Community Nursing
 - Secondary Care
 - Accident & Emergency
 - c) Northern Constabulary
 - d) Voluntary Sector
 - e) Care Commission
- 5.2 Member agencies will ensure that their representative hold a position of sufficient seniority to commit to decisions regarding policy, practice and resources on behalf of their agency.
- Representatives will have the necessary skills and knowledge relevant to the functions of the committee.
- 5.3 If a nominated representative is unable to attend a meeting they may arrange for a substitute to attend on their behalf. Such representatives will have the authority normally vested in the nominated representatives.
- 5.4 As necessary for the effective functioning of the Committee and in accordance with statutory provision, relevant external organisations or individuals may attend. Organisations include:
- The Mental Welfare Commission

- The Public Guardian
- The Care Commission where there is no constituent representative
- Any other public body or office-holder as Scottish Ministers may specify
- Representatives from the voluntary and private sectors

6. Roles & Responsibilities of APC Members

- 6.1 To regularly attend APC Meetings.
- 6.2 To arrange for an appropriate substitute to attend meetings of the APC as required.
- 6.3 To represent their agency and contribute to decision making with the delegated authority of their agency.
- 6.4 To reflect agency accountability in inter-agency decision making.
- 6.5 To collate the views of agency officers on particular issues as necessary, and to ensure that these are made available to the APC.
- 6.6 To ensure that decisions and/or recommendations of the APC are implemented in their own agency.
- 6.7 To ensure, in partnership with others, that inter-agency strategy in relation to adult protection is implemented on a Shetland wide basis, in accordance with the decisions and recommendations of the Committee.
- 6.8 To provide the APC with any information, which the Committee may reasonably require for the purposes of performing its functions.
- 6.9 To ensure the distribution of minutes of APC meetings to appropriate officers in their own agency.
- 6.10 To operate in accordance with the agreed strategy for adult protection.

7. Meetings

- 7.1 Ordinary business meetings of the APC will normally be held quarterly or at least on 4 occasions each year. Additional extraordinary meetings may be called for specific principles as required.
- 7.2 Meetings of the APC will be considered quorate for the purposes of decision making if one representative from each of NHS Shetland, Northern Constabulary and Education and Social Care is represented.

The APC will not be considered quorate in the absence of a representative from Social Care.

In the absence of a quorum, the APC may only meet to make recommendations for consideration by future meetings.

- 7.3 APC meetings will be convened by the Chair with administrative support. The agenda will be agreed by the Chair in discussion with APC Coordinator and sent out in advance of the meeting, together with any relevant papers. Members of the APC may contribute to the agenda setting via the Chair.
- 7.4 Shetland Islands Council will service the meetings, all of which will be minuted.
- 7.5 Draft minutes of each meeting will be prepared and when approved by the Chair, circulated as soon as possible after each meeting.
- 7.6 From time to time the APC will discuss operational matters relating to individual cases or service providers (e.g. when reviewing significant cases). The identity of individuals under discussion will be protected as far as possible. Such discussions are confidential to the Committee and the Committee will determine how and with whom this information is shared.

8. Chair and Vice Chair

- 8.1 The Chair and Vice Chair are elected by APC members for an agreed period of 1 year, to be re-elected up to a maximum of 3 years. In accordance with the provisions of the Adult Support and Protection (Scotland) Act 2007, the Chair will not be a local authority elected member or officer.
- 8.2 The Chair will be appointed on the basis of his/her relevant experience, expertise, seniority and capacity to ensure effective decision making and to represent the interests of all member agencies.
- 8.3 The Chair is responsible for convening and conduct of APC meetings in accordance with its constitution. In particular s/he is responsible for:
 - a) Chairing the meetings of the APC, and ensuring that they are conducted in a matter which reflects the contribution that all agencies have to make to adult protection.
 - b) Ensure that the APC effectively fulfils its functions
 - c) Ensure the development of the annual business plan
 - d) Work collaboratively with the Adult Protection Coordinator

- 8.4 The Chair will represent APC as required at external meetings and functions, and to the wider public, including any communication with the media.
- 8.5 A Vice Chair will be elected by APC members, for 1 year, to be re-elected up to a maximum of 3 years. The Vice Chair will normally become the Chair if the APC at the end of the Chairs term of office, when a new Vice Chair will be appointed,
- 8.6 In the absence of the Chair, the Vice Chair will assume the responsibilities and functions of the Chair.
- 8.7 In the absence of the Chair and Vice Chair, members of the APC in attendance may, by agreement, identify a substitute for the purpose of Chairing that days meeting.
- 8.8 The Chair will ensure the preparation of an annual report setting out the functions and activity of the APC. The report will be submitted for approval to the Shetland Islands Council, NHS Shetland and Northern Constabulary. Copiers of the approved report will be provided to member agencies and to:
- Shetland Council of Social Service
 - Scottish Ministers
 - The Mental Welfare Commission for Scotland
 - The Public Guardian
 - The Care Commissions, if not a constituent member of the Committee
 - Any other public body or office-holder as specified by Scottish Ministers

9. Confidentiality and Information Sharing

- 9.1 It is critical that, within APC, members are able to have available and discuss detailed information on a range of issues, which will often be sensitive and confidential. The working assumption for the APC is that members will treat APC papers and information as in confidence unless specifically agreed otherwise.
- 9.2 In general, papers and minutes will avoid the possibility of any particular individual or his/her family being identified. At times, individuals may be identifiable even where not named. APC papers and information will be made available under the Freedom of Information Act unless business is specifically declared as confidential and not for disclosure.

9.3 Members will ensure secure storage of all confidential APC materials.

10. Arrangements for amending this Constitution

Any amendments to this constitution will be agreed by APC by simple majority, the Chair having the casting vote. Thereafter, the amended constitution will be referred to Shetland Islands Council, NHS Shetland and Northern Constabulary.



REPORT

To: Services Committee

12 March 2009

From: Executive Director – Education and Social Care Department

SHETLAND MUSEUM AND ARCHIVES SERVICE PLAN 2009/10

1.0 Introduction and Key Decisions

- 1.1 This Report invites Members to approve the Service Plan for the Museum and Archives services, provided through Shetland Amenity Trust, as part of the agreement that is in place for funding those services.

2.0 Background

- 2.1 The specific power to provide a museum service is contained in the Public Libraries Consolidation (Scotland) Act 1887.
- 2.2 Shetland Islands Council has in place a service level agreement with Shetland Amenity Trust for the provision of museum and archive services. This agreement is for 25 years. As part of that agreement, the Council is asked to approve the services and service levels to be provided each financial year, as set out in a Service Plan. The building is owned and operated by Shetland Amenity Trust, so the agreement covers only service issues. The Service Plan provides the justification for the budget, which is negotiated each year with Shetland Amenity Trust, depending on the Council's overall Budget Strategy. Performance monitoring on this Service Plan will be prepared for Members on an annual basis.
- 2.3 This report sets out the Service Plan for the museum and archives for 2009/10 (Appendix 1) that details the level of service to be delivered by Shetland Amenity Trust.

3.0 Links to Council Priorities

- 3.1 The Council has a priority to celebrate Shetland's Cultural identity and the provision of a museum and archive service contributes greatly to this priority.

4.0 Current Position

- 4.1 The Service Plan for the museum and archives for 2009/10 has been drawn up by officers of Shetland Amenity Trust in conjunction with myself, as responsible officer within Shetland Islands Council for museums and archives.
- 4.2 Members should note that the trustees of Shetland Amenity Trust have not yet formally endorsed the Service Plan. However it will be formally considered by trustees at the Amenity Trust's meeting on 11 March 2009 and no significant changes are anticipated.
- 4.3 The Service Plan sets out the key areas of activity as being:
- Collections
 - Exhibitions
 - Lifelong Learning
 - Heritage Hub and Community Museums
 - Readers and Researchers

The Service Plan details what actions and outcomes can be expected over the coming year.

- 4.4 Members should note that the Council's Education and Social Care Department annually pays Shetland Amenity Trust to provide the following:
- Archive service
 - Museum service
 - Museum Education service
 - Museum Facility

The funding does not include a financial contribution to Hay's Dock restaurant.

5.0 Financial Implications

- 5.1 A budget of £1,153,132 for financial year 2009/10 from SIC General Fund was approved by Council on 18 February 2009 for the provision of a museum and archives service. (SIC Min. Ref 13/09).
- 5.2 As required under the terms of the Service Level Agreement between the Council and the Shetland Amenity Trust, consideration has been given to the following information: -
- Current year Service Plan;
 - Current year service performance reports;
 - Current year quarterly management accounts;
 - Previous year Annual Report and Financial Accounts.

6.0 Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.
- 6.2 All matters pertaining to museum and archives services fall within the remit of the Services Committee and this Report addresses issues within policy and within budget. The Report seeks specific approval to disburse the funding.

7.0 Recommendations

I recommend that Services Committee:

- 7.1 Consider and approve the Service Plan for the provision of museum and archive services for 2009/10, subject to approval by Shetland Amenity Trust;
- 7.2 Agree to disburse the funding of £1,153,132 in two instalments during financial year 2009/10.

Ref: HAS/MD
Date: 12 March 2009

Report No: ESCD-72-F

APPENDIX A

SHETLAND AMENITY TRUST



Shetland Museums and Archives Service Plan 2009-2010

Museum and Archives Service
Hay's Dock
Lerwick
Shetland ZE1 0WP

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Introduction

This plan is a management tool to identify the correct resources to deliver a quality service; analyse and plan for future requirements; monitor service delivery; and provide an action plan for improvements.

The Shetland Museum was created by Zetland County Council and Lerwick Town Council in 1966, after a long campaign by the people of Shetland. The Shetland Archives came into existence ten years later, following the reform of local government throughout the U.K. The services were run by Shetland Islands Council from 1976-2005, and transferred to Shetland Amenity Trust in October 2005. The Museum and Archives collections remain the property of Shetland Islands Council, and the Amenity Trust manages the service through a Service Level Agreement with the Council.

Shetland Amenity Trust's Museums and Archives service comprises the main Museum and Archives at Hay's Dock, Lerwick; a reserve collection stores at Staney Hill, Lerwick and SBS Base, Greenhead; the Croft House Museum at Voe, Dunrossness; and the Böd of Gremista at Gremista, Lerwick.

The new Shetland Museum & Archives opened to the public on 2nd June, 2007.

The Museums and Archives service contributes to the quality of life in Shetland, by safeguarding the material and written evidence of people and their environment. Museums and Archives provide for their users a sense of continuity and pride in place, and preserve the history and traditions of the community that they serve. The service actively promotes Shetland's distinct culture, past and present, and in doing so plays a crucial role in the cultural tourism sector. The new venue adds significant extra value to the local tourism trade.

This Service Plan covers the period 1st April 2009 to 31st March 2010.

The action plan covers the same time period and sets out what is thought to be achievable and manageable as the services grow. This plan will be reviewed annually and, in particular, the action plan will be monitored by Shetland Amenity Trust and Shetland Islands Council.

Through the monitoring of targets and action plans, the service plan will provide evidence for continuous improvement, and demonstrate best value for all areas of service delivery within the Museums and Archives.

Shetland Amenity Trust's Corporate Plan, 2008 -2011:

"The protection, improvement and enhancement of buildings and artefacts of architectural, historical, educational or other interest in Shetland with a view to securing public access to such buildings and the permanent display for the benefit of the public of such artefacts for the purposes of research, study or recreation."

Shetland Islands Council's Corporate Plan, 2008-2011:

"Its principal aim is to ensure that the things the Council is going to do helps to contribute to improving Shetland's sustainability. In other words, we want to ensure that we are able to maintain the standard of service delivery that we have been fortunate to enjoy in Shetland and improve this wherever we can."

This will be implemented through 3 Action Areas:

- **Sustainable Economy**
- **Sustainable Society**
- **Sustainable Environment & Transport**

Part 1	Who we provide the services to
---------------	---------------------------------------

Our client group

Our clients include:

- Anyone who lives in Shetland
- Anyone who works in Shetland
- Visitors to Shetland
- Visitors to our website
- Researchers and enquirers

In addition the service has identified target groups for 2009/10. These are:

- School children (primary and secondary)
- Family groups
- Care homes
- Researchers and enquirers
- Community Heritage sector

Our pledges to customers

We will:

- Acquire and preserve objects and information for the public benefit
- Use the best possible practice for care of items in the collection
- Advise and promote good standards of collection care and interpretation to the network of Shetland museums and heritage groups
- Use collections to improve the quality of life in Shetland, promote a sense of place and belonging and of local pride, and enhance Shetland's image nationally and internationally
- Break down barriers to access
- Provide an information and enquiry service
- Create and instigate exhibitions, publications and events that are thought-provoking, inspiring, educational and enjoyable
- Consult with customers to ensure needs are being met

Our engagement with customers

In the previous five years we have:

- Consulted visitors on whether admission to the Croft House Museum and Böd of Gremista should be free (resulting in free admission) through questionnaires
- Consulted visitors about satisfaction with the Archives service, and about future improvements through questionnaires
- Consulted with users of the building and services to obtain feedback
- Consulted through meetings with Disability Shetland to ensure that the new Museum and Archives building will meet the needs of disabled visitors
- Consulted with care home workers through individual meetings to obtain feedback on the pilot Reminiscence Loans Service
- Obtained feedback from teachers regarding the pilot artefact lending boxes and the new Museum and Archives Lifelong Learning Service through questionnaires and meetings

- Liaised with local heritage groups and the Heritage Association to ensure no duplication of service, and that the Museums and Archives service is meeting their needs
- Consulted with main user groups of the temporary exhibitions space, to ensure the service is developed in line with their needs and aspirations
- Contributed to two major strategies Shetland Cultural Strategy and the Shetland Heritage Strategy
- Instigated wide loans programme of museum objects to community museums

In the next year we will:

- Further engage with clients as we pilot and evaluate services
- Use information from this to improve our services

Part 2 How we engage with our Staff

Review and Development

Staff engagement occurs on a daily basis due to the nature of the office space within the building. Staff are fully encouraged to promote ideas and changes that may improve the quality of service and likewise raise concerns of potential problems.

More formal development meetings occur at least monthly where each staff member inputs agenda items for discussion and reports on actions from previous meetings and the service plan. In addition at least monthly meetings are held between the Museum and Archives and between the Museum and Visitor Service Staff to discuss ongoing and future issues.

A monthly Service Management Team meeting is held between the museum and archives and the senior management team within the trust concerning progress against service plans and the wider trust strategic plan.

Staff review and development sessions are being implemented across the Trust.

Through the Training Plan staff are encouraged to develop CPD opportunities and take part in training workshops that will benefit the service.

Service Core Strategic Objectives

Shetland Museum and Archives tells the story of Shetland to a wide public audience and thereby is a focus for the celebration of Shetland's cultural and natural heritage.

The Shetland Museum and Archives Service will provide improved access to heritage, not only through the display and interpretation of its collections but also through its support and promotion of local museums and heritage sites. The service will continue to establish strong links with the local community encouraging a sense of ownership and involvement in the facility.

Areas of Activity

Collections

- To hold in trust, for present and future generations, the material, written, oral and visual evidence of Shetland's people and their environment
- To acquire, preserve and make available objects and records for the benefit of the public

Exhibitions

- To maintain and develop permanent exhibitions
- To host and curate temporary exhibitions that explore and interpret Shetland's unique cultural heritage and identity
- To host and curate temporary exhibitions that experience the diversity and breadth of the surrounding national/international heritage and arts scene
- To create a range of travelling exhibitions that tell the Shetland story to a wider audience

Lifelong Learning

- Ensure that lifelong learning is integral to the work of the Shetland Museum and Archives and that the services and facilities are accessible to all visitors regardless of age, sex, ability or social, ethnic or religious background
- Understand the learning needs of visitors and potential users
- To offer a wide range of sustainable formal and informal learning opportunities
- Actively encourage new audiences to engage with Shetland Museum & Archives services and collections
- Work in partnership with other agencies, services and the wider community to promote the lifelong learning potential of Shetland Museum and Archives and deliver the aims of Community Planning

Heritage Hub and Community Museums

- To be active in advising and promoting good standards of collection care and interpretation to the network of Shetland museums and heritage groups

- To work with other community organisations and groups to encourage that a unified approach is adopted in presenting the many links of Shetland's heritage and culture

Readers & Researchers

- To provide a public resource for academic and casual enquiries
- To research our collections and archives
- To make our own research available to the public

These core objectives are delivered through a series of service documents. The key documents are:

- Service Plan and Action plans
- Lifelong Learning action plans
- Collection Management Policy
- Training Plan

Statutory Framework

Museums

The duties and powers of Shetland Islands Council enable the community to make provision for cultural facilities and activities, including museums and galleries. The duties of local authorities with respect to cultural facilities and activities are set out in section 14 of the Local Government and Planning (Scotland) Act 1982: 'A local authority shall ensure that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural and social activities'.

Archives

In terms of sections 53 and 54 of the Local Government Etc. (Scotland) Act 1994, the local authorities set up by the Act are obliged to make proper arrangements for the preservation and management of their records, both those which they create and those which they inherit from their predecessors or acquire from elsewhere. This duty applies to records regardless of age, from those which have just been created to those which may already have reached a local authority archive repository. Before putting such arrangements into effect, the authorities are also obliged 'to consult the Keeper of the Records of Scotland, and have regard to any comments that he may make'.

National and Local Framework

The National Cultural Strategy – Creating Our Future ... Minding Our Past, 2000 recognises that museums contributed to Scotland's Cultural identity and stated that museums and other aspects of culture 'play an important role in bringing people together and promoting social inclusion' (Scottish Executive 2000).

Shetland Cultural Strategy

The Shetland Cultural Strategy as a live document will periodically undergo review and will inform the work of the Museum and Archives Services through the delivery of the strategy action plan. The current main aim to be delivered on is Aim 2.3, as follows: 'maintain, develop and promote the rich cultural and natural heritage arts and crafts, and archaeology of Shetland'. The Museum and Archives will adopt revised plans.

The Museums Library and Archives Council Museum Accreditation Scheme

The Museum Accreditation Scheme sets nationally agreed standards for UK museums. To qualify, museums must meet clear basic requirements on how they care for and document their collections, how they are governed and managed, and on the information and services they offer to their users.

A National Learning and Access Strategy for Museums and Galleries in Scotland recognises that museums and galleries contribute to the development of a confident and creative Scotland by playing an invaluable role in advancing equality of access, and cultural engagement opportunities for all.

Shetland Amenity Trust's Strategic Plan sets out the objectives of the Trust and how they are to be delivered through key priorities and actions, while identifying the main issues and challenges.

Shetland Cultural Heritage Strategy sets out the key aims and objectives of the new Museum and Archives Service and its integration with the Amenity Trust and the network of community heritage groups.

Part 4 How we deliver the services

The service is delivered by the following personnel:

Museum Curator

Overall management of the Museums service; responsible for strategic overview and direction.

Archivist

Overall management of the Archives service; responsible for strategic overview and direction.

Curator and Collections Officer

Overall responsibility of the collections, management, storage and direction.

Exhibitions Officer

Responsibility for the delivery permanent and temporary exhibitions.

Curator and Community Museums Officer

Responsibility for help and advice to the network of community heritage groups.

Collections Assistant

Responsible for day to day care of the collections and policy documents.

Assistant Archivist

Responsible for developing all aspects of the Archives service.

Lifelong Learning Officer

Responsible for developing and delivering lifelong learning opportunities of the services.

Facilities Manager

Building operation and management.

Chef Manager

Responsibility for running the Café Restaurant and providing catering support for events.

Resources (as at 1st March 2009)

Core Activity		
	<i>Staff</i>	<i>Financial</i>
Museum	4 full-time 5-part-time	£361,561
Archives	5 full-time	£186,084
Building	5 full-time 10 part-time	£654,599

In addition there is a growing number of active volunteers. There is also a number of additional staff employed to run and manage the Café Restaurant.

Infrastructure

Museum and Archives building and environs at Hay's Dock, Lerwick
 Böd of Gremista Museum, Lerwick
 Croft House Museum, Voe, Dunrossness
 Museum store, Staney Hill, Lerwick

Service Provision

Shetland Museum & Archives Service

Opening Times 2009

Museum

	Up to 1 st May	2 nd May – 11 th Sept
Monday - Friday	10.00 – 17.00	10.00 – 17.30
Sat	10.00 – 17.00	
Sun	12.00 – 17.00	

Archives

	All Year Round
Mon – Friday	10.00 – 16.30
Sat	10.00 – 13.00
Sun	Closed

Hay's Dock Café Restaurant- Day time

	Up to 29 th May	30 th May – 29 th August
Monday - Saturday	11.00 – 16.00	10.30 – 17.00
Sunday	12.00 – 16.00	12.00 – 17.00

Hay's Dock Café Restaurant- Evening

	Up to 29 th May	30 th May – 29 th August
Monday	Closed	
Tue, Wed, Thurs	Closed	19.00 - 23.00
Fri, Saturday	19.00 - 23.00	
Sun	Closed	

SMAA will be closed 25th & 26th December, 1st & 2nd Jan

Croft House

1st May to 30th Sept

Open daily- 10.00 to 13.00 and 14.00 to 17.00

Bod of Gremista

1st May to 13th Sept

Open Wednesday to Sunday- 10.00 to 13.00 and 14.00 to 17.00

SETTING OBJECTIVES & TARGETS

(1) Performance Monitoring

Monthly recording of visitor numbers

The Shetland Museum and Archives has attracted 84769 visitors in its first full year of opening (Jan 08 – Dec 08). The Croft House and Böd of Gremista Museums are open during the summer months only, and, combined, they attract around 4,500 visitors. The Archives manage around 1488 research visits and enquiries per year. These figures are expected to rise, and will be closely monitored and recorded.

Visitors to the building are manually counted. Currently, web visits are unable to be monitored, however it is expected that the new web site to be introduced will rectify this.

External revision / monitoring from national bodies

e.g. Museums Galleries Scotland, Museums, Libraries and Archives Council, National Archives of Scotland (inspections of records held under charge and superintendence of the Keeper of the Records of Scotland).

Performance Indicators

Audit Scotland has recently revised the Statutory Performance Indicators for Museums. They are as follows:

- BVP 1170a Number of visits/usages per 1000 of the population
- BVP 1170b Number of visits/usages in person
- BVP 1170c Number of pupils in school groups

No local performance indicators exist, but a number of indicators have been created and more are in development. This may include comment cards, surveys, web site bulletin boards or numbers of objects catalogued. The Museums and Archives service is committed to providing high quality services, and is anxious to obtain feedback. A strategy is to be developed, which clearly shows which methods will be used to measure different aspects of the service.

Appendix 1 Shetland Museum and Archives Service Action Plan 2009/2010

SHETLAND MUSEUM & ARCHIVES ACTION PLAN 2009 - 2010			
Service Operation	Tasks	Outcomes	Progress
Collections	Ongoing repacking and storage of collections in store: trays and racks.	Organised and cared for collection.	
	Begin research on taatit rug collection to improve collection and work towards making the information more available.	Make reserve collections more accessible.	
	Continue restoration of LOKI and Assess funding for BRENDA	Use of boats within dock core to NMA vision document	
	Scottish Significance scheme – prepare and apply.	International recognition for collections.	
	Continue with transfer of paper items to archives.	Consolidation of collections within building in correct environmental conditions.	
	Complete Textile storage transfer and integrate M. Stuart Collection and new accessions.	Improves storage conditions allowing greater access to reserve collections	
	Assessment of croft house and Bød collections.	To identify objects at risk.	
	Assess new additions to Photo archive and plan project.	Ensure preservation and accessibility of fragile negative material.	
	Regularise use of shelving in repository.	To ensure collections are organised logically, and ensure best use of space available.	
	Continue to conserve and digitise oral history collections.	Preserve information for posterity.	
	Begin new catalogue and conservation plan for map collections in archive.	To ensure collections are organised, and cared for appropriately.	
	Ensure correct operation of air handling units in media room.	Provide correct conditions for storage of media material.	

Service Operation	Tasks	Outcomes	Progress
Exhibitions	Monitor and update Exhibitions Policy.	Ensure meeting needs of service	
	Create display drawer for archives display case.	Safeguard paper items from light damage.	
	Develop an action programme of updates to permanent and temporary displays.	Core part of exhibition vision to create changeable displays in displaying reserve collections and encouraging repeat public visits	
	Produce 3 new focus displays.	Core part of exhibition vision to create changeable displays in displaying reserve collections and encouraging repeat public visits	
	Investigate and develop partnered exhibitions and events.	To create co-ordinated access to Shetlands culture	
	Plan and prepare for Gunnister Man loan in 2009, exhibition, permanent display, learning programmes and publication.	Core part of partnership agreement with NMS to display iconic relevant artefacts on loan from NMS.	
	Develop a series of temporary exhibitions for the wall outside the Auditorium.	Maximise use of exhibition space within building creating opportunities for changing exhibitions.	
	Forward plan for Hamefarin in 2010 and Tall ships in 2011.	Ensure Museum and Archives is fully integrated into these major local events.	
Lifelong Learning	Build on the range of formal learning opportunities from primary to secondary.	To ensure what we are doing meets the changing curriculum.	
	Develop a range of informal learning opportunities for different audiences.	To ensure that visitors have a range of ways to engage with the collections. To provide learning opportunities for different audiences e.g. schools, families, adults, experts and new users.	

Service Operation	Tasks	Outcomes	Progress
Lifelong Learning (Cont'd)	Plan events and exhibitions to tie in with local and national events e.g. Johnsmas Foy, Big Draw, Homecoming Scotland, fiddle Frenzy.	To work in partnership with other organisations, build community involvement, broaden visitor understanding of how collections can be used.	
	Catalogue the handling collection.	To enable artefacts and knowledge to be used by groups unable to visit the museum and archives.	
	Develop a series of publications on aspects of Shetland's culture building on the Guide Book into a series of theme guides.	A range of publications that expand on the delivery of information from the collections.	
	Publish proceedings of Jakobsen conference.	To make information about Shetland culture available.	
Heritage Hub and Community Museums	Ongoing consultation with community heritage groups providing help and advice.	Core vision to integrate network of community heritage groups with project.	
	Support applications for accreditation and improvements of standard of interpretation, collections management.	Improved service delivery interpretation and collection care of Shetland's cultural assets.	
	Encourage more community heritage group articles for Unkans.	More effective communication between groups and museum and archives.	
	Continue to update community museums case at Sumburgh.	Community museums link at main Shetland gateway.	
	Work with SHA to develop and improve heritage hub links between SMAA hub and CM spokes.'	Heritage Hub is at the core of the museum and archives project.	
Readers / Researchers	Attract new users and groups to the archives.	To introduce the archives to new audiences.	
ICT	Instigate new Adlib documentation software for museum.	Improved access to collections and allow exchange of information between museums.	

Service Operation	Tasks	Outcomes	Progress
ICT (cont'd)	Update and improve on website.	Ensure widest possible access to information on the service.	
	Begin making the oral history collection available for use in the searchroom.	To provide public access to this collection.	
	To investigate making Archives catalogues available electronically both in the Archives search room and on the Internet.	To widen and provide easier access to Archives material.	
Staffing	Develop and maintain training plan and CPD opportunities.	Ensure updates to professional issues and high quality of service delivery.	
	Further develop partnership agreement with National Museums of Scotland.	Ensure benefits for both Shetland Amenity Trust and National Museum of Scotland to accrue through joint initiatives and exchanges.	
	Monitor staff performance and service delivery against detailed service work plans.	Maintain staff and project vision against resources and set outcomes.	



REPORT

To: Services Committee

12 March 2009

From: Executive Director of Education and Social Care

A Review of Services Committee's Four Year Plan

1. Introduction and Key Decisions

- 1.1 Following a recent informal business planning meeting, this Report sets out a summary of progress towards delivering the commitments set out in the Corporate Plan insofar as they relate to the remit of the Education and Social Care Department. I have then highlighted areas where further work is required, linked that to key service redesign and capital project proposals, to provide a focus for the work of the Department for the next year. This Report suggests priority work areas and is therefore for Members to endorse or amend.

2. Links to Corporate Priorities

- 2.1 This Report provides a direct link to the Council's Corporate Plan by providing an assessment of progress against priority areas for action during this Council's term.

3. Summary of Progress

- 3.1 The Corporate Plan sets out the aspirations for the work of the Services Committee under the section on "sustainable society". Appendix 1 is an extract from the Corporate Plan, with a column indicating key areas of progress since the Plan was approved in the spring of 2008.
- 3.2 The period of time since this Council was elected, and the direction for service improvements was set through the Corporate Plan, has been a busy time for the Department. Whilst Appendix 1 shows the detail of progress made against targets, I have picked out some highlights for the purpose of this review: -
- a) The Department has been subject to the following favourable inspections, with action plans for improvements ongoing: Social Work and Criminal Justice (SWIA); the Education function (HMIE); Community Learning and Development (HMIE); Shetland College (HMIE); and Housing (Communities Scotland).

- b) Sickness absences rates are subject to detailed management focus, with support from Human Resources.
- c) Relationships with the Voluntary Sector are being strengthened through the approval of the Compact, simplified arrangements for EU Procurement and a commitment to developing standardised service level agreements up to a period of 4 years.
- d) The Council's partnership with NHS Shetland continues to focus on better outcomes for service users and patients through, for example, strengthened governance and management arrangements for the Community Health and Care Partnership, the temporary care home for Lerwick at Montfield and joint plans for an Occupational Therapy Resource Centre.
- e) Long term plans for community care services have been approved, including the dementia services redesign, with developing capital projects to secure additional care places.
- f) The committee has reaffirmed its commitment to child protection, through the corporate parenting policy and monitoring arrangements.
- g) Following an extensive period of consultation, Members agreed the principles to emerge from the Education Blueprint to help shape the future direction of the Service in the long-term.
- h) Decisions have been made to progress with the new build for Mid Yell Junior High and Anderson High Schools.
- i) The Sheltered Housing Review has been completed, with three innovative pilot projects to test new ways of working in three areas.
- j) Ideas are being considered to look at ways in which the Council may be able to support the building of more affordable housing.
- k) The funding for the Mareel project was secured and the multi-agency Cultural Strategy is being updated.

4. Focus for 2009/10

4.1 The areas where the Department will focus its work in the next year, to address the outstanding actions from the Corporate Plan and to continue the work in progress already begun, is set out below.

4.2 Community Care

- Workforce development, training, recruitment and retention of staff and the management of sickness absences
- Pilot more localised management arrangements for home care
- Complete the Montfield Temporary Care Home
- Develop plans for the OT Resource Centre, Isleshavn, Viewforth and the Eric Gray Resource Centre Replacements

- Developing supported accommodation, following the Sheltered Housing Review

4.3 Children's Services

- Complete the pilot for the Integrated Assessment Framework and roll out to other areas and target groups
- Develop plans for the replacement of Leog
- Finalise the childcare strategy
- Respond to any actions arising from the Child Protection Inspection
- Develop plans for the Family Centre and a replacement facility for Laburnum

4.4 Shetland College

- Establish Train Shetland as the principal training provider for Council services, supporting workforce development initiatives and Single Status training requirements

4.5 Housing

- Find innovative solutions to support more affordable housing, with a range of partners, including meeting the Council's commitment towards securing housing for homeless people and families
- Redevelop the Hoofields site
- In partnership with other agencies lead the redevelopment plans for the Staney Hill site

4.6 Schools

- Implement the principles regarding the Education service, which emerged from the recent Education Blueprint exercise
- Commence work on a new Anderson High School and Mid Yell Junior High School
- Continue to implement Curriculum for Excellence
- Complete the actions arising from the School Service HMIE Action Plan
- Develop plans for the refurbishment of the Lerwick Library

4.7 Departmental

- Complete the Skills and Learning Strategy
- Complete the Workforce Development Strategy, with a focus on management development.

5. **Financial Implications**

- 5.1 There are no direct financial implications arising from this review of progress. Specific reports will address the capital and revenue implications of service redesign or capital investment proposals.

6. Policy and Delegated Authority

- 6.1 Section 13 of the Council's Scheme of Delegations enables Services Committee to deliver projects and make decisions within policy and budget. There are no changes proposed to the policy and budget decisions that have already been made. The monitoring of progress against actions within the Corporate Plan rests with Services Committee. Any proposal, through recommendation (b) to redirect activity which may impact on the Corporate Plan would require a decision of the Council.

7. Recommendations

- 7.1 I recommend that Services Committee: -

- a) note the progress towards delivering the aspirations set out in the Corporate Plan, detailed in Appendix 1 and summarised at section 3; and
- b) either:
 - (i) agree the focus of the work-plan for the Department set out at Section 4 in support of the approved Corporate Plan; or
 - (ii) redirect activity to new priority actions and seek approval of the Council to amend the Corporate Plan accordingly.

Our ref: HAS/sa

Report No: ESCD-67-F

Community Care

<p>Delivering a modern, affordable Community Care service across Shetland is a major challenge for the Council. Increasing needs, together with population projections, combine to make a compelling case for service redesign. The process of redesign will start with an assessment of staff, transport and capital assets to determine current capacity against future estimated requirements. This will be undertaken in partnership with NHS Shetland and the Voluntary Sector.</p>	
<p>We Will:</p> <p>Complete a redesign of dementia and homecare services to make sure we can meet needs into the future</p> <p>Complete a review of services for long-term care, young adults with physical disabilities and the Eric Gray Resource Centre</p> <p>Complete the strategies for long-term mental health and joint respite care</p> <p>Complete feasibility studies or necessary capital works including Viewforth and Isleshavn Care Centres</p> <p>Progress the joint occupational therapy service and resource centre</p> <p>Continue to promote partnership working with the Voluntary Sector.</p>	<p>Progress:</p> <p>Long term care review approved January 2008, together with proposals for Isleshavn replacement</p> <p>Dementia redesign project approved January 2008, alongside plans for the redevelopment of Viewforth</p> <p>Feasibility Study for Eric Gray Resource Centre Replacement approved February 2009.</p> <p>Shetland Mental Health Strategy approved October 2007</p> <p>Work started on the funding for a temporary care home at Montfield, Lerwick</p> <p>Capital Budget for fees approved for 2009/10 to progress Viewforth and Isleshavn projects.</p> <p>Capital Budget for fees approved for 2009/10, to progress design works.</p> <p>Carer Information Strategy approved October 2007</p> <p>A Standardised Approach to Service Level Agreements approved May 2008</p> <p>Advocacy Development Plan approved June 2008</p> <p>Commissioning Strategy approved February 2009</p>

This will:

- Help us to ensure that we are delivering a range of quality care services, which are, where possible, based in local communities, designed in partnership with service users and carers and based on assessed needs
- Secure an additional 120 care places over the next 20 years
- Reduce the Occupational Therapy waiting list to 49 by the end of 2008-09.

It will also contribute to the following indicators from our Single Outcome Agreement:

- Increase the percentage of people aged 65 and over with high levels of care needs who are cared for at home
- Reduces the number of people on the Occupational Therapy waiting list.

Children's Services

Children and young people should be encouraged and supported to enjoy being young. Child protection will remain one of the Council's main priorities.

We Will:

Complete the review of the Children and Young People's Strategy

Develop the range of opportunities and services for young people who have left school but who are "not in education, employment or training"

Consider investment decisions on the replacement of Leog, Laburnum and the Bruce Family Centre

Work out ways to minimise the fragility of childcare provision (for reasons of, for example, low numbers, travelling distances, volunteering commitment, training and management support) and actively support additional childminding services.

Progress:

Approved June 2008

Ongoing

Funding for Leog Replacement approved in recent Capital Programme prioritisation process.

Funding for fees to develop Laburnum and the Family Centre approved as part of the recent Capital Programme prioritisation process.

Emerging Themes and Principles to support a Childcare Strategy approved February 2009.

This will:

- Contribute to enabling children in Shetland to lead full, safe, healthy, active and responsible lives in their communities.

It will also contribute to the following indicators from our Single Outcome Agreement.

- Increase the proportion of school leavers in positive and sustained destinations (FE, HE, employment or training).
- Improve the sustainability of childcare and pre-school provision.

Schools

Our challenge is to develop a modern “Blueprint” for the shape of education across Shetland for the next 10 years. This will cover all stages from pre-school through to school leaving age. This will be carried out with the knowledge that Shetland’s population projections anticipate a substantial reduction in pupils within a relatively short period of time.

We Will:

Ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented

Consider the development of ‘Centres for Excellence’ and build on existing high quality facilities

Improve our teaching facilities by completing the New Anderson High School and Mid Yell Junior High School

Seek to increase the percentage of primary 3, 4, 6 and 7 attaining or exceeding minimum 5-14 levels for their stage in Maths, Reading and Writing

Increase the percentage of pupils who achieve at least 5 Standard Grades at level 4 or above by the end of Secondary 4.

Progress:

Blueprint principles, following extensive period of consultation, approved February 2009 to take forward to Action Plan.

As above, for Blueprint.

Approval given to proceed with the submission of a Planning Application for the Anderson High School in February 2009.

Approval given to proceed to Early Contractor Involvement for Mid Yell Junior High School; negotiations continuing to bring costs within approved budget.

Provided in Attainment in Schools Report, October 2008.

Provided in Attainment in Schools Report, October 2008.

This will:

- Help us create and maintain a culture where individual learners can strive to realise their full potential.

It will also contribute to the following indicators from our Single Outcome Agreement.

- Increase the proportion of schools receiving positive inspection reports
- Increase the proportion of pre-school centres receiving positive inspection reports
- Increase the proportion of school leavers in positive and sustained destinations (FE, HE, employment or training)
- Increase the percentage of P3-P7 pupils attaining or exceeding age and stage levels in Reading, Writing and Maths.

Further and Higher Education

<p>Lifelong Learning makes a major contribution to the local economy, individuals and communities. We therefore want to maximise the opportunities for further, higher and vocational learning opportunities, both for school leavers and for people returning to learning.</p>	
<p>We Will:</p> <p>Increase the numbers, retention and achievement rates in both further and higher education</p> <p>Work with partners to support emerging and changing industries such as the creative arts, music and textiles by making high quality training and developing available</p>	<p>Progress:</p> <p>Performance reported regularly through Board of Management.</p> <p>Plans progressing for new course in Arts and Regeneration and in Music.</p> <p>Recent acquisition of new machines for textiles.</p>
<p>This will:</p> <ul style="list-style-type: none"> • Mean that we will continue to ensure that we provide high quality further education and training which meets the needs of the population and employers • Establish Train Shetland as the principal training provider for Council services, delivering quality training opportunities, which are responsive to the needs of service users. <p>It will also contribute to the following indicators from our Single Outcome Agreement:</p> <ul style="list-style-type: none"> • Reduce the number of working age people with severe literacy and numeracy problems • Improve knowledge transfer from research activity in universities • Increase the availability of uptake of community learning opportunities, specifically targeting the hard to reach within communities. 	

Culture, Recreation and Community Development

We must support individuals and communities to help them reach their full potential, cherish and promote our traditions and seek to promote cultural activities.

We Will:

Deliver the actions set out in a refreshed Cultural Strategy, Active Schools Programme, Sport and Recreation Strategy, Community Learning and Development Strategy and Shetland Literacy and Numeracy Plan

Progress:

Draft Refreshed Cultural Strategy currently out to consultation.

Sport and Recreation / Active Lives Strategy being developed.

Draft Skills and Learning Strategy will encompass Community Learning and Development Strategy

Shetland Literacy and Numeracy Plan updated annually.

This will:

- Help encourage active lifestyles, personal and community development by increasing access to the broadest range of cultural learning and recreational activities throughout Shetland, particularly for people who may be excluded or marginalised at present
- Help us to celebrate, promote and invest in the islands' distinctive creativity, diverse culture, heritage and environment.

Housing

We currently have a waiting list for affordable housing (900 and growing) and an outstanding debt of £48 million. We feel that this must be addressed.	
<p>We Will:</p> <p>Work with the Scottish Government to resolve Shetland's outstanding housing debt</p> <p>Investigate ways to invest in existing general and special needs housing, as well as new builds, throughout Shetland specifically aiming to provide an additional 100 affordable and or social housing units by 2012</p> <p>Find ways of securing affordable and sustainable housing with partner organisations</p> <p>Improve services that prevent and alleviate homelessness in Shetland</p> <p>Work in partnership with Social Care, NHS and the and the Voluntary Sector to review Sheltered housing provision to ensure it is fit for 21st Century purposes.</p>	<p>Progress:</p> <p>No longer applicable.</p> <p>Options Paper approved February 2009, alongside Strategic Housing Investment Plan.</p> <p>As above.</p> <p>As above, plus Allocations Policy Review approved February 2009.</p> <p>Completed February 2009, with 3 pilot projects to run for a period of up to one year.</p>
<p>This will:</p> <ul style="list-style-type: none"> • Contribute to our goal of providing safe, well-designed, energy efficient homes that meet the demands of our unique environment and are available across Shetland to meet different levels of affordability • Contribute towards our Community Planning priority of, by 2011, increasing the supply of housing (public and private) in Shetland by 270 units. <p>It will also contribute to the following indicators from our Single Outcome Agreement:</p> <ul style="list-style-type: none"> • All unintentionally homeless households will be entitled to settled accommodation by 2012 • Increase the rate of new house building. 	



REPORT

To: Services Committee

12 March 2009

From: Head of Children's Service

CHILDREN'S RIGHTS SERVICE

1.0 Introduction

- 1.1 The purpose of this report is to ask Services Committee to consider the options for delivering the Children's Rights Service.

2.0 Links to Corporate Priorities

- 2.1 This Report supports the Council's Corporate priority regarding children and young people, to encourage and support them to enjoy being young. Child protection will remain one of the Council's main priorities

3.0 Background

- 3.1 The Children's Right Service (CRS) was established in 2000. This new service was introduced due to a statutory requirement in order to provide a range of services including:
- Advocacy and representation at statutory meetings and other review meetings for Looked After Children;
 - Information and advice to children and young people and other stakeholders;
 - Promotion and awareness of raising children and young people's rights and responsibilities in accordance with UN Convention on the Rights of the Child;
 - Maintain close working links with Council and other agency staff regarding individual service users to ensure needs is met.
- 3.2 Shetland Youth Information Service currently provides the Children's Rights Service. This arrangement is underpinned by a three year Service Level Agreement, which is scheduled to expire in 31 March 2009. This arrangement was working well and resources were

starting to be refocused on the specific requirements for Looked After Children, away from more generic work.

- 3.3 At a meeting of the Services Committee on 1 May 2008 a report entitled "A Standardised Approach to Service Level Agreements" was considered and approved (Min Ref: 37/08).
- 3.4 At a meeting of the Services Committee on 5 February 2009 a report entitled "Community Health and Care Partnership (CHCP) Commissioning Strategy" was considered and approved (Min Ref: 04/09). This Strategy enables the Department to consider the most appropriate mechanism for delivering services (directly in-house, in partnership, out-sourcing, etc). Decisions about the method of procurement should be based on the individual circumstances of each case. The main factors to be considered are:
- the service to be provided;
 - the estimated value of the contract;
 - the size and structure of the market and commercial practices;
 - the geographic location of the place of performance;
 - incurring disproportionate costs, to the Council or the service provider;
 - the specialist nature of the service; and the impact on service users and their carers / family.
- 3.5 Through the Commissioning Strategy and the overarching Compact agreement, agreed recently by the Community Planning partners, the Council is committed to positively working in partnership with the local voluntary sector.

4.0 Present Position

- 4.1 Unfortunately, in November 2008, Shetland Youth Information Service formally notified the Council's Head of Children's Services that it no longer wished to provide the Children's Rights Service. It is a clause in their Service Level Agreement that "either party to the Agreement may terminate the Agreement on giving three months written notice to the other party"
- 4.2 Members should note that Shetland Youth Information Service shall cease to provide this service on 31 March 2009.
- 4.3 Currently the Children's Rights Service delivers information to children and young people in a number of settings such as schools and youth centres, as well as providing a statutory function to Looked After Children. The information to children and young people in schools and youth centres will be provided on an interim basis by youth work staff on planned visits to schools. The programmes developed nationally and locally that have been delivered by Shetland Youth Information Service will continue to be used. The Children's Service Improvement Officer, within Children's Services, will deliver the statutory function for Looked After Children until a permanent

solution is agreed. These measures will ensure there is no break in service delivery.

- 4.4 It is the Department's preference to secure the Children's Rights Services through the local voluntary sector, for reasons of independence and access. It is therefore proposed, in the first instance, to advertise the service in order to gauge the level of interest from other potential Service Providers. Assuming sufficient interest is generated, the Children's Rights Service will be formally tendered.
- 4.5 A further report will be presented to Members detailing the outcome of the tendering process.

5.0 Financial Implications

- 5.1 The service currently costs about £43,000 a year. There is budget provision in place for this service in financial year 2009/10 (ledger code GRG5001). However the cost of this service will not be fully known until the tender process has been completed.
- 5.2 The temporary arrangements from April 2009 will be met from within existing resources.

6.0 Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegation, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget.
- 6.2 All matter pertaining to the Children's Rights Service fall within the remit of Services Committee and this Report addresses issues within policy and within budget. The mechanism for securing the most appropriate level of service is therefore remitted to Services Committee, in line with the Commissioning Strategy for the procurement of services from within the remit of the Education and Social Care Department.

7.0 Recommendations

- 7.1 I recommend that the Services Committee: -
- (a) note that from March 2009, it is no longer possible to secure the Children's Rights Service through Shetland Youth Information Service; and
 - (b) note that alternative temporary arrangements will be put in place from April 2009, through staff in the Children's Services team, to ensure continuity of services; and
 - (c) agree to advertise for an alternative provider, in line with the Commissioning Strategy.

Date: March 2009
Our Ref:

Report No: ESCD-74-F



REPORT

To: Services Committee

12 March 2009

From: Head of Schools

BLUEPRINT FOR EDUCATION IN SHETLAND - TIMETABLE

1. Introduction

- 1.1 This report is to provide members with a timetable for the next stages of the implementation of the blueprint for education in Shetland.

2. Link to Council Priorities

- 2.1 In July 2007, the Services Committee agreed a 4-year plan, as the service element of the Council's Corporate Plan. In relation to the Schools Service, the plan states:-

"Shetland schools population projections anticipate a substantial reduction in pupils within a relatively short time frame. The challenge for the authority is, therefore, to develop a modern "blueprint" for the shape of the Service across Shetland for 10 years time. This model will consider the educational and financial viability levels for schools, their host communities as well as important associated issues such as transport requirements. It will consider links with pre-school services and life long, vocational, further and higher education and training. It will consider the development of centres of excellence, focused on particular sectors of the economy across Shetland building on existing high quality facilities. It is anticipated that significant capital investment will be required to bring some schools and facilities up to a modern standard".

- 2.2 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.3 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 At the Services Committee in November 2007 a report was presented entitled, "Developing a Blueprint for the Education Service
- 3.2 At Services Committee in August 2008 a report was presented for approval which set out the key issues from the three sub-groups, Pre-School/Primary, Secondary/Further/Higher and Additional Support Needs.
- 3.3 At Services Committee on 9 October 2008 a report was presented for approval on the proposed methods of consultation with each stakeholder group and the format for the key issues. This formed the questionnaire which was widely distributed across Shetland.
- 3.4 At Services Committee on 12 February 2009 a report was presented for approval on principles for education, areas for the action plans and a timetable to come forward to the meeting on 12 March 2009.

4. Current Position

4.1 Demographics

- 4.1.1 The demographics for Shetland currently show that there are falling pupil rolls in primary and secondary. The primary school roll has been falling steadily since 1989. According to General Register Office Scotland (GROS) population projections, the number of children between the ages of 3 and 16 in Shetland will fall from 3,910 in 2007, to 3,533 in 2017 (a decrease of 9%) and to 3,047 in 2027 (a decrease of 22%). There are a few areas within Shetland which have increasing rolls and there are pressures on some Central areas.
- 4.1.2 The Schools Service is having difficulty in recruiting staff to all positions in particular Head Teacher posts.

4.2 Financial Information

- 4.2.1 In September 2008 The Head of Finance put forward a report to Shetland Islands Council which set out the Long Term Financial Planning – Council Reserves and Budget strategy, 2009/10 and beyond.
- 4.2.2 The current strategy for the General Fund revenue budget is to continue to reduce the demand upon the reserves year on year. The specific targets are to reduce the demand on

Reserves to £3 million in 2009/10, and to steadily reduce the demand thereafter, achieving zero in 2012/13.

- 4.2.3 The current strategy for the General Fund Capital Programme is to limit the drawings upon Reserves to £20 million per annum, for as long as can be sustainably supported. Current forecasts suggest that ongoing Capital Programme funding should come down to £15 million per annum from 2010/11.

4.3 Curriculum for Excellence

- 4.3.1 In Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching (published by The Scottish Government – June 2008) it states that every child and young person is entitled to expect their education to provide them with:

- A curriculum which is coherent from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3
- A senior phase of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
- Opportunities to develop skills for learning, skills for life and skills for work (including career planning skills) with a continuous focus on literacy, numeracy and health and wellbeing
- Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Support in moving into positive and sustained destinations beyond school.

- 4.3.2 It is the responsibility of schools and the other education providers to bring the experiences and outcomes together and apply these entitlements to produce programmes for learning across a broad curriculum, covering science, languages, mathematics, social studies (including Scottish history), expressive arts, health and wellbeing, religious and moral education and technology.

4.4 Blueprint Consultation

- 4.4.1 All the information from the completed Blueprint questionnaires and group consultation meetings, with summaries of the most commonly voiced comments have been technically analysed and compiled into a report which was presented to Services Committee on 12 February 2009, (min ref: SC 14/09). This report will be made public on the website, in Schools, Shetland College, Community Work Offices, Learning Centres, Libraries and distributed to all

stakeholders and agencies. It will be sent to all Pupil Councils, Parent Councils and Community Councils.

4.4.2 Each of the 11 statements have been summarised individually and common themes taken from the additional comments box have been reported. The area group meetings have been summarised to detail any issues specific to each local area.

4.4.3 The consultation process has informed the agreed principles.

4.5 Principles for Education in Shetland

4.5.1 Shetland Islands Council asked that the key drivers for the Blueprint should be to provide the best quality educational opportunities and best quality learning environment for all. In doing so, the opportunity for savings to bring budgets to a sustainable level must be addressed. The consultation exercise has ensured that views from across Shetland have been gathered. Taking all of this into account the broad educational mission is to develop principles based on equality, entitlement, access and quality of delivery to take forward education in Shetland over the next ten years within budget:

- To ensure strategic planning, quality assurance and effective leadership to bring about improvement.
- To ensure effective partnership working.
- To ensure that all families have access to quality early education and childcare provision which is appropriate to their needs.
- To ensure all schools are able to deliver Curriculum for Excellence to their pupils, in relation to a broad curriculum, a breadth of experience, social interaction and learning experiences.
- To ensure all learners experience smooth transition between stages of learning which are supported by the highest possible professional standards.
- To ensure all learners in Shetland have equal opportunities in their educational experience to enable them to achieve their full potential.
- To ensure that these principles are delivered within the Council's Budget.

5. Proposals

5.1 It is proposed that action plans for each of the following areas based on these principles and how to take them forward will come back to Services Committee as detailed in the attached timeline. The proposals will take into account demographics, financial information, Curriculum for Excellence and feedback from the Blueprint Consultation exercise as detailed in Section 4 above.

5.2 Early Years/Primary Action Plan - This will include:

5.2.1 National Initiatives

- (a) The Scottish Government's Early Years Framework;
- (b) Skills for Scotland, A Lifelong Skills Strategy;
- (c) The requirement for provision for pre-school places for all three and four year olds to be 3 hours from 2010;
- (b) Curriculum for Excellence, Building the Curriculum 3, A Framework for Learning and Teaching and
- (c) The location of pre-school settings and primary schools
- (d) The commitment in the Concordat to move towards a maximum class size of 18 for all P1, P2 and P3 pupils.

5.2.2 Local Issues

- (g) A review of the staffing provision for nursery classes;
- (h) Out-of-school and after-school-childcare
- (i) Consideration, taking account of Scottish Government guidelines, will be given to amalgamation and consolidation of schools with long term pupil roll projections of less than 20 pupils;
- (j) Continuation of composite classes;
- (k) The role of teaching head teachers;
- (l) A review of the teaching staff provision and support staff provision in Primary;
- (m) The development of a local childcare strategy for Shetland.

5.2.3 Information from statements one, three, four, five and six from the Consultation: Analysis Report are relevant to these local issues. The summaries are included as appendix C

5.3 Secondary / Further / Higher – This will include:

5.3.1 National Initiatives

- (a) Results of the National Qualifications Framework in Scotland consultation exercise;
- (b) Skills for Scotland, A Lifelong Skills Strategy;
- (c) Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching.

5.3.2 Local Issues

- (d) Existing scheme of provision for learners and possible amalgamation;
- (e) Recruitment and retention of staff;
- (f) A review of the teaching staff provision and support staff provision in Secondary;
- (g) Development of vocational opportunities and qualifications;
- (h) Potential of Information Communication Technology to deliver elements of the curriculum;

- (i) Accommodation for learners.

5.3.3 Information from statements seven, eight, nine and ten from the Consultation: Analysis Report are relevant to these local issues. The summaries are included as Appendix D.

5.4 Additional Support Needs - This will include:

5.4.1 National Initiatives

- (a) Additional Support for Learning (Scotland) Act 2004;
- (b) Getting it Right for Every Child.

5.4.2 Local Issues

- (c) Effective partnership working;
- (d) Review the provision made in schools for pupils with Additional Support Needs.

5.4.3 Information from statement eleven from the Consultation: Analysis Report is relevant to these local issues. The summary is included as Appendix E.

5.5 Internal Management - This will include:

5.5.1 National Initiatives

- (a) Improving Scottish Education;
- (b) Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching;
- (c) Skills for Scotland, A Lifelong Skills Strategy.
- (d) The Crerar Review

5.5.2 Local Issues

- (e) Scheme of provision;
- (f) A review of the roles and responsibilities of central staff and how they work with schools.

5.6 Resources

5.6.1 The timetable considers the main activities taking place over a two year period. Appendices A(i) and A(ii) provide text on the areas for consideration and a spreadsheet showing the timelines over five years. The Schools Service would like to request an additional officer and additional clerical support to assist with this very tight timescale. These would be secondments / temporary posts which would be offered for 23 months and would be funded existing Schools Service budgets.

6. Financial information

- 6.1 The costs of the Consultation exercise to date is £14,666. These costs include the printing of the questionnaires to all households across Shetland, travel to meetings.

- 6.2 Appendix B provides Members with information on the actual spend for 2007/08 for the School Estate of the Schools Service.
- 6.3 The additional cost of the secondments / temporary posts for 2 members of staff; an officer and a clerical assistant in 2009/10 is £93,695. This will be funded as follows: GRE13510016 - £33,695, GRE12510016 - £50,000 and GRE1151 - £10,000. A further £87,000 will be required to be found during the budget estimates process in 2010/11.

7. Policy and Delegated Authority

- 7.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

8. Recommendation

I recommend that Services Committee:

- 8.1 agree to the timetable for action plans being presented to Services Committee as attached as appendices A (i) and A (ii);
- 8.2 agree to the proposed additional resources of an officer and additional clerical assistant for 23 months as secondments / temporary posts; and
- 8.3 note the School Estate information as attached as Appendix B.

March 2009

Our Ref: HB/sm

Report No: ED-05-F

Timetable considerations for Early Years and Primary

March 2009	Curriculum for Excellence Outcomes published
August 2010	3 hour session for all 3 and 4 year old children whose parents wish to take it up.
August 2010	Free school meals for all children in Primary 1-3.
August 2011	3.25 hour session for all 3 and 4 year old children whose parents wish to take it up.
May 2011	Commitment in the concordat that Local Authority will work towards a class size in Primary 1-3 of 18 pupils.

Early Years and Primary Action Plan - This will include:

National Initiatives

- The Scottish Government's Early Years Framework;
- Skills for Scotland, A Lifelong Skills Strategy;
- The requirement for provision for pre-school places for all three and four year olds to be 3 hours from 2010;
- Curriculum for Excellence, Building the Curriculum 3, A Framework for Learning and Teaching
- the location of pre-school settings and primary schools
- The commitment in the Concordat to move towards a maximum class size of 18 for all P1, P2 and P3 pupils.
-

Local Issues

- A review of the staffing provision for nursery classes;
- Out-of-school and after-school-childcare.
- Consideration, taking account of Scottish Government guidelines, will be given to amalgamation and consolidation of schools with long term pupil roll projections of less than 20 pupils;
- Continuation of composite classes;
- The role of teaching head teachers;
- A review of the teaching staff provision and support staff provision in Primary;

Timetable considerations for Secondary / Further / Higher

June 2009	New Qualifications framework developed.
August 2010	Secondary one will start the Curriculum for Excellence broad educational experience for three years.
October 2010	Mid Yell Junior High School new build due to open.
December 2010	16+ choices Activity Agreements in place
December 2012	Anderson High School new build due to open
May 2014	New exam structure

Secondary / Further / Higher Action Plan – This will include:

National Initiatives

- Results of the National Qualifications Framework in Scotland consultation exercise;
- Skills for Scotland, A Lifelong Skills Strategy;
- Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching.

Local Issues

- Existing scheme of provision for learners and possible amalgamation;
- Recruitment and retention of staff;
- A review of the teaching staff provision and support staff provision in Secondary;
- Development of vocational opportunities and qualifications;
- Potential of Information Communication Technology to deliver elements of the curriculum;
- Accommodation for learners.

Additional Support Needs - This will include:

National Initiatives

- Additional Support for Learning (Scotland) Act 2004;
- Getting it Right for Every Child.

Local Issues

- Effective partnership working;
- A review of the teaching staff provision and support staff provision for Additional Support Needs.

Internal Management - This will include:

National Initiatives

- Improving Scottish Education;
- Curriculum for Excellence, Building the Curriculum 3, a Framework for Learning and Teaching;
- Skills for Scotland, A Lifelong Skills Strategy.
- The Crerar Review

Local Issues

- Scheme of provision;
- A review of the roles and responsibilities of central staff and how they work with schools.

Blueprint for Education in Shetland: Timetable

Appendix A(ii)

		Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
2009	E				Pre-School / Primary strategy				Review of primary staffing		Consideration of schools		
	P		Primary outcomes published										
	S			16+ choices	New qualification consult		Residential Accom - Learn			Discussion on Sec S1-S3		Senior phase	
	A											ASN Review	
	I			review of roles						Planned implementation of CfE over next 5 yrs			
2010	E							3 hrs Pre School					
	P							Free School Meals for P1-3					
	S							S1 - broad educational experience			new Mid Yell		
	A												
	I												
2011	E								3 1/4 hrs Pre School		Out-of School and after school childcare		
	P				Class size of 18 pupils for P1-3								
	S												
	A	Internal Management											
	I												
2012	E												
	P												
	S												new AHS
	A												
	I												
2013	E												
	P												
	S												
	A												
	I												
2014	E												
	P												
	S				New Exam Structure								
	A												
	I												

SCHOOL ESTATES MANAGEMENT REVIEW - ESTIMATED COST PER SCHOOL BASED ON 0708 ACTUALS

NURSERY SCHOOLS	Direct School Costs 2007/08 £	Indirect School Costs 2007/08 £	Net Share Central Costs 2007/08 £	Direct School Income 2007/08 £	Total Controllable Costs 2007/08 £	Recharges 2007/08 £	Capital Charges 2007/08 £	Total Non Controllable Costs 2007/08 £	Full Cost (Controllable & Non Controllable) 2007/08 £	Controllable Cost per Pupil £	Full Cost per Pupil £	Sept '07 Pupil Numbers	Teacher FTEs	Pupil / Teacher Ratio	Controllable Cost per Pupil % of Shetland Average £	Full Cost per Pupil % of Shetland Average £
Aith Nursery	38,206	0	158	0	38,364	6,181	0	6,181	44,544	3,836	4,454	10	0.50	N/A	100%	98%
Baltasound Nursery	54,311	0	164	0	54,476	7,483	7,181	14,664	69,139	6,053	7,682	9	0.51	N/A	157%	169%
Bells Brae Nursery	174,048	0	685	(6,987)	167,746	50,188	0	50,188	217,933	3,495	4,540	48	1.82	N/A	91%	100%
Brae Nursery	84,444	0	319	0	84,764	16,675	0	16,675	101,438	3,139	3,757	27	1.74	N/A	82%	82%
Bressay Nursery	35,587	0	160	0	35,747	470	0	470	36,216	35,747	36,216	1	0.61	N/A	929%	795%
Cunningsburgh Nursery	23,560	40	375	0	23,974	14,796	0	14,796	38,770	999	1,615	24	0.10	N/A	26%	35%
Dunrossness Nursery	95,352	650	348	0	96,350	14,796	0	14,796	111,146	4,015	4,631	24	1.02	N/A	104%	102%
Fair Isle Nursery	27,291	65	192	0	27,548	1,644	0	1,644	29,192	9,183	9,731	3	0.50	N/A	239%	213%
Fetlar Nursery	0	0	36	0	36	0	0	0	36	-	-	-	0.00	N/A	0%	0%
Foula Nursery	0	0	0	0	0	0	0	0	0	-	-	-	0.00	N/A	0%	0%
Happyhansel Nursery	53,526	1,285	268	0	55,079	7,985	0	7,985	63,064	4,237	4,851	13	0.66	N/A	110%	106%
Mid Yell Nursery	82,640	157	288	(104)	82,981	10,276	0	10,276	93,256	5,927	6,661	14	0.97	N/A	154%	146%
Mossbank Nursery	145,964	0	304	(69,417)	76,851	9,864	0	9,864	86,715	4,803	5,420	16	1.07	N/A	125%	119%
Sandwick Nursery	69,995	0	509	0	70,504	7,281	0	7,281	77,785	5,875	6,482	12	0.97	N/A	153%	142%
Scalloway Nursery	63,013	1,181	180	0	64,373	9,159	0	9,159	73,533	4,292	4,902	15	0.50	N/A	112%	108%
Skeld Nursery	42,098	455	208	0	42,762	5,402	0	5,402	48,163	4,751	5,351	9	0.51	N/A	123%	117%
Skerries Nursery	16,363	0	124	0	16,487	1,297	0	1,297	17,784	16,487	17,784	1	0.00	N/A	428%	390%
Sound Nursery	119,964	0	633	0	120,597	36,872	0	36,872	157,469	2,010	2,624	60	1.03	N/A	52%	58%
Urafirth Nursery	36,217	887	161	0	37,265	4,932	0	4,932	42,197	4,658	5,275	8	0.59	N/A	121%	116%
Whalsay Nursery	80,014	847	259	0	81,119	7,281	0	7,281	88,400	6,760	7,367	12	1.03	N/A	176%	162%
Whiteness Nursery	88,834	7,472	339	0	96,645	15,266	0	15,266	111,911	3,866	4,476	25	1.01	N/A	100%	98%
Nursery Supply	0	0	0	0	0	0	0	0	0	-	-	-	0.93	N/A	-	-
Sub-Total for Nurseries	1,331,426	13,038	5,711	(76,509)	1,273,666	227,845	7,181	235,026	1,508,691	3,848	4,558	331	16.07	N/A	100%	100%

PRIMARY SCHOOLS	Direct School Costs 2007/08 £	Indirect School Costs 2007/08 £	Share of Central Costs 2007/08 £	Direct School Income 2007/08 £	TOTAL £	Recharges 2007/08 £	Capital Charges 2007/08 £	Total Non Controllable Costs 2007/08 £	Full Cost (Controllable & Non Controllable) 2007/08 £	Controllable Cost per Pupil £	Full Cost per Pupil £	Pupil Numbers	Teacher FTEs	il/Teacher Ratio	Controllable Cost per Pupil % of Shetland Average £	Full Cost per Pupil % of Shetland Average £
Aith Primary	384,750	38,487	6,235	(17,910)	411,562	49,320	0	49,320	460,881	5,145	5,761	80	7.21	11.1	85%	82%
Baltasound Primary	268,119	6,708	2,658	(5,136)	272,349	19,630	21,544	41,173	313,522	12,380	14,251	22	3.03	7.3	205%	202%
Bells Brae Primary	1,322,155	153,787	14,524	(56,434)	1,434,031	186,593	110,394	296,987	1,731,018	4,878	5,888	294	20.31	14.5	81%	83%
Brae Primary	466,054	44,121	10,646	(17,298)	503,522	67,873	0	67,873	571,395	4,577	5,195	110	8.79	12.5	76%	74%
Bressay Primary	208,517	16,576	3,283	(5,094)	223,281	21,053	17,489	38,542	261,823	9,303	10,909	24	3.25	7.4	154%	154%
Burravoe Primary	106,825	2,076	1,895	(3,335)	107,461	13,218	4,202	17,421	124,881	8,266	9,606	13	1.22	10.7	137%	136%
Cullivoe Primary	106,499	1,350	3,808	(3,398)	108,260	13,118	10,890	24,008	132,268	7,733	9,448	14	1.21	11.6	128%	134%
Cunningsburgh Primary	344,964	55,946	7,352	(15,024)	393,238	46,636	(4,659)	41,976	435,214	6,343	7,020	62	6.25	9.9	105%	99%
Dunrossness Primary	653,962	80,217	5,526	(33,622)	706,083	86,094	53,101	139,195	845,278	6,035	7,225	117	10.48	11.2	100%	102%
Fair Isle Primary	101,858	2,743	1,117	(1,777)	103,942	5,179	4,058	9,237	113,179	17,324	18,863	6	1.42	4.2	287%	267%
Fetlar Primary	93,463	2,350	1,480	(1,246)	96,047	4,565	11,318	15,883	111,930	32,016	37,310	3	1.47	2.0	531%	528%
Foula Primary	82,206	144	554	0	82,904	6,738	12,933	19,671	102,575	41,452	51,288	2	1.21	1.7	688%	726%
Hamnavoe Primary	278,306	49,301	3,377	(10,233)	320,751	32,994	18,996	51,990	372,741	6,415	7,455	50	4.05	12.3	106%	106%
Happyhansel Primary	307,620	22,993	8,238	(11,312)	327,539	37,778	23,850	61,628	389,166	6,969	8,280	47	4.24	11.1	116%	117%
Lunnasting Primary	181,901	30,672	4,783	(5,601)	211,756	20,755	19,485	40,240	251,996	8,470	10,080	25	2.68	9.3	141%	143%
Mid Yell Primary	350,602	4,304	4,013	(9,046)	349,872	34,526	0	34,526	384,399	7,952	8,736	44	4.10	10.7	132%	124%

Mossbank Primary	375,737	33,190	7,327	(7,292)	408,961	38,610	46,879	85,488	494,450	7,436	8,990	55	4.55	12.1	123%	127%
Nesting Primary	176,697	32,008	2,845	(6,200)	205,350	20,153	19,779	39,931	245,282	7,334	8,760	28	2.70	10.4	122%	124%
North Roe Primary	121,798	35,687	2,255	(12,104)	147,635	11,163	12,270	23,432	171,068	12,303	14,256	12	1.88	6.4	204%	202%
Ollaberry Primary	177,176	19,495	3,018	(4,795)	194,894	19,427	21,769	41,196	236,090	8,474	10,265	23	2.70	8.5	141%	145%
Olnafirth Primary	161,679	20,745	4,863	(5,780)	181,507	19,561	11,053	30,614	212,121	7,260	8,485	25	2.49	10.0	120%	120%
Papa Stour Primary*	0	0	0	0	0	0	0	0	0	-	-	-	0.00	-	-	-
Sandness Primary	94,261	5,105	1,437	(1,817)	98,986	8,572	7,384	15,956	114,942	14,141	16,420	7	1.18	5.9	235%	232%
Sandwick Primary	365,724	24,440	7,715	(15,606)	382,272	65,994	0	65,994	448,266	3,573	4,189	107	6.83	15.7	59%	59%
Scalloway Primary	556,868	35,440	6,595	(16,526)	582,376	64,820	0	64,820	647,197	5,546	6,164	105	8.53	12.3	92%	87%
Skeld Primary	169,720	14,047	3,028	(5,345)	181,451	20,086	22,579	42,665	224,116	8,248	10,187	22	2.41	9.1	137%	144%
Skerries Primary	165,142	550	1,074	(1,242)	165,523	6,653	17,650	24,303	189,826	41,381	47,456	4	1.56	2.6	687%	672%
Sound Primary	1,270,345	73,833	22,794	(53,812)	1,313,160	196,365	50,842	247,207	1,560,367	4,793	5,695	274	20.70	13.2	80%	81%
Tingwall Primary	276,941	24,142	5,703	(14,703)	292,082	40,474	22,883	63,356	355,438	5,311	6,463	55	4.09	13.4	88%	91%
Urafirth Primary	168,972	25,970	2,526	(3,386)	194,082	18,222	17,849	36,072	230,153	10,215	12,113	19	2.73	7.0	169%	171%
Uyeasound Primary	116,347	2,106	1,494	(2,309)	117,638	8,528	3,841	12,369	130,007	13,071	14,445	9	1.58	5.7	217%	204%
Whalsay Primary	553,750	48,292	5,228	(21,438)	585,832	66,699	0	66,699	652,531	5,424	6,042	108	8.14	13.3	90%	86%
Whiteness Primary	374,598	40,274	9,947	(20,588)	404,231	54,566	49,904	104,470	508,701	5,250	6,607	77	6.13	12.6	87%	93%
Primary Supply	0	0	0	0	0	0	0	0	0	-	-	-	2.53	N/A	-	-
Sub-Total for Primaries	10,383,554	947,097	167,337	(389,410)	11,108,577	1,305,964	608,280	1,914,244	13,022,821	6,027	7,066	1843	161.65	11.4	100%	100%
* Papa Stour Primary School is currently moth-balled.																
SECONDARY SCHOOLS	Direct School Costs 2007/08 £	Indirect School Costs 2007/08 £	Net Share Central Costs 2007/08 £	Direct School Income 2007/08 £	Total Controllable Costs 2007/08 £	Recharges 2007/08 £	Capital Charges 2007/08 £	Total Non Controllable Costs 2007/08 £	Full Cost (Controllable & Non Controllable) 2007/08 £	Controllable Cost per Pupil £	Full Cost per Pupil £	Pupil Numbers	Teacher il/Teacher FTEs	Ratio	Controllable Cost per Pupil % of Shetland Average £	Full Cost per Pupil % of Shetland Average £
Aith Secondary	859,104	66,023	17,866	(27,349)	915,644	88,532	71,828	160,361	1,076,004	9,343	10,980	98	13.10	7.5	117%	117%
Anderson Secondary	4,556,307	145,650	234,858	(88,163)	4,848,652	602,778	270,411	873,189	5,721,841	6,177	7,289	785	72.71	10.8	77%	78%
Baltasound Secondary	624,048	66,117	12,222	(11,804)	690,583	34,797	39,536	74,333	764,916	19,183	21,248	36	9.11	4.0	240%	226%
Brae Secondary	2,142,748	93,425	55,020	(79,364)	2,211,829	176,669	150,004	326,673	2,538,502	9,293	10,666	238	34.99	6.8	116%	114%
Mid Yell Secondary	565,375	21,761	13,478	(16,827)	583,786	45,332	14,461	59,794	643,580	11,676	12,872	50	11.01	4.5	146%	137%
Sandwick Secondary	1,382,561	75,240	27,331	(79,904)	1,405,228	141,957	133,805	275,763	1,680,991	8,123	9,717	173	20.11	8.6	102%	103%
Scalloway Secondary	1,056,139	48,254	25,005	(52,610)	1,076,788	109,836	138,532	248,368	1,325,156	8,826	10,862	122	18.09	6.7	110%	116%
Skerries Secondary	49,736	12	2,745	(993)	51,501	4,241	0	4,241	55,742	51,501	55,742	1	1.29	0.8	644%	593%
Whalsay Secondary	701,780	18,657	13,764	(15,757)	718,444	70,587	98,876	169,463	887,907	11,778	14,556	61	10.68	5.7	147%	155%
Secondary Supply	0	0	0	0	0	0	0	0	0	-	-	-	2.20	N/A	-	-
Hostel Accommodation	0	0	0	0	0	0	0	0	0	-	-	-	0.00	-	-	-
Sub-Total for Secondaries	11,937,799	535,137	402,289	(372,772)	12,502,454	1,274,730	917,454	2,192,184	14,694,638	7994	9396	1564	193.29	8.1	100%	100%
TOTAL SCHOOLS SERVICE	23,652,779	1,495,272	575,337	(838,691)	24,884,697	2,808,538	1,532,916	4,341,454	29,226,151	6,561	7,705					

Extract from Blueprint for Education – Consultation: Analysis Report**Statement 1**

Curriculum for Excellence recommends that pre-school settings and primary schools should be located as near each other as possible to make the change easier for children.

Summary of individuals and households questionnaires

- Most respondents, 81% either “Agreed” or “Strongly agreed” with this statement.
- Whilst there was a general feeling that this would make for an easier transition and provide continuity for the child, it was also recognised that other, localised factors may need to be taken into account such as distance that pre-school locations were from the child’s home, transport arrangements and financial constraints.
- Those who did not agree with the statement felt that the distance between pre-school and school locations was not as important as effective transition or quality of service provided.

Statement 3

The Council could have a role in supporting out of school and after school childcare.

Summary of individuals and households questionnaires

- Most people, 81.1%, either “Agreed” or “Strongly agreed” with this statement. The most common theme of those agreeing was that there was “currently an under-provision” of childcare in Shetland and that “families lose out” or “cannot go back to work” because of this, although there was also a recognition that parents may need to contribute to this financially and that Council funding should not necessarily be redirected to provide this.
- Of those disagreeing with this statement, some people felt that “parents should be responsible for looking after their own children” outwith school.

Statement 4

A minimum pupil roll of 20 allows for the most effective educational and service delivery.

Summary of individuals and households questionnaires

- This statement provoked more discussion than most of the others with the majority, 63.8%, either “Agreeing” or “Strongly agreeing” with this statement. From the comments received, most people

agreeing with the statement felt that school rolls lower than 20 would cause “educational or social disadvantages”.

- However, more comments were received from those who disagreed, with several people feeling that “smaller classes benefit the child” or that there was “no evidence that 20 was the most effective number”.
- Several people also stated that other factors such as geography, transport, population and communities should be taken into account.
- There also appear to have been stronger feeling about this question from areas with smaller schools for varying reasons, the geographical summary for each area puts this into context.

Statement 5

Many classes in Shetland primary schools are composite classes, which include pupils from two or more age groups. It is acceptable that this continues?

Summary of individuals and households questionnaires

- Most respondents, 77.4%, “Agreed” or “Strongly agreed” with this statement. The most common reason being that this “gives children more experience in life skills and social skills”, while others felt that this was “unavoidable in smaller schools and rural areas” and that it has worked for previous generations and there is “no evidence that it is detrimental to a child’s education”.
- Of those disagreeing, most felt that “children should be taught in their own age groups”.

Statement 6

Several schools in Shetland are managed by Head Teachers who teach for a portion of the week. Is it desirable that this continues?

Summary of individuals and households questionnaires

- Most respondents, 83.8%, either “Agreed” or “Strongly agreed” with this statement with most people feeling that this “keeps the Head in touch with children” or that “they need regular contact with the children” and that this method has served Shetland well, others also felt that “administration roles should be removed from the Head to enable them to teach”.
- Of those who disagreed, several thought that “Heads need to run the whole school, not teach”.
- General comments received stated that this would depend on the needs and size of the school with staffing, workload and support being other contributory factors.

Extract from Blueprint for Education – Consultation: Analysis Report**Statement 7**

As a result of recent developments in Scottish Education the way in which secondary education is delivered is likely to change. In years one to three all pupils will receive a broad general education. It will be in years four to six that they will take subjects leading to national qualifications. This may make a difference to the structure of secondary education in Shetland.

Summary of individuals and households questionnaires

- There was no tick box option for this question with people being asked for an opinion on a proposed new structure for secondary education. Of the 1,286 forms returned, 707 comments were received. There were more positive statements received than negative ones with 33% of all comments (236) stating that this would be a positive step towards better secondary education, most of these comments stated that an extra year would provide pupils with a better understanding of subjects with more time to make important decisions on their future. Many people cited personal experience of having made the wrong choice at a young age. However, many of the neutral comments stated that there would need to be important decisions made on;
 - the role of Junior High Schools;
 - subject content of Secondary 4;
 - the length of study time towards Standard and Higher exams; and
 - how any new structure would affect the school leaving age.
- 21% of respondents (146) felt that any change would be detrimental to delivery of good quality secondary education with most comments stating that current systems work well. Some people also felt that a delay in choosing subjects would be damaging to those who knew which subject they would study and would hold them back while there was also a strong feeling that any changes would be damaging to Junior High Schools.
- A further 12% of respondents (82) felt that insufficient information was available to make an informed decision and that this required more detailed consultation with a further 10% (69) stating that they were unsure or that they felt the question to be unclear.
- The remaining 174 people (25%) submitted comments which neither agreed nor disagreed with the statement but provided details on issues they felt were important to the delivery of good quality education services in Shetland and any changes.
- It is also clear however, that further detail on curriculum change needs to be investigated in conjunction with local issues such as the role of Junior High Schools and Anderson High School.

Statement 8

All secondary pupils in Shetland should have equal opportunities in their educational subject choice.

Summary of individuals and households questionnaires

- Almost all, 95.1%, respondents either 'Agreed' or 'Strongly agreed' with this statement. The most often quoted comment was that an "increased use of technology and innovative teaching techniques" would be a way of providing further opportunities for children, particularly in rural areas. Others felt that there "should be equal opportunities in all schools" with some people also recognising that "there had to be financial constraints".
- Those who disagreed with the statement felt that it would "impossible to cover all subjects at all schools", particularly smaller schools.

Statement 9

The established links between schools and further and higher education should continue to develop to allow choice for all young people.

Summary of individuals and households questionnaires

- Almost all, 98.9%, respondents 'Agreed' or 'Strongly agreed' with this statement. Less people (220) made comment on this statement than any other on the questionnaire.
- Generally, the statement is difficult to disagree with as this would appear to be a desirable outcome. From the comments received, several people stated that this was especially the case for those from the isles or rural areas.

Statement 10

Accommodation should be available to students following courses to enable them to access further and higher educational opportunities in Shetland.

Summary of individuals and households questionnaires

- Almost all, 93.7%, respondents either 'Agreed' or 'Strongly agreed' with this statement.
- The most often quoted statement was that "students should not be disadvantaged because of where they live" or that "all pupils should be able to access this", while others agreed but that there "would be financial constraints". Several people also felt that "public transport should be improved" for those accessing further education courses.

Extract from Blueprint for Education – Consultation: Analysis Report**Statement 11**

The Council needs to improve support for school leavers with additional support needs. This should include working with other partners eg. Social Work.

Summary of individuals and households questionnaires

- Almost all, 95.1%, respondents either 'Agreed' or 'Strongly agreed' with this statement.
- Because of the specialist nature of additional support several people felt that they were "unable to comment" or that they didn't know enough about this to comment.
- However, those agreeing with the statement felt that there needed to be better links across all agencies and departments to improve support or that the level of support provided should be "at least maintained".



REPORT

To: Services Committee

12 March 2009

From: Head of Housing

Report No: HS-06-09

Scottish Government Consultation – Investing in affordable housing

1. Introduction

- 1.1 The Scottish Government is seeking a response to its consultation document relating to the provision of affordable housing across Scotland into the future.
- 1.2 The Scottish Government is seeking to generate efficiencies by promoting a smaller number of developers as lead developers. They are hoping in this way to achieve efficiencies by economies of scale.
- 1.3 This report sets out the Scottish Government questions and possible answers for consideration by services Committee and Shetland Islands Council (SIC)

2. Links to Corporate Priorities

- 2.1 Increasing housing supply is highlighted in the Corporate Plan under the Sustainable Society section. The Council has set priorities and targets for increasing housing supply and have agreed indicators for this in the Single Outcome Agreement.

3. Background

- 3.1 The Scottish Government are seeking to, “....*secure a long-term increase in the supply of housing; more choice of housing; the creation of sustainable, mixed communities; and better value for public expenditure. As part of this we promised to consult on reforms to the way in which we provide subsidy for new affordable housing*”.
- 3.2 A copy of the Scottish Government consultation document is attached as appendix A.
- 3.3 At present funding for new build housing is directed to local Registered Social Landlords (RSLs) on a bidding basis. Hjaltsland Housing Association

(HHA) have in recent years been successful securing core and additional funding, as the sole RSL operating in Shetland. The proposal from the Scottish Government is that future funding will be directed at larger RSLs who will build new houses on behalf of others. The Scottish Government hope in this way that greater efficiencies can be achieved and more houses built per pound of investment.

- 3.4 The Scottish Government are recognising that remote island authorities will need to be treated differently but are not at this stage detailing how that will be done.
- 3.5 There is in my view, a strategic risk that dominant mainland RSLs can soak up available resources at the expense of smaller RSLs like HHA. This potentially means that Shetland might receive a proportionally smaller share of investment than its mainland counterparts. It is felt that in responding to this consultation SIC should be doing all that is possible to ensure that HHA continue to receive appropriate levels of funding for the construction of new houses.
- 3.6 In the event of investment for Council's to build new houses becoming available into the future, there would be an additional strategic risk that SIC might have to use mainland based lead developers to procure houses that require government subsidy. In a worse case scenario, if HHA are unable to continue locally as they do, the overall subsidy to Shetland may be reduced. In this scenario there could also be a detrimental impact on local contractors and a negative cost implication for the council.
- 3.7 In recognition of the risks set out in 3.5 & 3.6 the proposed response seeks to provide a balance between the local and national implications. Therefore, the proposed responses seek to provide responses in both the national and local context.
- 3.8 I understand that HHA will make their own submission in response to this consultation document.
- 3.9 Services Committee is asked to consider a proposed response on behalf of SIC and agree or amend the response as they see fit.
- 3.10 A list of the consultation questions and suggested answers are attached for information and consideration as Appendix B.

4. Financial Implications

- 4.1 There are no direct financial implications arising from this report

5. Policy and Delegated Authority

- 5.1 All matters relating to Housing stand referred to the Services Committee in accordance with Section 13 of the Council's Scheme of Delegations. The Committee has delegated authority to make decision on matters within its remit for which the overall objectives have been approved by the Council, in addition to appropriate budget provision.

6 Conclusion

- 6.1 The Scottish Government are seeking to achieve greater efficiencies for the money they invest in new housing. This is set to continue to be awarded to RSLs. However, if it is to awarded on a simple ratio of lowest subsidy per house, HHA may not be able to compete directly with larger multi regional or national RSLs. Therefore, if we are to see the continuation of funding for HHA, it is in SIC's strategic interests to see that any new arrangements are as equitable as possible for remote island communities like Shetland.

7 Recommendations

- 7.1 I recommend that Services Committee consider Appendix B and:
- 7.1.1 Approve the final version for submission to the Scottish Government, subject to any amendment

INVESTING IN AFFORDABLE HOUSING: A CONSULTATION

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FOREWORD

Nicola Sturgeon MSP, Deputy First Minister and Cabinet Secretary for Health and Wellbeing



Improving the supply of new homes and increasing peoples' choices were at the heart of last year's discussion paper *Firm Foundations: The Future of Housing in Scotland*.

In *Firm Foundations*, we highlighted the continuing positive role for social housing and the registered social landlord (RSL) sector, while also making the case for change in the way we support investment by RSLs in new affordable housing.

If we are to meet our ambitious targets for increased supply and improved choice then new approaches are required so that our investment can go further and we can secure better value for tenants and taxpayers.

Since the publication of *Firm Foundations*, the financial and economic situation has changed considerably and the impact on Scotland's housing industry has been of major concern. However, our overall vision has not altered. The "credit crunch" and its impacts will not deflect us from our long-term goal of increasing the supply of new housing, nor from the vital task of promoting higher energy efficiency standards in new housing, in support of our targets for reducing emissions. In recent months we have taken steps to help alleviate some of the impacts of the downturn in the housing market through a package of measures which includes agreeing with our local authority partners to bring forward £100 million of our planned investment. We consider that our proposals for investment reform will place the social housing sector on the right footing for future recovery and enable it to secure maximum value and economic benefit from new developments.

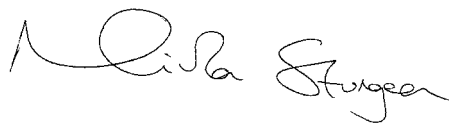
Our proposals reflect and build on the maturity and experience of RSLs in Scotland. They offer considerable new freedoms in the delivery of investment programmes for those RSLs appointed as Lead Developers. And the proposals recognise the significant progress already made by a number of RSLs, and local authorities, who have been striving together to secure greater efficiencies and to improve investment and procurement processes in the delivery of new affordable housing.

I promised that we would listen to stakeholders as we developed our proposals for investment reform.

Over the past several months, and in particular through a series of seminars in August and September, we have debated investment reform with stakeholders. This consultation document reflects these discussions and now sets out our considered proposals for radical and far-reaching reform, based on a commitment to long term funding for a number of Lead Developers through which we intend to channel the majority of our future investment. We will look to Lead Developers for a more specialist and skilled approach to managing assets, finances and development for the benefit of the sector as a whole.

In line with the Concordat, the detail of this consultation has been discussed with COSLA. Following the consultation we will have further discussions with COSLA, as well as with the Scottish Federation of Housing Associations.

I know I am not alone in my conviction that good housing, of all tenures, should be at the heart of Scotland's future and I hope that the proposals we have set out in this consultation will generate thought, and innovation, in meeting our shared challenge.

A handwritten signature in black ink, reading 'Nicola Sturgeon'.

Nicola Sturgeon MSP
Deputy First Minister and Cabinet Secretary for Health and Wellbeing

EXECUTIVE SUMMARY

The principal themes of last year's discussion paper, *Firm Foundations: the Future of Housing in Scotland*, were to secure a long-term increase in the supply of housing; more choice of housing; the creation of sustainable, mixed communities; and better value for public expenditure. As part of this we promised to consult on reforms to the way in which we provide subsidy for new affordable housing. We made initial changes to the way in which Housing Association Grant is calculated earlier this year. This consultation paper sets out our considered proposals for more far-reaching changes.

The central proposal is the introduction of a more strategic approach to the allocation of subsidy through a network of Lead Developers across Scotland. We would channel the majority of our investment programme through these Lead Developers, which would be registered social landlords (RSLs) and which would take the lead in securing efficiencies in the delivery of new affordable housing. They would provide a specialist development and procurement function on behalf of other RSLs and the sector as a whole.

Much of the detail of the document is concerned with the mechanisms for the introduction of Lead Developers. Although our proposals reflect the original propositions for lead developers set out in *Firm Foundations*, they have been revised and considered carefully in light of discussions with stakeholders. Our proposals now take into account the existing strengths of the Scottish RSL sector and the progress made so far by many RSLs, and their local authority partners, in securing better value for money for their investment in new affordable homes.

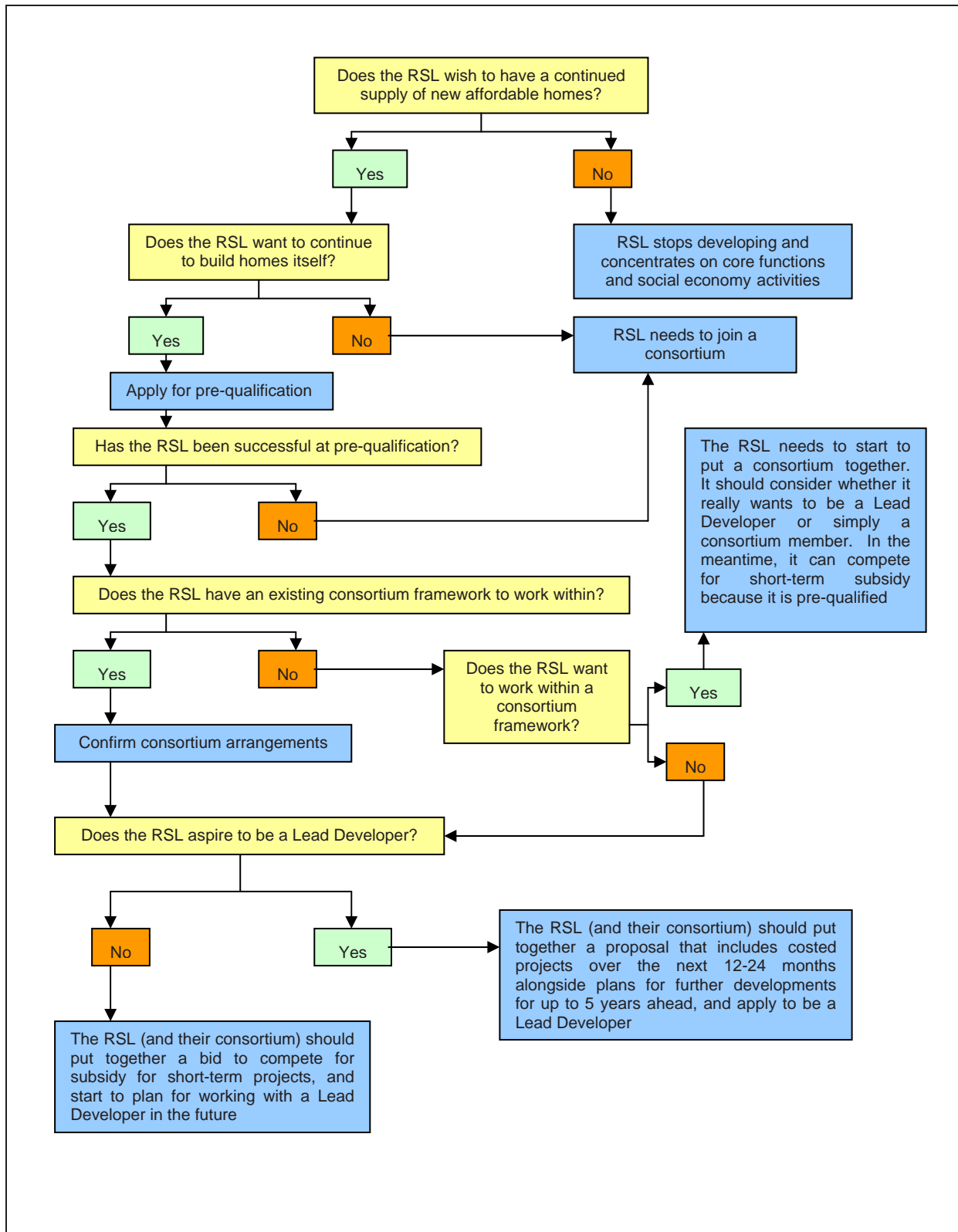
Implications for RSLs

The new approach we propose and outline here will trigger a number of important choices for each RSL. The flow chart at Figure 1 highlights the main decisions for RSLs that arise from our proposals.

Implications for local authorities

The proposals for investment reform set out here are intended both to recognise the role of local government in housing investment, and to strengthen the agreed strategic role of local authorities within the reformed housing and planning delivery framework which has been implemented over the past year.

Figure 1 - Decisions to be taken by RSLs when considering future investment



Structure of the paper

The key elements of the proposed reformed approach to investment are summarised in Table 1. The issues are considered in more detail in the chapters of the document, as follows:

Chapter 1 explains how our proposals for the reform of investment are designed to address the present fragmented approach to procurement of new affordable housing. In doing this, the proposals are intended to secure more value for the Government's investment whilst also continuing to ensure the quality of new homes.

Since *Firm Foundations* was published the financial and economic environment has changed considerably. Chapter 1 also considers the implications of the credit crunch for investment reform. We have assessed the situation and reached the view that it in fact strengthens the need for investment reform, but we are seeking comments from stakeholders on whether they share that conclusion (see Questions 1 and 2). The need for a more robust approach to asset management and financial planning in order to cope with a more challenging lending environment is reflected in our proposals for introducing Lead Developers.

Chapter 2 describes how we propose to become more strategic in our approach to allocation of investment in affordable housing. This involves working with our local authority partners and RSLs to determine regions which would be used as the basis for investment and, with local authorities, developing regional Prospectuses which will be used to guide and inform investment decisions.

Chapter 3 explains the concept of Lead Developers. It sets out the role they will play in co-ordinating and leading on procurement and investment through development consortia, and how important housing management functions will remain in the hands of RSLs that do not opt for the Lead Developer role for themselves.

Chapter 4 explains how development consortia will be set up, and the types of bodies that we expect to be members of consortia. This chapter also focuses on the governance of consortia which we propose should be through a formal consortium agreement. Some of the risks and decisions that consortium members will face, and will need to manage, are highlighted and discussed.

Chapter 5 gives further detail of the proposed processes including "pre-qualification" for all RSLs that wish to apply to be Lead Developers or to receive subsidy from us. The route to becoming a Lead Developer is also explained, as is our commitment to longer-term funding for Lead Developers to enable them to programme investment more effectively and benefit from efficiencies. We also introduce our proposals for an outcome-focussed grant agreement for Lead Developers.

In **Chapter 6** we set out our intended timetable and our intention to develop a monitoring and evaluation framework for the new approach to investment in affordable housing.

Annex A gives details about how to respond to this consultation paper. The deadline for responses is **Tuesday 17 March 2009**.

Annex B summarises the themes which emerged from discussions during regional seminars with RSLs and local authorities held between August and September 2008.

Annex C sets out the proposed pre-qualification framework.

Table 1 - our approach to reform

The key aspects of the reformed approach to investment that we propose are:

- Investment priorities would be determined on a regional basis and agreed with our local authority partners;
- The regional priorities would be set out in the Prospectuses which would be based on Strategic Housing Investment Plans;
- Lead Developers would operate within the agreed regions, and there should be scope for there to be more than one Lead Developer in each of the regions;
- In order to become a Lead Developer, RSLs would be encouraged to form development consortia that are committed to securing greater efficiency and more value from the investment in affordable housing;
- Each consortium should be led by one RSL which would be the RSL that will bid for subsidy on behalf of the consortium as a whole and would be a prospective Lead Developer;
- There will be time for RSLs not currently working in existing consortia to organise themselves and either join a consortium or set one up;
- There would be two stages in the process: the first stage would be *pre-qualification* and only pre-qualified RSLs would be able to move on to the second stage, which is bidding for subsidy and for appointment as a Lead Developer;
- All pre-qualified RSLs, whether acting on their own behalf or as heads of a consortium, should be able to compete for subsidy for short-term costed projects; and, if they wish, seek appointment as a Lead Developer which would secure for them a conditional guarantee of programme funding for up to five years;
- Subsidy would only be awarded to those projects which offer the most competitive price and best match the funding criteria; and
- Future rounds of competition for subsidy would be conducted as and when necessary, bearing in mind that, where Lead Developers have been appointed, much of the Investment Programme may already have been committed to them.

Chapter 1

INTRODUCTION

Overview

1. Last year, *Firm Foundations*¹ set out a vision for the future of housing in Scotland based around four key elements: increasing the supply of housing; improving choice; creating sustainable and mixed communities; and securing better value from our investment in affordable housing. *Firm Foundations* set out our view that affordable housing has a vital and evolving role as part of the wider housing system. In order to maximise the contribution of affordable housing to meet the needs of current and future tenants, we proposed that there should be a more strategic and competitive approach for delivering our investment. We promised to consult in more detail about how this would work and our considered proposals are set out in this paper.
2. Currently, most individual registered social landlords (RSLs) develop for themselves the new affordable homes that they require. They are responsible for both the procurement of these new assets and for the eventual management of the homes once completed, and they have strong relationships amongst the local community. There are a number of strengths to this approach which reflect the local focus of RSLs, many of which were set up to address poor housing and to regenerate local communities. RSLs tend to be close to and understand their local areas and the housing needs of local people. RSLs also hold knowledge about what design and quality should be appropriate and should be specified for the new homes to be provided.
3. But there are also weaknesses in this approach. The average size of schemes is low, at around 14 homes, which limits the scope for process and cost efficiencies. Opportunities for specialisation in the development and procurement functions and for securing improvement in good practice are reduced. And there is an increased risk of duplication amongst RSLs because so many operate similar development and procurement functions. This situation has arisen, in part, because the incentives for RSLs to reduce costs were weak at a time when funding was readily available from both Government and private sector lenders. We have concluded that there is scope for many RSLs across Scotland to develop a more streamlined and efficient approach to procurement and management of their assets, and this underpins our approach to investment reform.

¹Firm Foundations, a Future for Scotland's Housing; The Scottish Government, October 2007; <http://www.scotland.gov.uk/Publications/2007/10/30153156/0>

Our objective is a network of Lead Developers across Scotland in order to strengthen the sector's approach to procurement and investment, and through which we will channel the majority of our Affordable Housing Investment Programme. This consultation document proposes how a Lead Developer model could be implemented across Scotland. It builds on the strengths of the RSL sector and the previous work undertaken to improve the procurement of new affordable housing², on the progress made so far this year in securing more value from Housing Association Grant, and on existing collaboration amongst a number of RSLs across the country which are seeking to deliver increased efficiencies and streamline their development and procurement processes. Our proposals are designed to accelerate and encourage these behaviours in order that the sector as a whole can increase the supply of new affordable homes and enable our investment to go further.

4. Local authorities have potential roles as house builders, land suppliers and assemblers, investors, strategists, landlords, advocates, co-ordinators and service providers. COSLA and the Scottish Government are agreed that Local Housing Strategies are at the heart of the new housing planning and investment framework. The new-style Housing Strategy will have a clearer focus on strategic outcomes, for housing and for related support needs. It is expected that the Local Housing Strategy will feed into and support the local authority's Single Outcome Agreement. Local authorities, as strategic housing leads, should drive the delivery of local housing priorities, and new housing supply must contribute to meeting these priorities. Both central and local government accept that the immediate need is to boost the supply of affordable housing across Scotland and are committed to working together to achieve this. The proposals for investment reform set out here are intended both to recognise the role of local government in housing investment, and to strengthen the agreed strategic role of local authorities within the reformed housing and planning delivery framework which has been implemented over the past year.

5. The Scottish Government and COSLA recognise that in the longer term there is merit in further devolution of investment responsibilities to local authorities, as the strategic housing authorities, and will jointly consider this subsequent to this consultation, but accept that the immediate need is to boost the supply of affordable housing across Scotland and commit to working together to achieve that. Following this consultation, we also intend to discuss the responses with the Scottish Federation of Housing Associations (SFHA) before deciding the way forward.

² Smalley et al (2007); Recommendations for a National Procurement Strategy for Social Housing in Scotland: A Report for Communities Scotland; The Collaborative Working Centre on behalf of Communities Scotland. http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/otcs_017813.pdf
And Communities Scotland (2002), Building a Better Deal http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_008154.pdf

Relationship to the Government's Purpose and National Outcome

6. The structure, size and performance of social housing is not only a critical issue for the 610,000 households³ living in social housing, but for Scotland as a whole. Better quality and more efficient affordable housing will contribute towards the Government's purpose⁴ of higher sustainable economic growth and the targets which underpin it:

- by maximising the provision of good quality affordable housing to many lower income groups, the social housing sector contributes towards the Government's **solidarity** target of reduced income inequalities;
- by embedding higher standards of construction into future new build properties and continuing efforts to meet the 2015 Scottish Housing Quality Standard for existing stock, the sector not only contributes to tackling fuel poverty but also **sustainability** by reducing carbon emissions;
- through effective planning, innovative practices and a commitment to mixed communities, the sector has a key part to play in reducing spatial inequalities enabling progress against **cohesion** objectives;
- through wider role activities, RSLs are at the forefront of many innovative programmes to improve **participation** in employment;
- by working to improve the cost-effectiveness of new homes and working to limit management and maintenance costs, the sector has an important part to play in improving **productivity**; and
- by increasing the supply of affordable housing, the sector is also making a vital contribution towards attracting and increasing Scotland's future **population** and providing homes for its workforce.

7. As well as contributing directly to delivery of the Government's purpose, good quality and cost effective affordable housing also contributes to the set of national outcomes⁵ agreed with local government, in particular:

- ***Tackle the significant inequalities in Scottish society***

By taking a more strategic approach over Housing Market Areas, targeting resource where it is most needed and increasing the supply of affordable housing for households in relative poverty.

³ <http://www.scotland.gov.uk/Publications/2008/06/09080131/3>

⁴ The Scottish Government's purpose and strategic objectives:
<http://www.scotland.gov.uk/About/purposestratobjis>

⁵ <http://www.scotland.gov.uk/About/scotPerforms/outcomes>

- ***Live in well-designed sustainable places where we are able to access the amenities and services we need***

By remaining committed to the principle of supporting housing developments which contribute to the creation of sustainable, mixed communities and the regeneration of existing communities, whether urban or rural. The reformed approach to investment delivery should support a mix of tenures and tackle concentrations of poverty. New developments should take account of the changing demographics and should reflect the work and advice of Architecture & Design Scotland. Our investment must support well designed and constructed residential environments which relate to the patterns of development around them, which discourage unnecessary consumption of energy and resources and which promote healthy lifestyle choices.

- ***Provide public services that are high quality, continually improving, efficient and responsive to local people's needs***

By setting clear quality thresholds for new developments and incentivising efficient and customer-focussed behaviour on the part of RSLs through pre-qualification processes and increased competition. Our proposals for investment reform are consistent with the work and focus of The Scottish Futures Trust⁶. They have regard to McClelland's recommendations⁷ and the drive for shared provision of services to the public in order to aid efficiency and quality of service delivery.

8. In short, decisions about the quality, location, accessibility and affordability of our affordable housing stock will be critical in determining Scotland's future prospects and assisting with the regeneration of our communities. A more strategic and competitive approach to our investment in affordable housing has an important part to play in realising these ambitions.

The financial and economic situation

9. Since *Firm Foundations* was published the financial and economic environment has changed considerably for RSLs and other business sectors. The general supply of private finance and the terms on which lenders make funds available are of major concern. We have had to consider our immediate response to these rapidly-changing circumstances and to re-appraise our longer-term goals for affordable housing.

⁶ <http://www.scotland.gov.uk/Topics/Government/Finance/18232/scottish-futures-trust>

⁷ John F McClelland CBE, Review of Public Procurement in Scotland – Report and Recommendations, Scottish Executive, 2006 <http://www.scotland.gov.uk/Publications/2006/03/14105448/0>

10. Our immediate response to the emerging crisis was set out by the First Minister on 19 August 2008⁸ when he announced a package of economic actions in response to the changing economic climate. One of our actions for housing, in conjunction with our local authority partners, has been to accelerate £100 million of our planned investment in affordable housing to be spent this year and next. We remain vigilant about further developments and the potential impact on the supply of new affordable homes and the wider Scottish economy.

11. We have also considered whether now is the right time to proceed with investment reform. We remain committed to increasing the choice and supply of new affordable homes; and the requirement to address the general shortage of housing supply, including affordable housing, that was the backdrop to *Firm Foundations* has not receded. Since *Firm Foundations* was published the barriers for many households that aspire to home ownership have changed from high house prices and a lack of choice in the market, to reduced access to mortgage finance. While it is not yet possible to estimate the long-term consequences of the recent financial and economic turbulence it is likely that the need for affordable housing will be reinforced. This makes it even more imperative that we increase the number of quality homes that our existing programmes can deliver.

12. It is not just home-owners, or aspiring owners, who have been hit by the credit crunch. An eventual return to the easy access to private finance at competitive rates and on favourable terms, which previously characterised lending to the RSL sector, also looks increasingly less likely. This will have consequences for how the sector structures its funding of new affordable homes in the future and how it manages its relationships with lenders.

13. Although we are seeking comments from stakeholders as to whether they share our view, our conclusion is that the financial and economic situation strengthens, rather than reduces, the need for investment reform. A more robust and increasingly sophisticated approach to business planning and asset management by RSLs will be essential to cope with a more challenging lending environment and this aligns with our proposals for selecting Lead Developers. Finally, we anticipate a need for increasingly careful allocation of resources to reflect the strategic priorities of local and central Government and to demonstrate that we have secured the best possible value for the money we invest on behalf of tenants and taxpayers.

Question 1

To what extent does our assessment of the current economic situation reflect your assessment?

Question 2

Does the economic situation strengthen or weaken the case for investment reform at this time, and why?

⁸ <http://www.scotland.gov.uk/News/Releases/2008/08/19154002>

Chapter 2

A MORE STRATEGIC APPROACH TO AFFORDABLE HOUSING INVESTMENT

Introduction

14. If we are to ensure the best possible return for the available resources, it will be necessary to adopt a more strategic approach to determining how these resources are invested in affordable housing developments. Central and local government need to be clear about their priorities for new developments over the next three to five years. RSLs need to be clear about what these priorities will mean for their current and future tenants, and also need to be able to translate the priorities into plans for development activity and investment across a number of years. This chapter sets out how we propose to introduce a more strategic focus into the planning and allocation of investment in new affordable housing, and highlights the role of local authorities in bringing this about.

Reform of the housing and planning delivery framework

15. *Firm Foundations* set out a substantial programme of reform to the housing and planning delivery framework in order to strengthen the strategic role of local authorities, to enable more consistent assessments by them of housing need and demand, to enable more efficient identification of land for housing, and to enable all stakeholders involved in the supply of housing to take a longer term view. These reforms have to a large extent already been implemented and form the basis for a future approach to investment in affordable housing which is longer-term and better prioritised on need.

Introduction of Prospectuses for investment in new affordable homes

16. Central and local government have agreed that Local Housing Strategies are at the heart of the new arrangements for housing and planning, both through their links to development plans⁹ and in terms of the direction of local housing investment. The Strategic Housing Investment Plans (SHIPs)¹⁰ prepared by local authorities set out specifically how investment in affordable housing will be directed in terms of the type of housing needed, where it is needed and what priority should be given to developments.

⁹ As set out in the revised Scottish Planning Policy 3: Planning for Housing consultation Draft (SPP3), July 2008 - <http://www.scotland.gov.uk/Publications/2008/07/25092557/0>

¹⁰ <http://www.scotland.gov.uk/Topics/Built-Environment/Housing/investment/guidancenotes/hign200803>

17. We propose the introduction of Prospectuses for the purpose of guiding investment in affordable housing. This approach will enable local authorities, RSLs and other partners and stakeholders to consider their approach to investment in affordable housing over the longer term.

18. The Prospectuses will draw on and complement, but not replace, the SHIPs prepared by local authorities. They will in effect represent a combination of individual SHIPs over a geographic region. The introduction of Prospectuses accords with our agreement with COSLA to work with local authorities to increase the consistency and transparency of decision-taking on projects funded by Housing Association Grant. Prospectuses are also consistent with our agreement to move away from annual allocation of investment towards allocation on a longer-term basis. We therefore intend Prospectuses to cover periods of up to five years.

Regional Structures – The Principles

19. We propose to base Prospectuses around regions comprising a number of local authority areas for the purposes of regional investment, rather than on the basis of separate local authorities. We propose the following principles as the basis for the regions to be used:

- Each region needs to be of sufficient size to enable RSLs investing there and other stakeholders involved in the construction of new affordable homes to take a broad view, in order to exploit potential economies of scale and secure increased value for money; in most parts of Scotland we envisage regions comprising at least three or four local authority areas;
- Each region should be capable of supporting a substantial programme of investment in affordable housing for periods up to five years;
- The regional boundaries should take account of the housing market areas recognised by local authorities for strategic assessment of housing need and priorities; and
- The regions should be consistent with local authority boundaries and not split up individual council areas.

Question 3

Do you agree that local authority Strategic Housing Investment Plans and related strategies should form the basis for identifying investment priorities for periods of up to five years?

Question 4

Do you agree with our proposed principles on which geographic regions for investment will be based?

The three island authorities

20. We believe that a reformed approach to affordable housing investment that includes three to five year planning could work in Orkney, Shetland and the Western Isles, but it would have to be applied in a different way compared with elsewhere in Scotland. Consequently, the investment decisions for each Island authority will be made separately and they will not be part of the new regional structure. This is in recognition of:

- their separate administration by the three Islands councils which is in contrast to other islands that are part of mainland local authorities;
- their unique geography which separates them physically and economically from the mainland; and
- the size of their combined investment programmes which are considerably smaller than that which is typical for other local authorities.

City of Edinburgh and Glasgow City Councils

21. There are current Transfer of Management of Development Funding arrangements in place with Glasgow City and City of Edinburgh Councils. Our proposals for a more competitive and strategic approach to award of subsidy takes these Councils' approaches to investment in affordable housing into account. We propose that at this stage, these two Councils should retain their responsibility for awarding subsidy within their own areas, adopting approaches which are in accordance with the agreed competitive arrangements.

Question 5

- a) Do you agree with our proposed treatment for Orkney, Shetland and the Western Isles Councils?
- b) Do you agree with our proposed approach for Glasgow City and City of Edinburgh Councils?

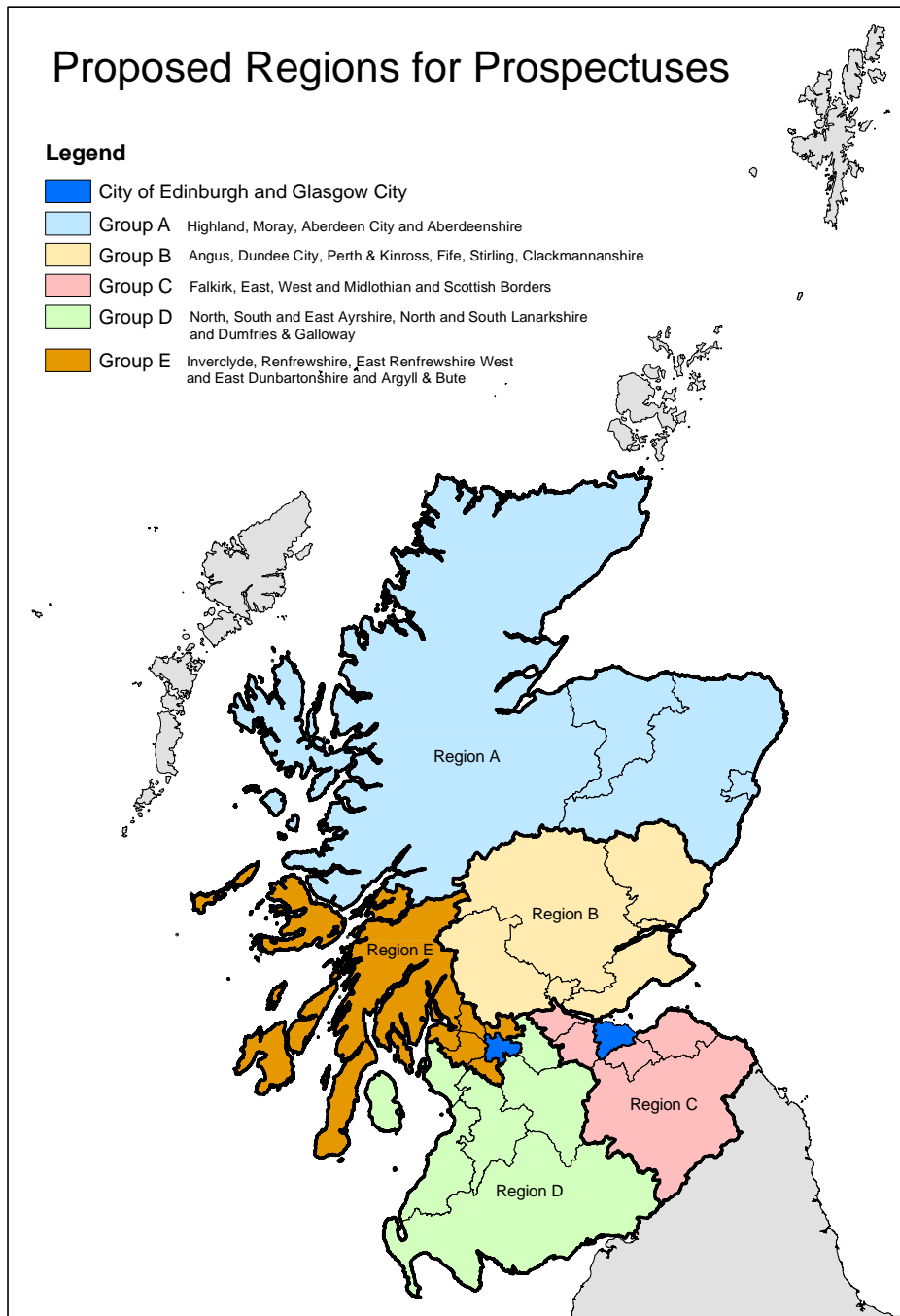
Deciding on the regions

22. Local authorities will have a strong interest in the specification of the regions since authorities within a region will need to adopt a shared approach to assessing priorities for development. Many RSLs will also have a strong interest in this, especially those which already develop in a number of local authority areas, or which have aspirations to be Lead Developers. We are therefore inviting authorities, working with RSLs locally, to agree proposals for a regional split in line with the principles set out above. Purely for illustrative purposes we have provided an example of the possible regional geography at Figure 2. However, no decision will be made until after receipt of advice from COSLA and the SFHA and further consultation with these stakeholders.

Question 6

Do you agree that Councils, as the strategic planning and housing authorities, and in collaboration with RSLs, should advise on the regions to be adopted as the basis for Prospectuses?

Figure 2¹¹



¹¹ Local Authority Boundaries, Ordnance Survey Boundary Line 2008 Affordable Housing Data, Scottish Government 2008
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The content of Prospectuses

23. The Prospectuses will set out the opportunities and priorities for development in specific locations. Each Prospectus will need to reflect the combined SHIPs and available resources for each of the authorities concerned. In effect, the Prospectuses will act as invitations to RSLs to bid for subsidy. The proposed content of the Prospectuses, set out in Table 2 below, will be subject to discussion and agreement with our local authority partners.

Table 2 – Content proposed for Prospectuses

Number of new homes

The target number of all new affordable homes over the period covered by the Prospectus will be set out.

Size and type of new homes

The Prospectus will detail the different sizes of affordable housing, both for rent and low cost home ownership, that will be required, reflecting the needs of families, couples and single people as assessed by each local authority. Careful consideration about the housing needs of older people, people with disabilities and other equality groups in terms of the future investment will be expected, and will be covered in the Prospectus.

Location and sites

The identification of land and specific sites as well as the broad specification of the preferred location of new affordable homes will be set out. This will need to reflect the priority to be given to supported or specialist accommodation, and to remote and rural areas. It should also take account of surplus public sector land and the requirements of SPP3.

Quality

This will set out matters such as the quality standards required for individual new homes – including building standards as updated from time to time (eg to reflect new standards in respect of energy efficiency) and the requirements of SPP6. This part of the Prospectus will also set out the importance of planning for well-designed places and housing developments which contribute to the creation of sustainable, mixed communities - through building houses and neighbourhoods which relate to their surroundings, support healthy lifestyles and allow for reasonable access to employment, amenities and services.

Allocation of funding

Each Prospectus will outline the funding that will be allocated in line with the resources available and the affordable housing investment priorities for the region.

Regeneration

The priorities for regeneration and the contribution which the required investment will make to regenerating an area, revitalising communities, and links to other projects (such as Urban Regeneration Companies) will be highlighted.

Timescales and priorities

The timing and priority for bringing forward development and completing new homes will be set out. This will, of course, have a strong relationship with the housing need as assessed by each local authority, local Development Plans, the availability of land, and public funding over the period covered by each Prospectus.

24. Prospectuses will also set out the indicative budget available, which will be specified at local authority level and for up to three years ahead. We have agreed with COSLA to set up a joint group of officials to look at the Strategic Housing Investment Framework which is the basis on which these allocations are determined. However, the final allocation of resources to be spent in each area will depend on the proposals from RSLs in response to the Prospectuses, and on how successfully the investment and new homes are delivered in each area by the RSLs.

Question 7

- a) Do you agree the scope of the content proposed for Prospectuses set out in Table 2?
- b) How can we ensure that the housing need of people with specialist requirements or in more remote or rural areas are fully reflected in Prospectuses?

Rent levels

25. Some stakeholders have indicated to us that it would be beneficial if other information is provided within Prospectuses, for example on maximum permissible rent levels.

26. The issue arises from concern that the award of grant on the basis of the lowest requirement for subsidy could put pressure on rents. Affordable rents are an essential characteristic of social housing in Scotland and nothing in these proposals for investment reform is intended to detract from this, not least given the pressure on household incomes emerging as a consequence of the present economic climate.

27. We have concluded from this that it might be appropriate to provide guidance on maximum rent levels in Prospectuses. We therefore propose that:

- The Prospectuses should set out maximum rent levels (which will take account of affordability to households in low paid employment and will assume future rent increases will be no more than inflation plus 1%) and each RSL will have discretion to propose rent levels below these maxima;
- Rents proposed below the maxima would be accepted for the purposes of assessing proposals; and
- Rents that are within 5% of the maximum would be accepted, if supported by a case that justified affordability for the tenants.

Question 8

- a) Do you agree that there is a need to provide guidance within Prospectuses on maximum rent levels and is the proposed framework acceptable?

Question 9

- a) Are there other issues which would similarly benefit from guidance?
- b) What are these and what is the case for including them?

Chapter 3

LEAD DEVELOPERS: A MORE SPECIALIST ROLE FOR DEVELOPMENT

Lead Developers

28. *Firm Foundations* proposed to address the current fragmented approach to investment in affordable new homes through introduction of regional Lead Developers. This envisaged all subsidy being channelled to a small number of RSLs which would take the lead in providing new affordable homes in a small number of regions across Scotland, building homes on behalf of other RSLs which would ultimately own and manage the properties. We have received a number of comments on these proposals - in the responses to *Firm Foundations*, in the responses to the subsequent consultation on changes to HAG and at regional seminars on investment reform held in August and September 2008. Our proposals have been refined in the light of this debate.

29. Our objective is a network of Lead Developers across Scotland in order to strengthen the sector's approach to procurement and investment, and through which we will channel the majority of our Investment Programme. This chapter sets out proposals for a Lead Developer model that builds on existing strengths and initiatives. It should be considered in tandem with chapter 4 which describes how RSLs would be able to establish development consortia, and how consortia would relate to stakeholders and to other RSLs which would no longer be directly involved in managing development.

30. In some areas it may take time before Lead Developers emerge which have the capacity to deliver a substantial regional programme. While our reforms remain radical and our objective of better value remains clear, we are proposing a transitional approach to investment reform which allows time for the sector to respond to the new opportunities and for new structures to emerge from within the sector.

Summary of the proposed process

31. We are proposing a two-stage process for the identification of RSLs to receive subsidy and to be appointed as Lead Developers. The process is described in detail in chapter 5 but is also outlined here to help in understanding the Lead Developer role.

- The first stage of the process is **pre-qualification**, which will take place on a national basis. At this stage a number of RSLs will be identified as pre-qualified; they will be eligible to apply for subsidy and will be invited to set up consortia.

- The second stage is the **competition for subsidy and for appointment as a Lead Developer**. This stage takes place separately in each region. At this stage all the pre-qualified RSLs will be invited to submit proposals (based on the Prospectuses outlined in chapter 2) and some of their number may be appointed as Lead Developers within the region.

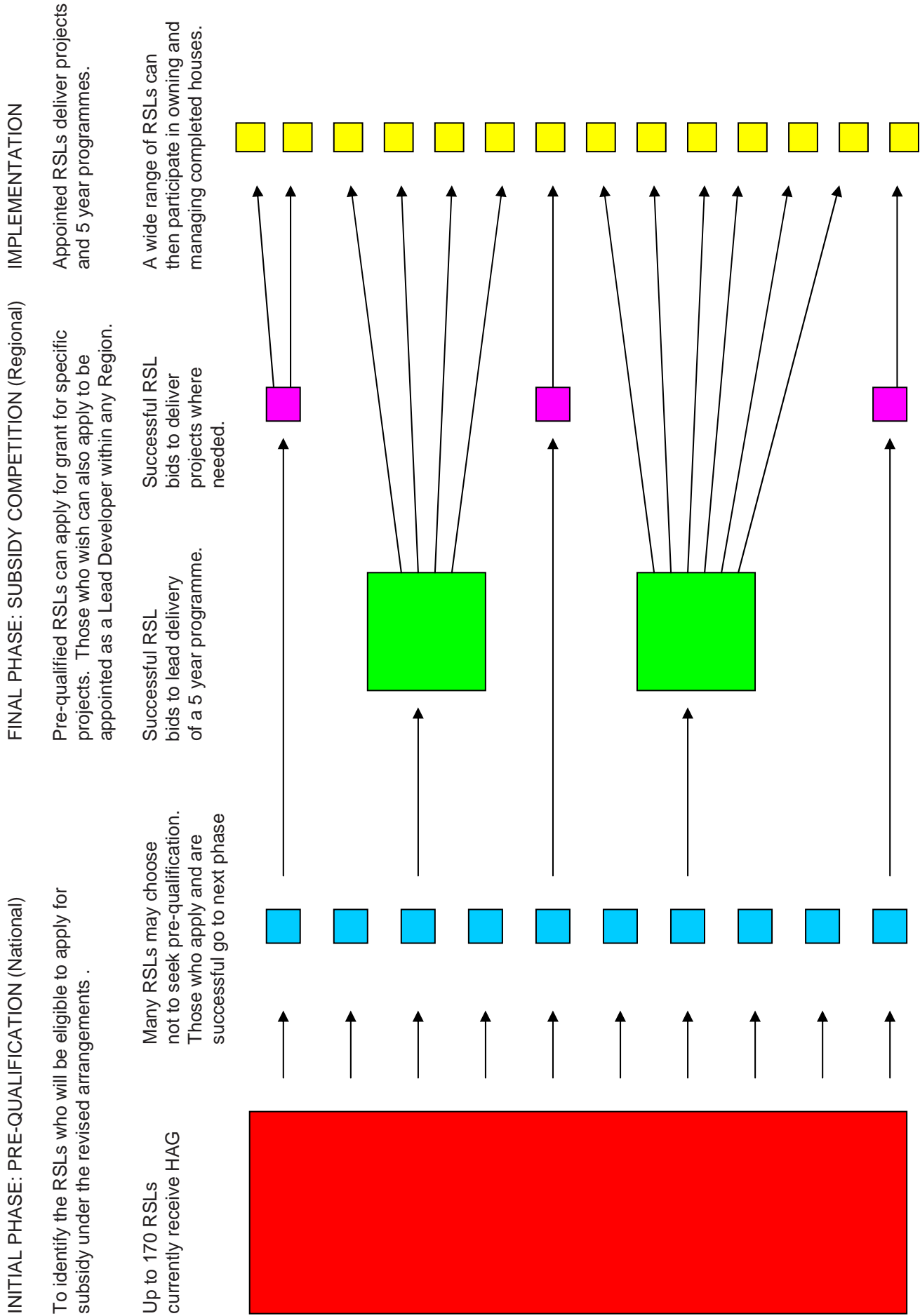
32. This two stage process is illustrated in Figure 3. Only those which pass pre-qualification will be eligible to apply for subsidy to develop, either on their own behalf, or on behalf of others in their consortium. It is possible that some RSLs will see this as a satisfactory end-point and will choose not to seek appointment as a Lead Developer. However, appointment as a Lead Developer would **guarantee the RSL/consortium a significant share of subsidy for up to five years**, provided that their performance remained satisfactory. Therefore, we expect that many RSLs which pass pre-qualification will aspire to become a Lead Developer in one or more regions.

33. Three further key features of the proposed new system are:

- **Multiple Lead Developers:** The system should allow for there to be more than one Lead Developer appointed in a given region. This will ensure that we are not over-dependent on one organisation and that competitive challenge is maintained.
- **Flexibility:** The appointment of Lead Developers will be at the discretion of the Government in consultation with the local authorities which comprise the region. It is envisaged that there will be early appointments of one or more Lead Developers in some regions, while in others it may take longer to reach that point. And there will need to be a mixed economy within each region so that, whilst most of the available subsidy should be directed to Lead Developers, some will also be directed to other pre-qualified RSLs (as described in chapter 5), at least for the time being.
- **Integration:** All RSLs with intentions to acquire new housing stock would be encouraged¹² to link together in development consortia with a recognised consortium head (see chapter 4). Provided that the consortium head satisfies the pre-qualification criteria described in chapter 5, it would be eligible to apply for subsidy on behalf of the whole group, and would be the consortium's potential candidate for appointment as a Lead Developer.

¹² Joining a consortium will not be mandatory. However, any RSL wishing to remain as a stand-alone organisation for development purposes would need to first satisfy the requirements for pre-qualification that are set out in chapter 5 in its own right, and it would then have to compete to secure subsidy. Unless it was able to secure appointment as a stand-alone Lead Developer, it would find it harder to obtain funding with the passage of time, because the great majority of subsidy will increasingly be awarded to the Lead Developers and their consortia.

INVESTMENT REFORM: PROPOSED STRUCTURE



34. This flexible approach should benefit RSLs that have a sound track record and can deliver new investment in affordable homes in the short term. It enables RSLs that are ready for the Lead Developer role and are already working in a consortium to be recognised quickly. And it provides a route for other RSLs with the ambition and ability to become Lead Developers but which need more time to prepare for this.

The role of Lead Developers

35. We want Lead Developers to be industry leaders. Lead Developers will be established strong performers and exemplars of good practice in procurement and investment in affordable homes. They will have strong connections and relationships with local authorities and other major stakeholders. Appointment as a Lead Developer would offer RSLs opportunities for increased control over the planning and management of investment and for developing stronger relationships with central and local Government as well as with contractors, developers and other private sector partners. And Lead Developers will further develop good practice in investment and procurement, acting as beacons for further improvement for the benefit of the sector as a whole.

36. There are a number of benefits of having Lead Developers compared with the current approach to housing investment:

- There would be better identification of available resources – whether land, cash or skills – and better coordination and application of these resources in addressing housing need;
- There would be increased specialisation in the development and procurement functions; core skills and knowledge would be concentrated in the hands of a specialist team and processes would be streamlined;
- Lead Developers would be in a stronger position to take a more sophisticated approach to land acquisition; they would be better placed to engage with local authorities about securing land supply and should be in a stronger position to engage with the private sector about access to land banks or purchase of sites or options over sites.
- Lead Developers will be better able to engage with funders and to develop more sophisticated and robust approaches to funding projects and managing development cash flow;
- There would be increased opportunities to join up projects to create larger programmes over a longer period of time, and by doing so to benefit from increased economies in the investment and procurement functions; and
- This would support longer-term business planning, stronger asset management and more innovative procurement arrangements by the sector.

37. Lead Developers will have a strong role to play in working with stakeholders, in planning and in promoting quality of developments. The likely scope of these responsibilities is set out in Table 3 (Lead Developers will also have the general responsibilities expected from all those that head a development consortium, which are set out in Table 5 in chapter 4).

Table 3 – Responsibilities of Lead Developers

- **Planning:** Lead Developers will identify investment opportunities that can meet housing need and turn the strategic investment priorities identified by local authorities and set out in Prospectuses into a reality (see chapter 2). This will include identification and confirmation of available land, funding and skills, and plans for the co-ordination and application of these resources. The Lead Developer will have the ability to negotiate and work closely with local and central Government and will lead on this.
- **Quality:** Promoting the highest quality standards for developments whilst also securing more value for the Government's investment will require new thinking by the Lead Developer and its consortium partners around current development and procurement processes. The Lead Developer will promote greater standardisation in process and product whilst at the same time ensuring the quality of the new homes provided. They will be well-placed to work with bodies such as Architecture & Design Scotland to ensure a high quality in design and place-making.

Implications for RSLs

38. The introduction of Lead Developers will have implications for all RSLs. A decision not to continue to develop does not mean the end to a supply of new affordable homes for an RSL. They will still be able to secure this by joining a consortium and working with the head of the consortium or Lead Developer to provide the new houses on their behalf. Obtaining new homes through a Lead Developer and consortium structure will not affect the legal status, nor core responsibilities of the board or committee of an RSL.

39. The roles and responsibilities that will remain in the hands of an RSL, even if they source new homes through a Lead Developer and consortium, are outlined in Table 4.

Table 4 – Roles and responsibilities that will remain in the hands of non-developing RSLs

- **Core housing services and wider role:** The local provision of core housing services, any wider role activities and engagement or consultation with tenants will remain the responsibility of local RSL partners. Their boards or committees will remain accountable for this just as they are now. They will be very well placed to keep their Lead Developer in touch with local concerns and issues and to identify any scope for enhanced or improved delivery of services.
- **Planning:** local RSLs, using their local knowledge and connections, should be in a position to help inform the Lead Developer's plans and timescales which will form the basis of any proposal and grant agreement.
- **Build and quality specifications:** The local RSLs will be able to advise their Lead Developer partner about what is required and what will work in terms of design and specification of new homes in relation to national and local standards. They will be able to ensure that the views of tenants and the community are appropriately reflected in the places and communities where the new homes will be located.
- **Contracting and procurement:** The local RSLs will be able to input to the consortium's overall contracting and procurement strategies. They may well be able to contribute and make use of existing local connections for the benefit of the consortium as a whole and could be in a position to influence the inclusion of skills and employment initiatives, for the benefit of their communities.

Question 10

- a) Is the Lead Developer role proposed here sufficient to deliver a more streamlined and effective approach to investment in and procurement of new affordable housing?
- b) Does it adequately balance and recognise the needs and roles of non-developing RSL partners?

Question 11

What are your views on the routes we propose for establishing Lead Developers?

Chapter 4: DEVELOPMENT CONSORTIA

Introduction

40. This chapter outlines our proposals for development consortia. It explains the role of the head of a consortium, formation of consortia, the importance of consortium agreements and the bodies we consider should be able to join a consortium. It complements the discussion of Lead Developers in chapter 3.

Principles

41. In recent years, many Scottish RSLs have sought ways to work more closely together, especially on procurement and development issues. We consider that, in order to secure the required increase in efficiency in procurement and investment, most RSLs will need to operate with the backing and support of a number of other RSLs. After pre-qualification, the first step for any RSL seeking to become a Lead Developer will therefore be to establish relationships with other RSLs in order to form a consortium.

42. There should be flexibility in how consortia are structured, so that any RSL wishing to add to its stock is free to apply to join any consortium, or indeed more than one consortium¹³.

43. Of course, RSLs will work out for themselves what suits them best and a successful consortium will depend on strong and positive relationships amongst all consortium members. Previous experience and good practice suggests that these relationships must be formalised in an agreement which is clear about responsibilities and where accountability for decision making lies. We propose **not to prescribe either which consortia RSLs should join, nor how a formal agreement between consortium members is structured**. But we do propose that each consortium head and members should **put a formal agreement in place** and that this will be a requirement for any consortium that bids for subsidy.

Responsibilities of a consortium head

44. We propose that an RSL in the role of consortium head will be responsible for the investment programme and development processes for themselves, and on behalf of the other members of their consortium. The expected scope of these responsibilities are set out in Table 5:

¹³ It is also possible that a *pre-qualified* RSL may wish to join another consortium led by another pre-qualified RSL in another part of Scotland. This could happen, for example, where they wished to lead developments in one area but also take ownership of assets developed by another pre-qualified RSL elsewhere.

Table 5 – Expected roles for consortium heads

- **Leadership** - It is anticipated that consortium members will contribute resources (which may be land, or local knowledge, or appropriately experienced staff) to the overall development activities of the consortium, so that maximum value can be secured from new investment. Consortium heads will agree with the other consortium members what the nature of their contribution will be, how relationships within the consortium will work and which organisation will eventually pay for, own and manage the new homes. They will also agree with consortium members how to manage contracting and procurement in order to secure the most value from the process, and how completion and transfer of new homes to the eventual owners and managers will work.
- **Contracting and procurement** - With the consent and support of other consortium members, the consortium head will negotiate and contract as necessary with private sector and public sector organisations. They will use the opportunities available from longer-term planning to put in place Framework Agreements for the development of new homes and will take advantage of opportunities for more efficient and effective procurement.
- **Quality** - The consortium head will be expected to ensure that the quality of the new homes to be delivered will continue to be of a good standard. This starts with meeting new higher Building Standards consistent with the Sullivan report¹⁴ which aims to reduce carbon emissions from new build by 30% in 2010, and extends to ensuring a high quality of design, ensuring that the new homes have a positive impact on the local neighbourhood.
- **Grant agreements** -The consortium head will be the body that receives and manages subsidy and will be accountable for spend to Government and to other RSL partners. The consortium head will be expected to affirm progress during the course of the development period and this progress will be judged against targets and milestones set out in the grant agreement. Should there be slippage in the programme or other difficulties, the consortium head will be expected to take corrective action. To do this successfully it will be very important that the other consortium members recognise the consortium head's role in this and allow it sufficient authority.

Formation of consortia

45. We wish to encourage formation of RSL consortia as early as possible. It is preferable, though not essential, for consortia to be formed *before* a pre-qualification application is made by the prospective consortium head. It is also possible that some RSLs that already operate in a grouping with like-minded RSLs can quickly form consortia. They will then be well-placed to seek pre-qualification and to begin work on a long-term proposal that is intended to lead to appointment as a Lead Developer.

46. We propose that an RSL does not have to be pre-qualified in order to **join** a consortium. But they do have to be pre-qualified in order to **lead** a consortium. RSLs which aspire to lead a consortium but need more time to formalise arrangements can still apply to be pre-qualified. If successful at pre-qualification,

¹⁴ The Scottish Government and L Sullivan (2007), A Low Carbon Building Standards Strategy for Scotland, http://www.sbsa.gov.uk/pdfs/Low_Carbon_Building_Standards_Strategy_For_Scotland.pdf

they will have the opportunity to form a consortium and to work towards future appointment as a Lead Developer.

47. There will need to be flexibility for the membership of consortia to change from time to time, as RSLs' priorities and plans evolve. However, there also needs to be clarity over the structure of the consortia at the point when applications are made for subsidy from the Government. A key principle is that awards of subsidy are made to the **consortium head**.

Consortium Agreements

48. The success of consortia will depend on constructive collaboration between the various RSL members and with other stakeholders. As indicated earlier the relationships between the head and members of a consortium, and the risks they will face and require to manage, will need to be worked through and reflected in a formal agreement.

49. RSLs are advised to seek appropriate professional advice as there are a range of risks and issues which will need local solutions that reflect the circumstances of the individual RSLs concerned. We have identified some of these risks and issues and they are discussed in Table 6.

50. There is a considerable body of advice and good practice available on partnership working and identifying and managing risk. However, we believe that the sector and individual RSLs could find specific guidance and support helpful when working out whether to seek pre-qualification or deciding whether to join or set up a consortium. We propose to work with the SFHA and local authorities to develop principles and guidance on these issues as appropriate.

Question 12

a) Do you agree with the proposed principles of consortia and responsibilities for consortium heads?

Question 13

a) Do you agree with the proposals on formation of consortia, including the requirement of a formal agreement to govern relationships within consortia?

b) What guidance would be helpful to support the sector in setting up consortia and Lead Developer arrangements?

c) What guidance would be helpful to ensure tenant and community engagement in decision-making?

Table 6 – Issues likely to be considered when setting up development consortia

- **The size of consortia** – We consider this is a decision that is best left to the sector and individual RSLs. RSLs should think this through carefully as the number of consortium members will impact on decision-making as well as determine the skills and financial capacity that may be brought to bear, through the consortium head, on the projects for which it bids.
- **How funding might work** - The combined financial strength of all consortium members will influence the size of programme the consortium head will be willing and able to bid for, and will affect its capacity to be appointed as a Lead Developer. This will also determine the minimum amount of subsidy that will be acceptable to consortium members. However, there will also need to be a trade-off amongst consortium members about the level of subsidy they can work with and the extent to which existing resources in the possession of some partners (whether land or finance) can be brought to bear to help fund new developments.
- **Borrowing and finance** – the consortium will need to adopt a consistent approach to raising and managing finance, whether the Lead Developer or individual consortium members are responsible for arranging private finance.
- **Access to resources** – Consortium members need to be clear what resources – including land and skills and experience of staff members – can be brought to bear on new investment. How these are then made available and applied to the investment programme will also need careful evaluation. Employment law, VAT rules, other taxation implications and EU procurement regulations will also need to be considered.
- **Targets and indicators** - establishing these will be very important as the consortia will need to demonstrate improved efficiency and improved performance throughout the development process. They will require careful negotiation between all the parties and will form the basis of grant agreements for Lead Developers (see paragraphs 85-87).
- **Development process** – This is connected to performance and targets as a more efficient and streamlined process should aid improved delivery and management of costs. Care will be needed in order to secure efficiencies in the development process whilst also protecting quality and keeping costs under control. The consortium head should be in a position to control costs and process, and report on performance to other consortium members. But the other consortium members will also need to be confident that the consortium head will deliver the new homes on time and to the required standards.
- **Ownership and management of the new homes** - All consortium members will need to agree up front where the homes are to be built and which members of the consortium will own and/or manage them. These decisions must be informed by a combination of the priorities set out in Prospectuses, the financial strength of each of the consortium members and the type of new housing that is required. There must also be clear agreement about how completed homes which the Lead Developer is not intending to retain would be transferred to another consortium member. Crucially, all parties need to be clear what will happen to the new homes if the intended owner or manager is no longer in a position to take them on. This will require careful long-term business planning and evaluation of the financial capacity of all consortium members.
- **Tenant and community involvement** - The consortium will need to work out how the views and concerns of local tenants and the community are taken into account in the investment in new affordable homes. In progressing the objectives of increased efficiency it will be important to ensure that the local connection and understanding of local need is not lost. There will also need to be agreement about how the views and concerns of tenants are used to continuously improve the processes.

Organisations other than RSLs

51. *Firm Foundations* envisaged that Lead Developers and all the members of consortia would be landlords on the Register of Social Landlords in Scotland. This includes RSLs that are subsidiaries of social landlords registered in other parts of the UK. We do not propose that RSLs registered in other parts of the UK would be able to become consortium members in their own right. This is because, should they wish to be involved in consortium, the option of seeking registration of a Scottish subsidiary should be an adequate mechanism.

52. However, we would be interested in views on whether bodies other than RSLs should be eligible to join consortia or to become either consortium heads or Lead Developers. We have not ruled this out, but consider that different and additional risks and potential conflicts of interest could arise as a consequence. These would need to be properly understood and evaluated. If and when such arrangements were permitted these issues would also need to be addressed within the formal agreement between the consortium members.

Local authorities

53. The Government supports the increased development of affordable housing by those local authorities in a position to do this. One option for the future would be to allow local authorities to become members of RSL-led consortia in order to pool development expertise and participate in joint procurement.

Non-registered bodies set up by RSLs

54. We propose that consortium leadership should not be open to non-registered bodies which have been set up by groups of Scottish-registered RSLs for the purposes of more efficient and effective development of new homes. Instead, we propose that all parties will need to agree that one RSL (ie the consortium head) is in overall control of the development function. This is in order to ensure that all recipients of subsidy are subject to regulation and the Government's investment is protected. We accept that this means that some bodies that are operating existing models may need to reform their structure. Nonetheless, we would be interested in receiving views about the risks and benefits of including bodies set up by RSLs *within* consortia.

Other private sector bodies

55. *Firm Foundations* suggested that, over time, it might make sense for private developers or house builders to become heads of consortia and recipients of subsidy. We believe this remains a possibility for the future although this could bring with it additional risks and issues as these are not regulated bodies and there would need to be processes introduced to protect the Government's investment. At this point, we consider that the costs of doing this outweigh the possible benefits this might bring.

56. A separate question is whether consortium *membership* could be widened to other private sector bodies, for example where there are existing commercial relationships between some RSLs and some private sector organisations. However, this might be incompatible with EU procurement regulations and the requirement for fair and equal competition between contractors. We therefore propose that consortium membership should only be open to those which procure new developments.

Question 14

- a) Do you consider that there may be circumstances in which consortium membership should include local authorities or other non-RSL bodies?
- b) In what circumstances would you see this as appropriate?

Question 15

Are there circumstances in which bodies other than RSLs might be eligible to become heads of consortia and Lead Developers?

Chapter 5: PROPOSED COMPETITIVE MECHANISMS FOR AWARDING SUBSIDY AND APPOINTING LEAD DEVELOPERS

Introduction

57. The role and purpose of Prospectuses to define the investment priorities for affordable housing were discussed in chapter 2. The concepts of pre-qualification, formation of consortia and appointment of Lead Developers were introduced in chapter 3, and chapter 4 explained the set-up and benefits of working in development consortia.

58. This chapter describes the underlying processes behind this in more detail. This includes how RSLs can be pre-qualified, how pre-qualified RSLs will be able to bid for subsidy and how Lead Developers will be appointed.

59. The role for local authorities and proposals for their involvement in the process are also discussed. The Scottish Government and COSLA have agreed that in the short term, the Scottish Government will work with local authorities to increase the consistency and transparency of decision-making on projects funded by Housing Association Grant (HAG). A systematic and coordinated approach to pre-qualification, awards of HAG and appointment of Lead Developers will be part of this.

Pre-qualification

Overview

60. The first stage of the reformed investment system will be to identify suitable RSLs through a process of pre-qualification. Pre-qualification will be on a national basis. Any RSL that wishes to apply for subsidy to invest in new affordable homes must first be pre-qualified. Only pre-qualified RSLs will be eligible to bid for subsidy to develop new homes in any part of the country¹⁵.

61. The purpose of introducing pre-qualification is to focus the future development of new homes in the hands of the most able and strongest-performing RSLs. This is also intended to reduce the administrative burden of the subsequent process for award of subsidy. One of the consequences of introducing pre-qualification will be that the total number of RSLs that will be eligible for subsidy will be fewer than the number of RSLs that currently receive HAG.

¹⁵ RSLs working in the island authorities may be exempt from the formal requirement to pre-qualify, but will be expected to pursue the pre-qualification standards.

Eligibility for subsidy

62. All pre-qualified RSLs will be eligible to bid for subsidy, but they will not have an automatic right to receive subsidy. Subsidy will only be awarded on the basis of an acceptable proposal in a competitive process. However, recognition as a pre-qualified RSL is a significant step as it indicates the Government's willingness in principle to invest in developments led by this RSL.

Development consortia

63. Pre-qualified RSLs will be encouraged to set up development consortia with other RSLs. This way, RSLs that either choose not to develop new homes themselves, or do not meet the pre-qualification criteria, can still have access to a supply of new affordable homes in the future by being a consortium member. Although pre-qualified RSLs can bid for subsidy to develop new affordable homes anywhere in Scotland it is likely that most will have an interest only in one region or a small number of regions, depending on the geographic focus of their own organisation and of the other organisations within their consortium.

Pre-qualification: the process

64. We will issue an invitation to all RSLs to apply for pre-qualification and propose to do this in the form of a questionnaire. As far as reasonably possible the information required will come from existing information either held by RSLs or already provided by them to the Scottish Housing Regulator. In this way the burden on an RSL applying for pre-qualification should be minimised.

Pre-qualification criteria

65. An application for pre-qualification should not be too onerous for well managed RSLs with a sound governing body and a track record in providing both quality services and quality new homes. The overall approach and the criteria we propose for pre-qualification are described in detail in Annex C; this may be summarised as:

- sound governance;
- financial capacity and ability to plan and effectiveness in managing finances;
- quality of service delivery; and
- the capacity to manage the development of larger projects, adoption of best practice in procurement and development processes and track record in the delivery of high quality homes.

66. The intention will be to develop a process for assessment of pre-qualification applications which is transparent and objective and which also minimises bureaucracy. We expect to make use of information from other partners such as the Scottish Housing Regulator and local authorities in reaching a decision about whether to accept or reject an application from an RSL.

67. In order to retain their pre-qualified status RSLs will need to maintain satisfactory performance and there may need to be a process to re-affirm the RSLs' pre-qualified status from time to time. And, in the interests of tenants and taxpayers, if an RSL's governance or financial management or overall performance fall below the level expected then it would risk losing its pre-qualified status and any further access to subsidy.

68. It should also be possible for additional RSLs to be pre-qualified in the future through re-running the process from time to time.

69. We propose to work with the Scottish Housing Regulator, the SFHA and COSLA in order to refine and agree the pre-qualification process.

Question 16

Do you agree that a pre-qualification process should be included in the new arrangements?

Question 17

Are the pre-qualification criteria and information requirements set out at Annex C a reasonable basis on which to work with the Regulator, the SFHA and COSLA to refine the pre-qualification process?

Bidding for subsidy by pre-qualified RSLs

70. We intend that awards of subsidy under the reformed investment system will be determined on a competitive basis, with all pre-qualified RSLs eligible to take part and submit proposals. Pre-qualified RSLs can submit proposals on their own behalf, or on behalf of other consortium members if they have a formal agreement in place. Their proposals will also need to satisfy the funding criteria.

71. In the initial round of the new competitive systems, it is intended that all subsidy will be awarded through this competitive process, with all pre-qualified RSLs able to compete for subsidy on an equal footing. However, in future rounds, a proportion of the available subsidy would have been committed in advance to Lead Developers, and the scope for other RSLs' individual projects to gain subsidy will therefore be reduced. As explained in Chapter 1, our aim is to allocate a majority of the Investment Programme to Lead Developers.

Funding criteria

72. The amount of subsidy required will be one criterion against which proposals will be assessed. However, this will also need to be balanced against additional criteria in order to ensure that a rounded assessment of value for money can be carried out. We propose that all bids should require to meet four further standard criteria:

- **Deliverability** - The pre-qualified RSL or other consortium member must have ownership or be able to secure ownership of the land; there should be a clear and timetabled plan for developing the units; and the RSL must be in a position to confirm the total amount of subsidy required.
- **Quality** - The proposal must meet the quality requirements set out in the Prospectus.
- **Local authority endorsement** - The proposal must contribute to the local authority's strategic plans for the region and reflect the investment priorities as set out in the Prospectus.
- **Ownership and management** - The eventual owner and manager of the new homes must be specified. Where this is another consortium member and not the pre-qualified RSL, then the arrangements for handover or transfer of the completed properties must be part of a formal agreement between the parties.

73. Only those proposals that satisfy all of the above criteria can be considered. Following this assessment, there will need to be a further transparent framework, based around the price and other criteria, to select those proposals which will receive subsidy. Our aim is to have as objective a framework as possible but we recognise that some elements of assessment will require the exercise of judgement, especially if minimum requirements in terms of quality or subsidy levels are exceeded. There are also opportunities for local authorities to contribute to the assessment, such as in the strategic fit of proposals against the priorities set out in the Prospectuses. As part of our agreement to work with local authorities to increase the transparency and consistency of decision-making on projects, we propose working with the SFHA and COSLA to develop the assessment framework and to clarify roles and responsibilities in the assessment process.

74. The assessment of proposals will also need to take account of the investment priorities set out in the regional prospectus, including the priority given to supported or specialist accommodation, and to remote and rural areas.

75. It will be in the interest of pre-qualified RSLs to submit proposals that satisfy the funding criteria the first time round because, depending on the number and quality of other proposals received, the opportunity to re-submit a rejected proposal and receive funding that year may be limited.

Question 18

Do you agree with the proposed funding criteria for bids for specific projects?

Question 19

Do you agree with our proposed approach to development of an assessment framework?

Question 20

How might we enhance the involvement of local authorities, RSLs and other stakeholders in the assessment of proposals?

Lead Developers

The principles

76. Our goal, as explained earlier, is for the majority of the Investment Programme to be delivered through Lead Developers. Only pre-qualified RSLs will be eligible to become Lead Developers and our objective is to see an increasing number of pre-qualified RSLs setting up consortia and seeking appointment as Lead Developers.

77. Lead Developers will be appointed for periods of up to five years. They will use all the resources at their disposal to plan and develop longer-term programmes of investment and will have access to subsidy over longer periods of time instead of having to rely on annual funding allocations, as most RSLs do at present. And Lead Developers will benefit from greater freedom in how they manage and deliver their agreed investment programme compared with other pre-qualified RSLs.

78. When considering a regional Prospectus, if a pre-qualified RSL is in a position to put together a proposal that involves delivery of a substantial proportion of the investment required for a number of years, then we would look to them to apply to be a Lead Developer for that area when they submit their funding proposal.

Application to be a Lead Developer

79. The process for applying to be a Lead Developer will be set out as part of the regional Prospectuses. RSLs that seek to be a Lead Developer will need to:

- Confirm that if a consortium is in place it is governed by a formal agreement between the parties about how the development process will work and which RSLs will own and manage the homes to be built;
- Specify an initial set of firm projects that can be commenced within the next twelve to twenty four months and which meet the funding criteria (see paragraph 72);

- Include a further programme of investment for up to five years ahead which will continue to reflect the priorities set out in the Prospectus and fit with the local authorities' plans; and
- Specify how clear targets, indicators and milestones will be used to track delivery of the programme.

Our assessment of a Lead Developer application

80. In deciding whether or not to appoint a pre-qualified RSL to be a Lead Developer in an area we will have regard to:

- Its commitment to develop housing appropriate to the area;
- Its financial capacity and governance (which may need to be re-visited if an RSL applies to be a Lead Developer some time after it was pre-qualified);
- Its assurance that the development process has been agreed with all consortium members;
- Its proposals for projects that are expected to commence within the first twelve to twenty four months, which will have to be fully costed, be properly scheduled and reflect access to a secure supply of land (projects scheduled to commence later on in the five years will not be expected to be fully costed at this point, but the initial costings and timescales used for the initial projects will form the basis for future negotiations);
- Clarity over eventual ownership and management of the new homes; and
- Proposed performance indicators (which will include timescales and milestones for completing projects) against which efficiency, effectiveness, and value for money will be demonstrated and which will form the basis for grant agreements.

81. In addition to this we propose to seek the advice of the relevant local authorities about the scope of the investment planned in affordable housing and their advice on the suitability of the RSL concerned to be appointed as Lead Developer.

Funding commitment

82. When we appoint a pre-qualified RSL as a Lead Developer this will include a commitment to make a significant proportion of the subsidy for that area available only to the Lead Developer during that period. In this way access to subsidy beyond the initial projects set out in the proposal should be straightforward. It will not require submission of further bids for subsidy in competition with other bidders, but it will be conditional on performance and delivery of new homes by the Lead Developer and its consortium over the period for which funding is agreed.

83. In consultation with the relevant local authorities we will have discretion over how many Lead Developers to recognise, and what proportion of the total investment programme would conditionally be committed to each. In due course it is intended to commit to more than one Lead Developer in each region in order to retain maximum scope for efficient development. However, it is also possible that there might not be any Lead Developers appointed initially in some regions, if proposals were judged not to be satisfactory or not to offer sufficient value for tenants and taxpayers.

84. Lead Developers will need to seek re-appointment at the end of their term, in competition with other candidates. It will also be possible for an RSL to have its Lead Developer position withdrawn in the event that it fails to perform in line with agreed targets and milestones, if the Scottish Housing Regulator has significant concerns about the RSL's regulatory profile or if it is subject to statutory intervention. This sanction is an important element in ensuring continued value for money and delivery of quality new homes.

Question 21

Do you agree with our proposed approach to the appointment and management of Lead Developers?

Grant agreements

85. Offers of grant agreements will only be provided to Lead Developers or those RSLs that have pre-qualified and have successfully bid for grant.

86. As is evident from the longer-term planning and tracking of performance that we propose for Lead Developers, we propose a fresh approach to grant agreements for them. This will entail review of current grant agreements and the conditions set out in them with the objective of introducing a more streamlined approach to administration of grant payments. The principle to be adopted will be to link subsidy to progress against agreed outcomes and outputs, recognising the maturity of the RSL sector, its experience in managing development programmes and the strong leadership role to be adopted by Lead Developers. We will therefore look to the Lead Developers to report their progress periodically against the milestones and targets that they have set for themselves. This approach will give RSLs much more flexibility in how they manage individual projects and it will reduce bureaucracy because the monitoring arrangements should be considerably reduced.

87. We propose to work with the SFHA and Glasgow and City of Edinburgh Councils¹⁶ to develop a revised grant agreement for Lead Developers.

Question 22

- a) Do you agree with the overall approach to grant agreements for Lead Developers as set out here?
- b) What do you suggest we could alter to make grant payments more streamlined?

¹⁶ Those local authorities that have Transfer of Management of Development Funding

Frequency of appointing Lead Developers and awarding subsidy

88. In conjunction with our local authority partners we will decide how often to run competitions to appoint Lead Developers. Ideally, this would be every three to five years which will encourage the sector to plan over the medium term, and which will also support the introduction of more efficient and effective procurement practices. Future rounds of competition for subsidy would be conducted as and when necessary, bearing in mind that, where Lead Developers have been appointed, much of the Investment Programme may already have been committed to them.

Chapter 6 IMPLEMENTATION

Timetable

89. Subject to responses to this consultation we are working to the following timetable:

- **June 2009:** Regional structure confirmed, pre-qualification prospectus issued and RSLs start to make provisional plans for joining consortia and applying to become a Lead Developer
- **September 2009:** deadline for applications for pre-qualification
- **October 2009:** appointment of pre-qualified RSLs
- **November 2009:** regional Prospectuses published and all pre-qualified RSLs invited to apply for subsidy and for appointment as Lead Developer
- **Oct 2009 – Feb 2010:** RSLs finalise both their consortium membership and investment proposals
- **March 2010:** Deadline for applications from pre-qualified RSLs/consortia for funding of specific projects over 2010-12 and for appointment as Lead Developer
- **April 2010:** Competitive awards of subsidy for 2010-2012 and appointment of Lead Developers for 2010-2015

Question 23

Do you have any comments on the proposed timetable?

Monitoring and evaluation

90. We intend to develop an appropriate monitoring and evaluation framework. We have agreed with COSLA to jointly monitor the delivery of nationally agreed outcomes and we propose to discuss how to do this in conjunction with local authorities and the SFHA. Ideally, we would like to see the framework in place by March 2010 but implementation of the framework will depend on the timetable for investment reform.

Question 24

Which indicators and what aspects of the Investment Programme should be included in a monitoring and evaluation framework?

ANNEX A

Our approach to consultation and how to reply

Consultation is an essential and important aspect of Government's working methods. Given the wide-ranging areas of our work, there are many varied types of consultation. However, in general, consultation exercises aim to provide opportunities for all those who wish to express their opinions on a proposed area of work to do so in ways that will inform and enhance that work.

The Scottish Government encourages consultation that is thorough, inclusive, effective and appropriate to the issue under consideration and the nature of the target audience, ensuring that every effort is made to ensure the representation of all stakeholder groups. Typically, our consultations involve a written paper distributed to organisations and individuals with an interest in the issue, and they are also placed on our website to enable a wider audience to access the paper and submit their responses.

A questionnaire is available to help you prepare your response to this consultation. This repeats the 24 questions posed in this paper. **You can respond on line** using our consultations web site at: <http://www.scotland.gov.uk/Consultations/Current>. This is where you'll also find the Respondent Information Form that has to be completed by every respondent. From here you can also access further information about our approach to consultation and all previous Scottish Government consultation papers and related publications.

Alternatively, you can respond to this consultation, including a completed copy of your Respondent Information Form in writing to **The Affordable Housing Investment Reform Team, Area 1-H South, Victoria Quay, Edinburgh, EH6 6QQ**; or by e-mail to AHIRPT@scotland.gsi.gov.uk, or you can send your response to us by **fax on (0131) 244 5596**.

All respondents should be aware that the Scottish Government is subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this consultation exercise.

The closing date for all replies to this consultation is Tuesday 17 March 2009. Copies of all the written responses received, except those where the individual or organisation request confidentiality, will be placed on the Scottish Government's web site. We aim to publish an analysis of responses in May 2009. If you wish to make a complaint about our consultation process, please contact the Affordable Housing Investment Reform Team at the address provided above.

Should you require a copy of this document in an alternative format or a translation into a community language, this is available on request. Please call (0131) 244 0078.

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant body.

ANNEX B

Regional Seminars

A series of regional seminars were held between 25 August and 10 September in Irvine, Dundee, Inverness, Aberdeen, Edinburgh and Glasgow, to which RSLs and local authorities were invited. The purpose of the seminars was to advise stakeholders about the Government's initial thinking and seek their views on aspects of investment reform.

A range of views were expressed by participants at each of the seminars. Overall, the views may be summarised under six headings:

- 1 Being more strategic and value for money**
Most were sympathetic to the aims of developing a more strategic approach and seeking to improve value for money. However, there was some scepticism as to where cost efficiencies could be found.
- 2 The credit crunch and the 2008 changes to HAG**
There were some early indications that RSLs were coping with the tighter grant assumptions. However, several felt that they were already seeking to reduce operating costs, and that the credit crunch made it very difficult for them to drive subsidy costs further down through use of savings or adoption of more commercial borrowing practices.
- 3 Lead Developers**
Reaction to the concept of lead developers was mixed. However, in some parts of Scotland progress along these lines is already taking place, and in some others it is recognised that this would be a sensible evolution for the RSL sector.
- 4 The future for community-based associations**
Some RSLs were positive and encouraged progress with reform as they were ready and keen to engage with the new approaches. However, other RSLs contended that small community-based RSLs developing at their own hand would be better placed to serve the needs of local communities and to innovate, both on quality and on value for money.
- 5 Competition**
The majority of RSLs were wary about the introduction of competition. They were concerned that competitive mechanisms would need to be designed with care if they were not to introduce perverse incentives.
- 6 Local authorities' role**
There was considerable interest in the future role of local authorities, and requests for clarity on how future competitive approaches could integrate with local authorities' strategic role regarding social housing developments in their areas.

ANNEX C

Outline pre-qualification questionnaire

SECTION 1 – APPLICANT INFORMATION	
Name, location, contact details	<p><i>This is in order to confirm which body is applying, that they are on the Register of Social Landlords, and how to get in touch with the applicant.</i></p> <p><i>This would also be where information about any formal group structures (parent and subsidiaries) would be confirmed.</i></p>
SECTION 2 – CONFIRMATION OF GOOD STANDING	
<p>A Statement of Good Standing, that confirms that the applicant:</p> <ul style="list-style-type: none"> • Has the necessary powers; • Is not in financial or governance difficulties; • Is not experiencing legal difficulties; • Provides quality housing services; and that • The applicant's accounts are in good order 	<p><i>This to ensure that pre-qualified RSLs are of good standing and not subject to difficulties that may give rise to unacceptable levels of risk.</i></p> <p><i>We could rely on annual accounts, the Management Letter prepared by the Auditor and regulatory assessments by the Scottish Housing Regulator, but there are likely to be time lags between this information being made available and the submission of applications for pre-qualification.</i></p>
SECTION 3 – FINANCIAL STANDING	
<p>A copy of the most recent audited accounts and the most recent five year financial forecasts for the applicant RSL.</p> <p>If the applicant is a subsidiary of another RSL, a copy of the consolidated and/or group accounts and parent RSL's accounts will be requested.</p>	<p><i>The results of the five year financial forecasts may be sourced from the Scottish Housing Regulator, if the RSL consents to this.</i></p> <p><i>If no forecast has been completed, then it is proposed that an RSL wanting to pre-qualify should complete one.</i></p>
SECTION 4 – DEVELOPMENT AND PROCUREMENT EXPERTISE	
General	
Details of any quality assurance or accreditation which is relevant for the procurement and development functions.	<i>Examples may include ISO9000, ISO140000, membership of Housemark, adoption of nationally-recognised construction codes of good practice.</i>
Details of management arrangements for controlling and procuring development work over the past three years.	<i>This is intended to source practical evidence about the applicant's approach to managing and controlling projects.</i>
Examples of recent development projects	<i>This is in order to source evidence to support the applicant's statements about innovation, quality, design, procurement, supply chain management, sustainability and efficiency.</i>

Innovation	
Examples of innovation introduced by the applicant in order to improve value for money	<i>Examples might include: modern methods of construction; cost management; increased energy efficiency; whole life costing and asset management</i>
Design	
Information about the approach taken to ensure design quality: how the applicant has ensured compliance with design standards and how it manages projects to ensure that this is delivered in the completed new homes.	<i>This is intended to go beyond Building Standards. It should capture the standards to which the applicant works and to which it holds contractors and developers working on its behalf.</i>
Supply Chain Management	
Any involvement by the applicant in buying clubs, Strategic Framework Agreements or other bulk purchase arrangements, and what their requirements are regarding workforce or contractors' involvement in construction skills certification schemes.	<i>These questions are intended to promote adoption of improved supply chain management.</i>
Efficiency	
The applicant's approach to use of whole life costing, use of existing land banks and general deliverability.	<i>These questions relate to general deliverability and the applicant's approach to project, cost and risk management.</i>
Equality and Diversity	
A statement by the applicant about their approach to discharging their general duty to promote equality and diversity through development of new homes. This could include how they work with communities and promote improved relationships.	<i>RSLs are expected to ensure that unlawful discrimination is eliminated and that they promote equality of opportunity in all they do. This should be demonstrable in their approach to investment in new homes.</i>
Sustainability	
An explanation from the applicant about their approach to planning for and delivery of increased sustainability of their new developments.	<i>Given the importance of tackling climate change it would be a preferable for the applicant to provide some evidence of their approach rather than simply confirm that they have a policy.</i>



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Appendix B

Investment in Affordable Housing **Shetland Islands Council (SIC) response to consultation** **December 2008**

Question 1 – To what extent does our assessment of the current economic situation reflect your assessment?

Answer 1 – The SIC assessment matches the assessment made by the Scottish Government.

Question 2 – Does the economic situation strengthen or weaken the case for investment reform and why?

Answer 2 – The reform of investment is in our view long overdue. The possibilities and recommendations for reform were set out in our submission on the consultation for “Firm Foundation”. The current economic problems hasten and accelerate the need for reform. The current proposals continue that approach. It is our view that as long as decisions are predicated on a belief that only one sector can resolve this problem then, the maximum potential of reform will not be met.

We would welcome an equitable approach where those best placed to develop at any one time are able to do so without impediment.

Question 3 – Do you agree that local authority Strategic Housing Investment Plans and related strategies should form the basis for identifying investment priorities for periods of up to five years?

Answer 3 – We believe that logic and common sense dictates that any investment programme as important as this should be looking and planning as far as possible in advance. Five years seems a sensible time scale for such planning. However, the Strategic Housing Investment Plan (SHIP) is currently in our view just another layer of administration that adds little value to the existing Local Housing Strategy (LHS). Therefore, as the guidance, presentation, assessment and overall value of the SHIP is less than robust, not proven or particularly meaningful to our local authority area, we cannot at this stage agree that the SHIP is a sound basis for making such decisions.

Question 4 – Do you agree with our proposed principles on which geographic regions for investment will be based?

Answer 4 – Provided that proper recognition and provision is made for remote island communities like ours, we have no reasonable objection to the principles outlines for the remainder of mainland Scotland.

Question 5 (a) – *Do you agree with our proposed treatment for Orkney, Shetland and the Western Isles Councils?*

Answer 5 (a) – We wholeheartedly agree that the three remote island communities will require a different approach and we welcome this early recognition. We would favour the setting of equitable development funding amounts as a minimum for remote island areas of Shetland, Orkney and Western Isles.

The simplest example of differences is the additional cost associated with transporting building materials to these islands. Generally, this results in an estimated increase in cost of 25% over and above mainland construction rates. This will act as a disincentive to any lead developers that are mainland based and so we would like to see this issue addressed within any proposals.

We welcome the recognition that working in a remote island community brings unique challenges. In our case in Shetland, we are committed to joint working with the only local RSL to counter the local housing pressures. However, current investment is clearly and demonstrably not meeting current needs. Therefore, we would welcome any initiative that increases housing supply and improves the capacity for joint working.

We do not want to see anything that reduces or risks reducing the current level of much needed development in Shetland.

Question 5 (b) – *Do you agree with our proposed approach for Glasgow City and City of Edinburgh Council's?*

Answer 5 (b) – If we accept that remote islands need to be treated differently then, we must also accept that large urban areas like Glasgow & Edinburgh are also different. Our only plea is that the Scottish Government recognise that despite the difference in scale between islands and cities, the problems associated with a lack of housing are proportional. Therefore, whatever the response is to be, it must also be proportional and equitable.

Question 6 – *Do you agree that Council's, as the strategic planning authorities, and in collaboration with RSL's, should advise on the regions to be adopted as the basis for prospectuses?*

Answer 6 – Yes.

Question 7 (a) – *Do you agree the scope of the content proposed for prospectuses set out in table 2?*

Answer 7 (a) – Largely yes. However, we would also ask that the quality section highlight the need for the new homes to be entirely suitable for their geographic location and prevailing weather conditions. For example, homes in remote islands

need to be sufficiently robust to survive the naturally occurring inclement weather. Similarly, the maintenance cycles in such locations needs to be properly highlighted.

Also, the transportation aspects need to be included. For example we would need to ensure that any remote location had adequate transport links to avoid the risk of low demand. This would also help to address issues relating to de-centralisation.

Further, there would also need to be links to other infrastructure and provision of services. For example, is the local school large enough, can sufficient service be provided without damaging cost? It is possible that a scheme might meet the criteria as currently proposed but be so inaccessible to services that it becomes restrictive.

Question 7 (b) – How can we ensure that the housing need of people with specialist requirements or in more remote or rural areas are fully reflected in the prospectuses?

Answer 7 (b) – If all of the planning and strategic work is correct the risk of not meeting needs will be reduced. This is an example of where the SHIP is flawed.

Question 8 – Do you agree that there is a need to provide guidance with prospectuses on maximum rent levels and is the proposed framework acceptable?

Answer 8 – Clearly, there needs to be consideration of the rent implications associated with any new development. Therefore, if we are to be serious about “affordability” there needs to be guidance on what the maximum rent should be. However, the cost of development is but one factor. The other major factors are long term maintenance and management costs. This is one of the main reasons why we would wish to see a multi – model approach in a national context. We believe that any initiative focused on a single solution is more likely to fail. We would welcome any equitable decisions relating to the direction of future funds.

With any housing organisation there will be a variety of management costs. Unless the work currently under consultation is matched with an efficiency drive on management costs, it might all be in vain in the longer term in any event. Similarly, the traditional modelling of rents at inflation + 1% will at some point cease to be affordable. At the same time a reduction in management costs would free up money that could be re-invested in new housing.

Our preference would be for whole life cycle cost, that takes into account initial capital cost, cost of any borrowing, cost of major and minor maintenance and the gross management cost which, demonstrates that all rent increases can be at inflation only. Without such a safe guard we are condemning future generations to unaffordable rents which might solve the problem today but make it worse into the future. Similarly, without inflation only protection, it is entirely feasible that developers will hold rents artificially low in early years in the full and certain knowledge that the cost will be recovered in later years. In this scenario successful bidding will be at the mercy of scruples. We would suggest that such an important issue for the nation should not be left to chance in such a way. Get it right first time would be our suggestion.

In summary and in a national context, what is the point of building houses efficiently, if they are to be managed inefficiently into perpetuity?

Question 9 (a) – *Are there other issues which would similarly benefit from guidance?*

Answer 9 (a) – As in answer 8 above, the management costs are a key factor, which needs to be controlled in the development phase to be successful in the long term. Those seeking funding directly or indirectly should be forced to demonstrate an ability to control and / or reduce their management costs.

Also, there is no mention of forms of contract or contract conditions as a means to achieving efficiencies. What about using Early Contractor Involvement (ECI), and NEC fixed price contracts, as an example?

The issues around the client and employers agent relationships are simply not mentioned at all. Traditional contracting routes will mean that this chance for efficiency will be greatly reduced, as full potential will not be realised. The process has to be looked at as a whole. Tweaking one part of it is not the best approach in our view.

Question 9 (b) – *What are these and what is the case for including them?*

Answer 9 (b) – See the answer to Question 8 & 9a.

Question 10 (a) – *Is the lead developer role proposed here sufficient to deliver a more streamlined and effective approach to investment in and procurement of new affordable housing?*

Answer 10 (a) – No, in a national context the current proposals permitting only RSL's to apply as lead developers is far too narrow and limiting. If an RSL is the best in a particular area, all well and good but, why explicitly exclude all other possibilities at this early planning stage? We believe all possibilities should be explored and all probabilities open for policy and operational development.

In a local context and in Shetland's case, the existing arrangements where there is only one RSL developer, the lead development options as proposed could be damaging if the local RSL is unable to compete in a meaningful way. In the short to medium term we would wish to see arrangements in place that allow the local RSL in Shetland to continue in their development role without impediment.

It is entirely possible in the fullness of time that local authorities, not for profit companies, charitable organisations, private developers, international organisations, innovators, entrepreneurs or consortia of developers will be able to mass produce a particular housing product at a reduced cost. The current proposals exclude and forbid such potential or opportunity. In a national context unless this changes, it's

more of the same forever, which is not really the radical reform that is suggested in the consultation document.

Our preference would be a move in favour of a simpler principle with, the landlord (in whatever form) specifying what they want and the most efficient supplier providing that product, whoever that may be and wherever they come from. The regulation can come in after the production of the product (the house) when the new regulated landlord takes it over and tenants move in. The development process should be a reality based economic decision and so beyond the need for regulation. In this scenario the only role of central government during development would be the facilitation of that process.

Question 10 (b) – *Does it adequately balance and recognise the needs and roles of non developing RSL partners?*

Answer 10(b) – In our view no, it does not for all the reasons set out in 10(a). Current proposals restrict non developing RSL's to purchase their require product only from one class of supplier. This is like telling tenants that they can only purchase their food from one type of supermarket when there may well be other supermarkets offering variations on a theme. OK, they can go to the same supermarket chain (RSL) in another town but it remains the same supermarket chain.

In our view, cloning of large RSL models to become monolithic suppliers brings the risk of monopoly supply, which will ultimately reduce the overall potential for efficiency and the very competition it is claimed to be required as a solution.

This raises a further question relating to all other sectors, are we seriously to believe that all of the EU wide mass housing developers in the private sector cannot possibly produce a product cheaper than the current proposed model in Scotland. Surely, it would make more sense to at least test the market. This is especially true in the present economic climate when the skills of the private developers are currently under utilised. Greater clarity and transparency needs to be built into the process to ensure non developing partners remain confident they are in receipt of the best value product. This includes regular benchmarking and monitoring of results by direct comparison to other sectors and areas across the UK and the EU.

Question 11 – *What are your views on the routes we propose for establishing lead developers?*

Answer 11 – The route itself is OK but it is the limited number of suitable applicants, which is the limiting factor. (see answers to questions 10 a & b).

There is also a further lost opportunity for efficiencies at this stage by not establishing the use of “nationally approved” designs. Naturally, we do not want to see mundane house types replicated all over Scotland. However, surely there is enough design expertise within Scotland to produce a “suite” of house types that can be modified in a variety of ways to change external appearances. This would reduce design costs significantly and ensure the end product meets the requirements of the Scottish Government.

The same house types could be type approved for the purposes of building control and deemed planning permission. The local authority in considering zoning could be making decisions on known parameters.

Another spin off would be that significant sums could be saved in administration costs at a national level, as there would be no requirement to employ staff reviewing and approving a multitude of designs / proposals into the future.

Overall this approach would bring greater certainty and reduced development, design and monitoring costs, which can be converted into more houses.

It is not believed that the number of standard house types needs to be limited or so restrictive that it becomes boring. As an example there are many volume house builders who rely on standardisation of house types. No volume house builder in the private sector produces a bespoke design for every customer nor, would the customer expect that unless they had limitless resources to pay for that design.

The routes proposed by the Scottish Government for lead developers could take more account of the economic and / or social principles of other sectors. Decisions relating to the final model to be adopted must be evidenced based.

Organisations that are genuinely competitive and efficient, should have no problem competing in a more open and competitive environment than the one proposed.

Question 12 – *Do you agree with the proposed principles of consortia and responsibilities for consortium heads?*

Answer 12 – Subject to the comments and our response to questions 10 & 11, it is thought the principle is sound. However, as a remote island authority we would like some clarity on what exactly will motivate the consortium head to come and work in our islands.

If it is the case that the lead developer would need to be incentivised in some way through further subsidy, might it be simpler, safer, easier and equally efficient to incentivise the local RSL by guaranteed minimum investment and cut out the administration in the middle. For us, this is about developing and growing the principles that work best in this locality. Given an equitable amount for investment, local agencies in Shetland can through proven experience work together to determine how best to maximise the return on that investment.

We would also welcome an explanation of how newly assessed lead developers will enter “the fold” in future years if the development funding is already divided for the next five years amongst those that are in the initial group of lead developers.

Similarly, if a “newly aspiring” lead developer can demonstrate potential to construct at a lower cost than an existing lead developer, will development funding switch automatically?

Question 13(a) – *Do you agree with the proposed principles of consortia and responsibilities for consortium heads?*

Answer 13 (a) – Subject to the comments in answer 12 above, yes.

Question 13 (b) – *What guidance would be helpful to support the sector in setting up consortia and lead developer arrangements?*

Answer 13 (b) – Make best use of existing knowledge and experience within the private sector. By adding this to existing RSL knowledge we should be able to get the best of all sectors without the risk of re-inventing what has gone before.

Question 13 (c) – *What guidance would be helpful to ensure tenant and community engagement in decision making?*

Answer 13 (c) – Evidence that they have actually asked the tenant, prospective tenants and the community what it is they want. Another view might be if they are incapable of demonstrating such techniques should they really be in the position of receiving public money?

Question 14 (a) – *Do you consider that there may be circumstances in which consortium should include local authorities or other non RSL bodies?*

Answer 14 (a) – Yes, as with any efficiency based on volume production the more units procured the lower the unit value and so the greater the potential saving. It is suggested that the more purchasing organisations that can be attracted to the process the better. This may even include procurement of houses on behalf of private sector clients as well as the more obvious public sector bodies.

There may also be other public sector bodies that may require housing such as NHS, police, fire services etc.

Question 14 (b) – *In what circumstances would you see this as appropriate?*

Answer 14 (b) – Any circumstances, which did not result in an increased cost for consortia members.

Question 15 – *Are there circumstances in which bodies other than RSL's might be eligible to become heads of consortia?*

Answer 15 – See responses to question 9 through to 12. It is our view that there should be no pre-determined notion on who the lead developer should be. It should not be about the nature of the organisation but it should be about its ability to deliver the right number of houses, at the right time, to the right standard for the right cost. Anything else is closing down options and removing any incentives that arise from naturally occurring competition.

Also, there may be opportunities in a commercial context to seek sponsors for some of this activity. For example large organisations looking to house large numbers of their workers may have a vested interest in seeing houses provided. There may also be examples of private sector organisations becoming involved and contributing as an act of philanthropy or tax write off.

Question 16 – *Do you agree that pre qualification process should be included in the new arrangements?*

Answer 16 – Yes, without such arrangements many organisations might be engaging in abortive work.

Question 17 – *Are the pre qualification criteria and information requirements set out at Annex C a reasonable basis on which to work with the regulator, the SFHA and COSLA to refine the pre qualification process?*

Answer 17 – Generally, we would say yes. However, we believe that this could be further enhanced with the adoption of some form of quality / price matrix to measure against. This should include more importantly, tenant representatives as panel members to be a part of the quality / price assessment. Shetland Islands Council has been operating such a selection system for many years and would be willing to share that experience with the Scottish Government.

We would also suggest a clear road map indicating how the successful lead developer will contribute towards the meeting of 2012 targets. This should be with clear unambiguous detail on how the meeting of such targets will be achieved.

Question 18 – *Do you agree with the proposed funding criteria for bids for specific projects?*

Answer 18 – Largely yes, but we would ask the question of how much weighting would be given to each criteria. For example if a local authority did not endorse a particular bid would that in effect stop the bid?

We would suggest that some form of unit cost or best value assessment be included as part of any funding bid. Also, how would the eventual owner know or have any way of controlling what the final cost would be? They would in effect be prevented from shopping around, market testing or seeking the lowest cost themselves.

Question 19 – *Do you agree with our proposed approach to development of an assessment framework?*

Answer 19 – This would depend on what was being assessed and who was doing the assessing. As a local authority not receiving any of these new properties, our primary focus would be on the output overall.

As such, we would have serious concerns if our local authority area were unable to secure funding because the mainland lead developer was inefficient or less than keen to participate.

If as a local authority we were purchasing some of the homes to be provided, in the interests of following the public pound we would want clear information on unit costs including any fees allotted to any developer, lead or otherwise.

Question 20 – *How might we enhance the involvement of local authorities, RSL's and other stakeholders in the assessment of proposals?*

Answer 20 – Honest, believable engagement and consultation would be a first step. In our case, there is a history of poor relations between this local authority and the former Communities Scotland to be overcome. We would wish to see old prejudices left behind. Also there is a need to recognise that the former Communities Scotland way of working is a well entrenched culture that will lead to reversion of that culture without significant change at all levels.

The Scottish Government will have to work hard by word and deed to repeatedly demonstrate that it is genuinely committed to local authority involvement. In this respect we would welcome the treatment of all partners as genuine equals compared with the current practice of partnership arrangements when it is strategically advantageous.

Question 21 - *Do you agree with our proposed approach to the appointment and management of Lead developers?*

Answer 21 – Yes. However, while recognising the assurance the Scottish Government must secure, we would also like to see a strengthening of the role joint funders might also wish to make.

Question 22 (a) – *Do you agree with the overall approach to grant agreements for Lead developers as set out here?*

Answer 22 (a) – Yes

Question 22 (b) – *What do you suggest we could alter to make grant payments more streamlined?*

Answer 22(b) – Standardisation of grant agreements agreed nationally, to ensure that some areas are not accused of being less stringent than their peers in the assessment of best value and efficiency.

Also consideration should be given to block sums awarded as a contribution towards a fixed number of housing units, leaving the detail of such developments to be agreed locally between strategic partners.

Question 23 – *Do you have any comments on the proposed timetable?*

Answer 23 – No

Question 24 – *Which indicators and what aspects of the investment programme should be included in a monitoring and evaluation framework?*

Answer 24 – Affordable rents, outputs, efficiency indicators to show year on year cost reductions, unit cost of development staff, salaries of senior staff engaged in the development process, types of contract used, measurement of any surpluses and value of reserves held.

1.0 Executive Summary

This feasibility study explores several options for providing short breaks and support service for families of children and young adults with additional support needs. With this very diverse group it was proposed that the accommodation required would be split into two, with a smaller facility required for the more able bodied children (specifically those with autistic spectrum disorders) and larger all-inclusive facility required for the less able bodied children.

The options explored in the feasibility study are:

- New purpose built facility with six bedrooms and staff accommodation; and assessment of several possible sites for locating proposed facility;
- Adaptation and extension of existing Laburnum House;
- Assessment of various SIC owned buildings to be adapted to provide the service
- “Do Nothing” option.

For the proposed new building no definite site was decided upon. One of the service objectives is to ensure that children and young people using the service are included in mainstream activities wherever possible, for this reason it is important that the service remains located in Lerwick, and an accesible central location, with easy access to most amenities, is considered a necessity by the client and the consultees.

For Laburnum House there are three options of extending the existing building that vary by the extent of adaptations. All options provide min. four bedrooms, plus staff accommodation, for the growing number of children on the autistic spectrum. Drawings and budget costs were prepared for all options and discussed with stakeholders and statutory authorities.

2.0 Introduction

2.1 Background

There are an increasing number of children with profound and complex needs, both locally and nationally, who are surviving into adulthood. There is also an increasing number of children diagnosed with autistic spectrum disorders. Consequently there is a growing need for greater and more flexible care for these children and their families. At the same time there is a local need for palliative care and end of life support for children and young people with life-limiting conditions.. These children currently travel to the mainland for support, adding to the stress these families are under and taking them away from the wider family and community support they have on Shetland.

The term ‘short breaks’ is currently used in preference to the term ‘respite care’ and refers to any social care support offered to children with additional support, whether it is for a few hours, overnight or several hours. National guidelines and legislation often refers to respite care, this document uses both terms and they should be regarded as interchangeable.

Laburnum House was registered by the Care Commission to provide short breaks care service for families of children with substantial additional support needs. A review team was set up in January 2005 to look at this service. The conclusions of the review were that the existing building does not meet the current requirements for support and

Responsible Officer	Mike Finnie						
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REPORT

To: Services Committee

12 March 2009

From: Head of Children's Services

Short Break Services for Children With Additional Support Needs (Laburnum House) Feasibility Study

1. Introduction

- 1.1 This report seeks Council approval for proposals to develop additional short break services including new accommodation and refurbishment of Laburnum House for children and young people with additional support needs.

2. Links to Council Priorities

- 2.2 The Council's Corporate Plan includes reference to the following specific capital projects:
- Consider investment decisions on the replacement of Leog, Laburnum and the Bruce Family Centre

3. Background

- 3.1 In the Children and Young Peoples Plan 2002-2004 it was noted that there should be an increase in the volume of residential respite for children with disabilities. This was not achieved due to lack of placements for young adults in a suitable venue.
- 3.2 The Children and Young Peoples Services Plan 2005-2008 had an action to review existing provision of respite services for children and young people with disabilities.
- 3.3 In January 2006 a review team was set up to review services to children with additional support needs. One of the conclusions of this review (reported to Services Committee in November 2006, Min ref: 69/06) was that Laburnum House is not fit for purpose due to the layout of the building, the condition of the building and the size of the building. It cannot meet the needs of the children and young people at the moment and will not be able to meet increased needs into the future.

- 3.4 Provision at this time was only for children and young people who had “special needs”. This meant that children with physical disabilities and life limiting / threatening conditions had no short break service available to them.
- 3.5 The review team believed that this is not acceptable and that accommodation for residential short breaks should cater for all children and young people with a range of additional support needs including physical disabilities and life limiting / threatening conditions.
- 3.6 The Council agreed with the findings in the report and approved that a feasibility study be carried out to look at options for a new build and refurbishment of the existing building.
- 3.7 At this time Laburnum also started to offer services to children with physical disabilities and life limiting / threatening conditions. These services tend to be delivered in children and young peoples homes or accommodation away from Laburnum House as it is not fit for this type of use.
- 3.8 Richard Gibson Architects were appointed to lead the design phase of the feasibility study. A full copy of their report is available in the Member’s Room and the Executive Summary is attached to this report at Appendix 1.
- 3.9 The architect was asked to look at design options for a new build that could accommodate children and young people with a wide range of differing complex needs, from those with complex special needs to those with life limiting / threatening conditions. The architect was also asked to look at design options for the refurbishment of Laburnum House to meet the needs of children and young people on the Autistic Spectrum.
- 3.10 Lerwick has to be the base for the new build for ease of access to a range of services including health and social activities. As many of the service users have significant mobility issues including wheelchair users, hills need to be avoided if reliance on transport is to be minimised. The Capital Programme Team asked Richard Gibson Architects to consider 11 existing buildings / sites in Lerwick and the feasibility of these buildings / sites is addressed in their full report. One site – Lochside – would appear to best meet the criteria.

4. Proposals

- 4.1 To develop new build accommodation at an appropriate site within Lerwick to meet the short break care needs of up to 6 children and young people at a time. The accommodation requirements are laid out in full in the Richard Gibson Architects report.
- 4.2 To develop Laburnum House, including an extension to meet the short break care needs of up to 5 children and young people (with Autistic Spectrum Disorders) at a time. The accommodation requirements are laid out in full in the Richard Gibson Architects report.

5. Financial Implications

- 5.1 The capital cost of each of the Options are set out in the Executive Summary in Appendix 1 and summarised in the Table below.

Table 1: Summary of Capital Costs

Project	Estimated Capital Cost (Excluding VAT at current prices) £
New Build – Short Breaks	1,735,000
Refurbishment of Laburnum House – Short Breaks (Autistic Spectrum Disorders)	550,000
Total Estimated Capital Cost	2,285,000

- 5.1 The current revenue cost of running the services provided through Laburnum House is £430,000 per annum. Members will note from a separate report on today's agenda that this is one of the areas of service growth within the Education and Social Care Department and therefore increased costs. When the new facility is built, the level of revenue costs could double from the current level.
- 5.2 In the recent approval of the General Fund Capital Programme, no budget was approved to progress with the design, tender or construction phase of the Laburnum Replacement Project.
- 5.3 The allocation of the overall Feasibility budget of £500,000 for 2009/10 will be remitted to the Member / Officer Working Group so I am not able at this stage to describe how this project, and others which are awaiting allocated time and resources, will be progressed or to what timescale.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters with approved policy and for which there is a budget. The proposals in this report require additional revenue budget therefore a decision of the Council is required.
- 6.2 In the recent prioritisation of the Services Committee capital programme, this project was ranked number 15 (out of 23) projects.
- 6.3 The Council retains full authority for decisions on the Capital Programme, based on recommendations from Services and Infrastructure Committees.

7. Recommendations

- 7.1 I recommend that Services Committee approve the proposals at 4.1 and 4.2 for consideration by the Council, through the Member / Officer Working Group established to prioritise the resources allocated to capital investment proposals.



Shetland Islands Council

REPORT

To: Services Committee

12th March 2009

From: Executive Director of Education and Social Care

Central Library Provision in Shetland

1 Introduction

- 1.1 This report and the attached Design Report lay out choices for members in respect of library provision in Lerwick. In summarising the work undertaken since the original Notice of Motion in March 2006 the report underlines the continuing public demand to improve library facilities and the need to maintain the Council's existing assets by carrying out repairs and refurbishment work to the semi-derelict former Museum. Just under a third of the costs, (£635,000) included in the Design Report relate to the Core Building repair demands, i.e. work which the council will have to carry out to bring the building up to standard if it remains in council ownership. Mindful of the particular need to demonstrate good value for money at this time, the Project Board has scrutinised its plans and made reductions and savings, and the report therefore recommends that the design utilising the current footprint of the Old Library Centre / former Museum is pursued, along with alterations to the interior of the St. Ringan's buildings (Option 2 in the attached Design Report).

2 Links to Corporate Priorities

- 2.1 This report will contribute to the Corporate aims of delivering life long learning opportunities, supporting individuals and communities to help them reach their full potential, promoting cultural activities and reaching those experiencing deprivation and social exclusion as well as growing a healthy economy by offering facilities to both residents and tourists.
- 2.2 The re-development of the library in Lerwick is identified as a priority in the draft Cultural Strategy for 2009 - 2012.

3 Background

- 3.1 At the meeting of Shetland Islands Council on 29 March 2006, a Member's Motion was presented 'that Shetland Islands Council resolves to give first consideration to developing the site, soon to be vacated by Shetland Archive, for a new Shetland County Library'.

- 3.2 It was resolved 'That the Council receives a report, within two cycles, on the future of the library service, with particular regard to its location, and that no decision is made on the Archives site until that report is presented.' (Min Ref: SIC 40/06)
- 3.3 It was resolved by Council in June 2006 that £30,000 be allocated to carry out a detailed Feasibility Study, focusing on the three options highlighted in the brief; the former Archives site, the Waterfront and Lower Hillhead (St Ringan's, former Museum and Old Library Centre), plus the 'do nothing' option. (Min Ref: SIC 120/06)
- 3.4 A Feasibility Study on 'county' library provision in Lerwick was conducted by in-house Council staff during the 9-month period between June 2006 and March 2007 and an illustrated 33-page report prepared. In particular, detailed information was provided on the two leading options; new build, or the refurbishment of existing Council buildings on the Lower Hillhead.
- 3.4.1 A broad range of options was thoroughly explored from both a technical and customer perspective. Staff and members of the public were involved at all stages, to help identify what facilities were needed.
- 3.5 The decision was taken by Council to 're-model' the former Old Library Centre and former Museum building and St Ringan's. (Min Ref: SIC 48/07)
- 3.5.1 This decision was endorsed by the new Council in September 2007 (Min Ref: SIC 107/07).
- 3.5.2 £88,000 was allocated in the Capital Programme 2008/9 to bring forward a Design Report.
- 3.5.3 This allocation was changed to £80,000 in September 2008. (ref. CPS13)
- 3.5.4 An informal interim update was presented to members in August 2008.
- 3.5.5 As in the preparation of the Feasibility Study, this work has been almost exclusively carried out in-house, with the only expenditure outside the Council being £3,000 for design work from a specialist library design company, to access expertise unavailable in Shetland.
- 3.6 A key aspect of the consideration during the design phase has been the importance of the existing Old Library Centre / former Museum building, at the heart of the civic area of Shetland and its poor and deteriorating condition, especially with regard to the roof.
- 3.7 Public pressure to improve the service continues. In Customer Satisfaction Surveys in both 2007 and 2008 issues of space, facilities and layout dominated comments and feedback.
- 3.8 In the Scottish Library and Information Council's Quality Inspection of public library services in Shetland in June 2008, the recurrent themes in 'Areas for Improvement' were Progression with Refurbishment and the provision of More Flexible Space for Library-based Community Activities.

- 3.9 Reading and the wider use of the Shetland Library remains extremely popular. Book loans have remained statistically level, whilst loans of multi-media materials and usage of computers has grown year on year. Space consistently constrains growth and the development of additional facilities, such as those recently purchased for people with disabilities and the broad range of world language materials purchased with Scottish Government help is extremely difficult.

4 Design Report

- 4.1 Four options have been thoroughly explored in the Design Study:
- Maintain existing services / buildings (includes core cost of essential repairs to bring building up to standard) – Option 1.
 - **Re-model internally on the existing Old Library Centre / former Museum footprint, alongside changes to St. Ringan's – Option 2: Preferred Option.**
 - Build two modest extensions to the Old Library Centre / former Museum, alongside changes to St Ringan's (as per the option identified by Council in 2007 (min. refs 48/07 Council, 36/07 Services Committee) – Option 3.
 - Build one two-storey extension to the north of the Old Library Centre / former Museum alongside changes to St. Ringan's – Option 4.
- 4.2 A number of factors have contributed to the conclusion within the Design Report, to recommend refurbishment on the current footprint of the Old Library Centre / former Museum, plus changes to St. Ringan's – Option 2, costing at £1,930,000
- The clear need to seek the best value option for the Council, particularly in the current financial climate.
 - Specialist library design work demonstrating that an acceptable proportion of objectives could be achieved without extending.
 - Representations made to the design team by a group of local architects, making a strong case for the integrity of this important example of modern design to be preserved.
 - Pragmatism in that the Old Library Centre / former Museum is in need of urgent repair and renovation, with leaks in the roof already causing some damage to the Old Library Centre below. At the heart of the civic area in Lerwick, within a conservation area, the building needs to be returned to open, public use as quickly as practicable. Significant benefits to the public, local and visiting, would be achieved through the improvement of library services in the building, so a way forward needs to be identified. This solution meets both the increasingly urgent building repair need, alongside the continuing public demand for improvements to library buildings.

Summary of Options					
Options	Description	Total Floor Area	Increase in Floor area	Construction Costs only	Construction costs, all Fees and Furniture
1	Maintain existing Services/ buildings – Retain St Ringans (minor alterations required), Learning Centre and part use of Old Library Centre and former Museum building (OLC/FMB) essential repairs required	1060m2	0m2 (0% increase)	St Ringans internal staircase/minor alterations £63,000 Replace roof £140,000 Curtain walling and glazing £345,000 Total of above £548,000	£635,000
2	Retain St Ringans (minor alterations required), Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB)	1611m2	551 m2 (52% increase)	£1,510,000	£1,930,000
3	Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional two single storey extensions	1702m2	642m2 (60% increase)	£1,845,000	£2,291,000
4	Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB)	1775m2	715m2 (68% increase)	£2,114,000	£2,611,000

	constructing additional one, two storey extension				
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5 Proposal

In the light of the need for financial stringency and to demonstrate best value per square foot, I propose that Option 2, the design based on the provision of 'county' library for Shetland on the footprint of the current Old Library Centre / former Museum and the St Ringan's buildings, being the option offering the best long term investment for the council, be worked up in detail in 2009/10, with further Council consideration being undertaken at that stage.

6 Financial Implications

- 6.1 The allocation of the overall Fees budget of £500,000 for 2009/10 will be remitted to the Member / Officer Working Group so I am not able at this stage to describe how this project, and others which are awaiting allocated time and resources, will be progressed or to what timescale.

7 Policy and Delegated Authority

- 7.1 Overall authority to deploy capital resources rests with the Council. (Min Ref: SIC 122/03).

8 Recommendations

- 8.1 I recommend that Services Committee recommend to the Council that they:
- 8.1.1 Approve the design option based on the provision of 'county' library for Shetland on the footprint of the current Old Library Centre / former Museum and the St Ringan's buildings (Option 2).
- 8.1.2 Approve the proposal at 5.0 for consideration by the Council, through the Member / Officer Working Group established to prioritise the resources allocated to capital investment proposals.

Ref: HAS/sc

Report No: ESCD-77-F

Shetland Islands Council

Education and Social Care Department
Shetland Library

Central Library provision in Shetland

Design Report
March 2009



Shetland Islands Council
Executive Services Department
Capital Programme Service

1.0 Introduction

- 1.1 Background
- 1.2 Current Service provision
- 1.3 Current Accommodation
- 1.4 Timescale
- 1.5 Consultations
- 1.6 Planning, Building Control and Roads

2.0 Brief

- 2.1 User requirements
- 2.2 Requirements for service

3.0 Options Summary

- 3.1 Summary of Proposed options

4.0 Detailed Cost Report

- 4.1 Cost report

5.0 Option 1 - Maintain existing Services/ buildings – Retain St Ringans (minor alterations required), Learning Centre and part use of Old Library Centre and former Museum building (OLC/FMB), essential repairs required

- 5.1 Advantages and disadvantages
- 5.2 Cost

6.0 Option 2 - Retain St Ringans (minor alterations required), Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB)

- 6.1 Advantages and disadvantages
- 6.2 Cost

7.0 Option 3 - Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional two single storey extensions

- 7.1 Advantages and disadvantages
- 7.2 Cost

8.0 Option 4 - Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional one, two storey extension

- 8.1 Advantages and disadvantages
- 8.2 Cost

9.0 Conclusion

10.0 Appendix 1 – Schedule of Refurbishment Works for Old Library Centre and former Museum Building, Lower Hillhead

11.0 Appendix 2 – Structural Report for Old Library Centre and former Museum Building, Lower Hillhead

1.0 Introduction

1.1 Background

A Feasibility Study on 'county' library provision in Lerwick was conducted by in-house Council staff during the 9 month period between June 2006 and March 2007 and an illustrated 33 page report prepared. In particular, detailed information was provided on the two leading options; new build, or the refurbishment of existing Council buildings in Lower Hillhead.

A broad range of options was thoroughly explored from both a technical and customer perspective. Staff and members of the public were involved at all stages, to help identify what facilities were needed.

The decision was taken by Council to 're-model the former Old Library Centre and former Museum building and St Ringans'. (min. ref. 48/07)

This decision was endorsed by the new council in Services Committee in August 2007 (min. ref. 36/07)

£88,000 was allocated in the Capital Programme 2008/9 to bring forward a Design Report. This budget was reduced to £80,000 in September 08 (CPS13)

As in the preparation of the Feasibility Study, this work has been almost exclusively carried out in-house, with the only expenditure outside the Council being £3,000 for design work from a specialist library design company, to access expertise unavailable in Shetland.

A key aspect of the consideration during the design phase has been the importance of the existing Old Library Centre / former Museum building, at the heart of the civic area of Shetland and its poor and deteriorating condition, especially with regard to the roof.

1.2 Current Service Provision

Shetland's central, 'County' Library and Learning Centre moved into the refurbished St Ringans buildings in early 2002. This move has been very positive in a number of respects:

Plus points

- Preservation of an important Lerwick building, including unique stained glass windows.
- Creation of a welcoming, calm, serene library area.
- Opening of a dedicated Learning Centre, to take forward the 'People's Network' in Shetland.
- Computer access to entire catalogue, with associated Library Management System to enable customers to order books from home and access books from any library in Shetland and beyond.
- Central support for 2 mobile libraries, 8 school libraries and 5 community collections.

Minus points

- Very quickly it became obvious that the new building lacked enough display area to allow enough of the library stock to be made available. Currently approx 60% of the libraries stock is stored in the basement.
- The large stock stored in the basement area is only accessible via external route. This is not ideal for staff or public access.
- Open plan library leaves limited options for hosting small events at the same time. studying space limited.
- Consistent negative feedback on building in annual Customer Satisfaction Surveying.

1.3 Current Accommodation

The current service provision is based over a variety of buildings:

- The existing St Ringans main library
- The Learning Centre - dedicated I.T. building
- Basement of Old Library Centre and former Museum building on Lower Hillhead
- Part use of ground floor of Old Library Centre and former Museum building on Lower Hillhead. This office space, events room and facilities are shared with the Adult Learning department and the Community Worker for Lerwick/ Bressay and Gulberwick.
- Mobile library van garages at Garthspool for the 2 vans
- The first floor of the Old Library Centre and Former Museum building is unoccupied.
- There have been several problems with the general fabric of the building. This is mainly due to leaks in the roof structure and the curtain walling and glazing at first floor level.

There are longstanding misgivings as to the ability of St Ringans to provide an adequate library service. This was acknowledged by elected members in the discussion leading to the commissioning of the feasibility study “ during discussion, members were in general agreement that the existing library was inadequate for it's current use” (min. ref 120/06) National quality indicators found St Ringans small and restrictive.

In the seven years since the move, there have also been significant developments in the delivery of library services:

- Increased emphasis on integration of computers for the delivery of information and reference resources.
- Successful national implementation of the People's Network, providing free Internet access for all through public libraries.
- New emphasis on libraries, working in partnership with Literacy staff, to attract reluctant and emergent readers.

(Current Accommodation continued)

- Shetland Library has embraced these new directions and enjoyed significant success in both targeted work and in the general drive to encourage reading, computer and audio/visual usage by all age groups in the population.
- This success has, however, led to confirmation that St. Ringans cannot provide adequate facilities.
- A number of groups are particularly disadvantaged within the restrictions of the current buildings:
- Children – area available is cramped, with little space for browsing and no space for activities such as story telling. Noise levels in open plan settings can disturb other users.
- Young People – no flexibility to provide a separate, young people's area, to encourage the continuity of the reading habit through important, adolescent years.
- Students – Regular requests received for an increase in tables and general study space.
- Reluctant and Emergent readers – no room to provide relaxed, casual reading area, periodicals area, clear, visible, interesting displays, or e.g. a welcoming, social, refreshment area.
- Non-computer or non-book users, in terms of cross-fertilisation of usage (current facilities are separate).
- Those with restricted mobility, or poor eyesight, who find the closely grouped shelves difficult to select from.
- Readers wishing to select from a wider range – catalogue selection is largely suitable if you know what you are looking for. Most readers desire shelf selection from broader range. St Ringans' public areas can only accommodate 40% of available books.

In the 2008 external inspection of the Shetland Library using the Public Library Quality improvement matrix, a recurrent area for improvement was 'progression with refurbishment'.

A significant proportion of the Shetland population would benefit from the proposed improvements. In recently published Performance Indicators from Audit Scotland, Shetland Library came second in Scotland in two categories; with 34% of the population borrowing materials from the library and 21% of people using Learning Centre facilities. Library computer terminals were accessed on 28,676 separate occasions.

1.4 Timescale

- At the Council meeting held in March 2007 the following brief was approved (min.ref. 48/07)
- A feasibility study is undertaken on possible the refurbishment of the existing Old Library Centre building to form a lower Hillhead campus.
- Public and stakeholder consultation is carried out.

1.5 Consultations

Additional Public and stakeholder consultation has been carried out over the past year through:

- Public meetings
- Project board meetings
- Staff Meetings
- Meeting with Local Architects group
- SIC Planning Department, Building Standards, Roads Department, and I.T. Department have all been consulted.
- SIC in-house project team comprising of Library and Information Services Manager and staff, Architect, Architectural Technician, Quantity Surveyor, Structural Engineer, and Land Surveyor have all contributed to this report.
- CCDP Building Services Engineers and Eurobib Library Design specialists have advised (Eurobib sketch designs attached).
- The study will not be limited to the options in the Design report, and will consider retaining the status quo, remaining on the existing sites and the consequences of doing so.
- Several articles following public meetings have also appeared in The Shetland Times during the consultation period.
- The re-development of the library in Lerwick is identified as a priority in the draft Cultural Strategy for 2009 – 2012.

1.6 Planning, Building Control and Roads

Roads

Some comments regarding the proposals for alterations/ improvements to the Old Library Building as received from the Roads Department:

1. Removal of the 'old wash house' or oil storage tank building to create a wider access to the rear of the building does not cause us any concerns. In fact it would improve visibility for emerging vehicles and make it easier for the drivers to reverse into the space for loading.

(Roads continued)

2. The creation of a more positive linkage between the two library buildings may be best accomplished by closing the top of Union Street to vehicular traffic. Given the close location of alternative routes (Prince Alfred Street and King Eric Street) and the very small number of properties served directly by this length of road we would not have any significant reservations regarding such a proposal. However, any such proposal would need to be advertised and may attract valid objections from local residents or the general public.

Planning

Development Plan Comments

Old Library Building – pre application

The Planning Service were involved with the Library Working Group and looked at a number of sites around the town centre. After some debate on the strengths and weaknesses of the various sites, the Hillhead was seen to be the most sustainable with the reuse of the Old Library building (the first floor is currently unoccupied) itself an integral part of Lerwick's Civic Centre in the Lanes and Old Town Conservation Area.

CPS has brought these initial sketch ideas forward to the Planning Service and the public at an early stage to gain feedback. The initial sketch proposals indicating the extensions were produced in August 2008 and presented at a public meeting in September 2008.

Having viewed and assessed these initial sketches and designs we consider they comply with development plan policy relating to design, as the new insertions into the existing building are set back and do respect the form of the existing building, if not the symmetry. We would have preferred the integrity of the building's form to be maintained, but we understand that the reuse of all of the building may require additional space. Careful adaptation over time in a building's life can also add to the character of an area.

The lightness of the cantilevered pavilion is maintained to a degree on the frontages; with the proposed well detailed single story blocks in the same architectural language of the existing building to successfully bring new life into this Civic building. However, a more radical insertion cutting through the building could have been another option, with the angular juxtaposition of the new contemporary insertions. The reuse of an existing building (designed as a Library) also complies with development plan policy and we would encourage the sustainable reuse of the building.

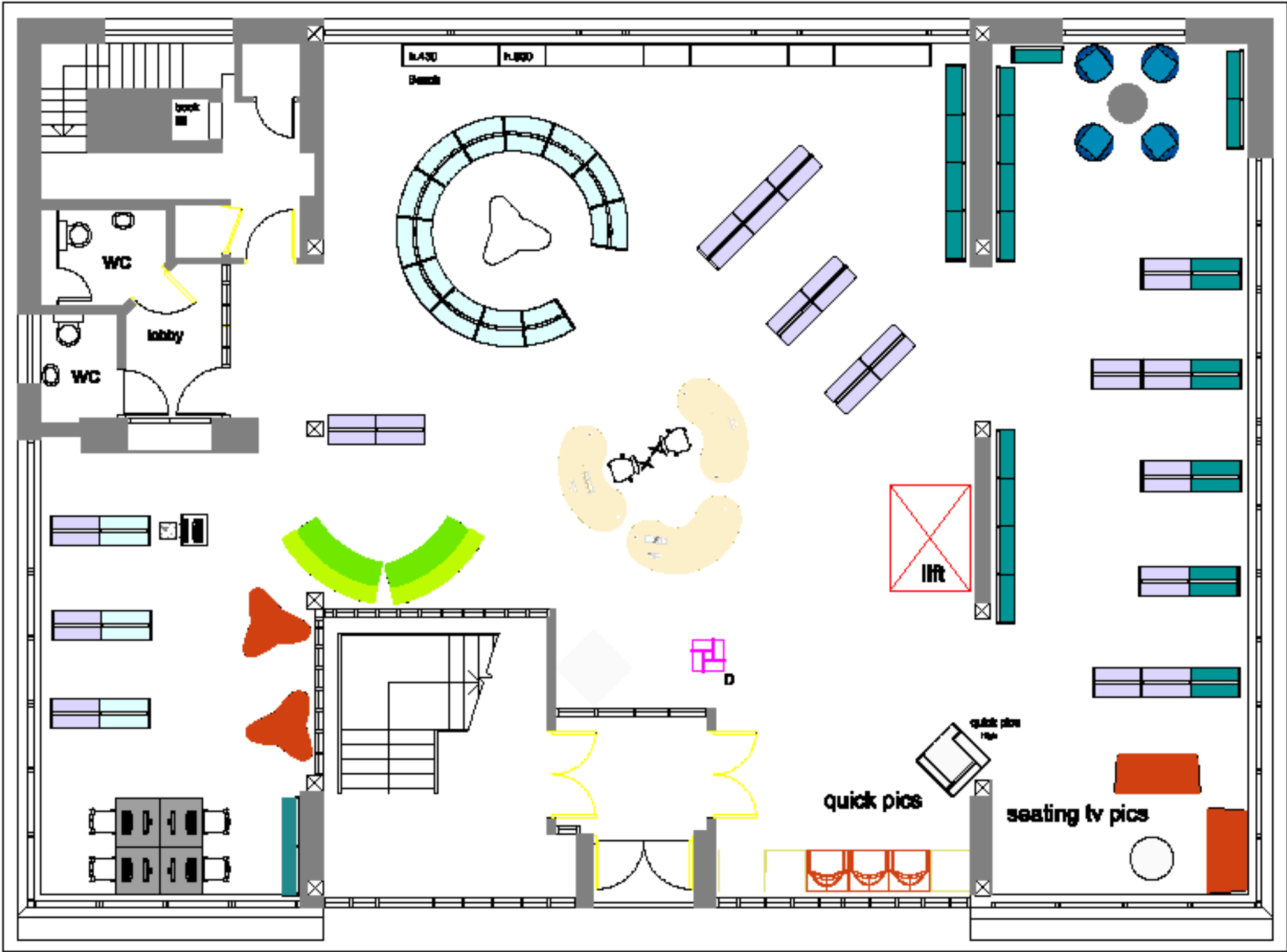
Consequently the Planning Service finds these initial sketches and designs acceptable in terms of design and re-use of the building. However, it should be noted that this is informal officer advice only and should not prejudice the consideration of any application that you subsequently make or any decision taken by the Planning Authority.

Building Standards

Following meetings with Building Standards regarding the refurbishment of the existing building there seems to be no key areas of the regulations that could not be satisfied at this early discussion stage.

The structure and layout of the building was originally designed for the use as a library and museum making the proposed refurbishment back into a library building only reasonably easy to achieve.

The existing protected staircase linking the ground floor and first floor levels will have to remain as the primary escape route from the first floor. The second means of fire escape from the first floor area will also remain via the existing external steel staircase (this will be replaced as the existing staircase is in poor condition).



thedesignconcept ltd
DATE: 19 JANUARY 2008
PROJECT NO: 0839-Revision A
DRAWING NUMBER: 0839
LERWICK LIBRARY GROUND FLOOR OPTION 2



First Floor

thedesignconcept ltd

LERNICK

SHETLAND LIBRARY
LIBRARY PROJECT

PROJECT NUMBER: 0639 - Revision A

DRAWING NUMBER: 0639/Revision A

SCALE: 1:100 A3

2.0 Brief

2.1 Requirements

The basis of the brief development was determining the requirements of the additional library floor area development and considering all the options against this, including the present service provision.

Stakeholders were also asked what their aspirations for a library would be:

- Bright, airy, modern building with good pedestrian, car & public transport access
- Covered, indoor service area / garage for 2 Mobile Libraries & one delivery van
- Bus stop
- General & disabled parking
- Space for prams, pushchairs
- Views into library from outside
- Welcoming, inviting foyer
- Children's area, age differentiated
- Young people's area
- Computers for children & young people
- Story telling area
- Adult lending fiction & non-fiction (wheeled bookcases, to enable creation of events area)
- Music, film & talking books
- Public access computers in carousels throughout lending area
- Separate learning suite with e.g. 6 computers
- Flexibility and adaptability, especially regarding ICT
- Book reference area
- Local Studies area (Shetland Collection)
- Newspaper / periodical area – tables & couches
- Study tables / Reading Room (quiet)
- Informal seating (some movable) throughout library
- Informal refreshment availability
- Recording Studio
- Processing area for Lerwick & 8 school libraries
- Staff Room
- Staff showers

2.2 Accommodation summary

The new Elgin Library is around 3,000 square metres, Orkney around 2,400, whilst our current composite space across 3 buildings, but excluding the garages, is around 1,100 square metres.

3.0 Summary of Options

3.1 Summary of Options relating to the Old Library Centre and former Museum building

Option 1 - Maintain existing Services/ buildings – Retain St Ringans (minor alterations required), Learning Centre and part use of Old Library Centre and former Museum building (OLC/FMB) essential repairs required

Retain the existing Library Service within St Ringans, the Learning Centre building and the basement/ shared ground floor of the Old Library Centre and former Museum (OLC+FM) building (ground floor shared with Adult Learning and the Lerwick/ Bressay and Gulberwick Community Worker, first floor unused)

This option does not address the situation that the (OLC+FM) building/ asset is currently only part used (62%) and is in poor condition and in need of long term investment/ refurbishment to bring it back into full use for the benefit of the Council/ Public.

There has been several problems with the roof leaking and the first floor glazing/ curtain walling leaking. Costs for the replacement of both have been highlighted in the costings for this option.

The existing service previously had a feasibility/ scheme carried out to put in an internal stairway between the Vestry at the back of the library, down to the Basement.

This work was set to go ahead in Spring 2005 with a proposed plan that removed the existing book lift facility. This scheme was halted as it was felt that this introduced a more hazardous working environment for staff, necessitating the carrying of boxes of books down a stair.

The project was re-visited, coming up with a solution that retained the book lift. There were detailed drawings and a costing produced for the new scheme. The budget for the project was not in the Capital Programme. The scheme was set to proceed, when the Feasibility Study looking into library provision in Lerwick was proposed and as it was felt that the stairway might limit future uses of the St. Ringans building should it be decided to move the library elsewhere, it would be best to once again hold on the project.

Option 2 - Retain St Ringans (minor alterations required), Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB)

Retain existing Library buildings (St Ringans and Learning Centre building) and refurbish the existing Old Library Centre and former Museum building for the Library Service (Adult Learning offices to be relocated, possibly to the Northness office development. The Lerwick/ Bressay and Gulberwick community workers office being relocated to St Ringans vestry area). Mobile van access and drop off point area achieved.

St Ringans to be used for:

Local Studies, Reference, Study areas and tables, Wi-fi and hardwired computers, performance space, base for support services librarian, processing department, recording

studio, second reserve for rarely used materials and office for the Lerwick/ Bressay and Gulberwick community worker.

Learning Centre to be used for:

Meeting room, staff area, Library quiet work space (staff)

Old library centre and former museum building to be used for:

Main reserve, tea room, work area for mobile library van staff, mobile van unloading, main adult and childrens lending services, computer suite, library staff offices and refreshment area/ viewpoint.

Refurbishment of this existing Council building/ asset being the most cost effective option, and as such bringing a public building back into full use for the benefit of the Council/ Public

Library service currently uses	42% of the OLC/FMB floor area (398m ²)
Adult Learning currently uses	20% of the OLC/FMB floor area (189m ²)
Unused Floor area	38% of the OLC/FMB floor area (360m ²)

Library service increased area 58% of the OLC/FMB floor area (549m²)

This option would see the Library Service use of the current floor area of the OLC/FMB increase from 42% of the building to 100% of the building.

Option 3 - Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional two single storey extensions

Retain existing Library buildings (St Ringans and Learning Centre building) and refurbish the existing Old Library Centre and former Museum building, adding two single storey extensions for the library service (Adult Learning offices to be relocated. The Lerwick/ Bressay and Gulberwick Community workers office being relocated to St Ringans). Mobile van access and drop off point area achieved.

This option has increased construction costs and doesn't represent good value for money based on the high cost of the 2no. extensions given the small increase in additional floor area achieved.

This option does not maintain the Architectural integrity of the original Old Library Centre and former Museum building that is prominent within the conservation area that forms an important part of the Civic Centre of Lerwick.

Option 4 - Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional one, two storey extension

Retain existing library buildings (St Ringans and Learning Centre building) and refurbish the existing Old Library Centre and former Museum building, adding one, two storey

(Option 4 continued)

extension for the library service (Adult Learning offices to be relocated. The Lerwick/Bressay and Gulberwick Community workers office being relocated to St Ringans). Mobile van access and drop off point area achieved.

This option has increased construction costs and doesn't represent good value for money based on the high cost of the 1no. extension given the increase in additional floor area achieved.

This option does not maintain the Architectural integrity of the original Old Library Centre and former Museum building that is prominent within the conservation area that forms an important part of the Civic Centre of Lerwick.

Summary of Options with Costs					
Options	Description	Total Floor Area	Increase in Floor area	Construction Costs only	Construction costs, all Fees and Furniture
1	Maintain existing Services/ buildings – Retain St Ringans (minor alterations required), Learning Centre and part use of Old Library Centre and former Museum building (OLC/FMB) essential repairs required	1060m2	0m2 (0% increase)	St Ringans internal staircase /minor alterations £63,000 Replace roof £140,000 Curtain walling and glazing £345,000 Total of above £548,000	£635,000
2	Retain St Ringans (minor alterations required), Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB)	1611m2	551 m2 (52% increase)	£1,510,000	£1,930,000
3	Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional two single storey extensions	1702m2	642m2 (60% increase)	£1,845,000	£2,291,000
4	Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional one, two storey extension	1775m2	715m2 (68% increase)	£2,114,000	£2,611,000

4.0 Cost Report

General

This report details estimated capital cost for various alteration proposals that are being considered for the Old Library Centre on the Lower Hillhead, Lerwick, to supplement the existing provision of the current St Ringans Library.

Shetland Islands Council, Capital Programme Services have prepared the estimated costs for the Building Works.

Consulting Engineers Cameron Chisholm and Dawson Partnership have prepared the estimated costs for the Electrical & Mechanical installations.

The estimated capital costs are based on the information available at feasibility stage and these costs should therefore be treated as indicative only as they are of necessity approximate estimates. They are based on the proposed floor plans and notes and historical information taken from other similar types of construction projects. They are not based on finalised detailed designs and specifications nor on in-depth information, they are more an assessment of what capital cost could reasonably be required for works of this size, purpose, nature and locality.

There are inevitably a large number of unknowns associated with the proposed project at this early stage and many issues such as covered and hidden parts of the building, external site works, etc, would all require further assessment and any associated additional costs identified and reported. Works involving renovations are particularly subject to additional expenditure risks.

The options that require extensions would be subject to planning constraints and this would have a bearing on the estimated costs.

Repairing the fabric of the Old Library Centre and Former Museum building has been included for in the estimated capital cost. Maintenance costs will still however be necessary in future years.

The asbestos register states that asbestos is present in external soffit panels below the roof and above the windows and also in the textured ceiling finish to the Shetland room. It is envisaged that removal of this asbestos will not require to be carried out by a specialist licensed asbestos removal contractor and therefore this has not been included for in the estimates.

Eurobib have prepared the estimated costs for the furniture & fittings, no allowance has been included for any other client requirements.

Option 1 - Maintain existing Services/ buildings – Retain St Ringans (minor alterations required), Learning Centre and part use of Old Library Centre and former Museum building (OLC/FMB) essential repairs required

The existing service (housed in various buildings as described in 3.1 above) previously had a feasibility/ scheme carried out to put in an internal stairway between the Vestry at the back of the library, down to the Basement.

This work was set to go ahead in Spring 2005 with a proposed plan that removed the existing book lift facility. This scheme was halted as it was felt that this introduced a more hazardous working environment for staff, necessitating the carrying of boxes of books down a stair.

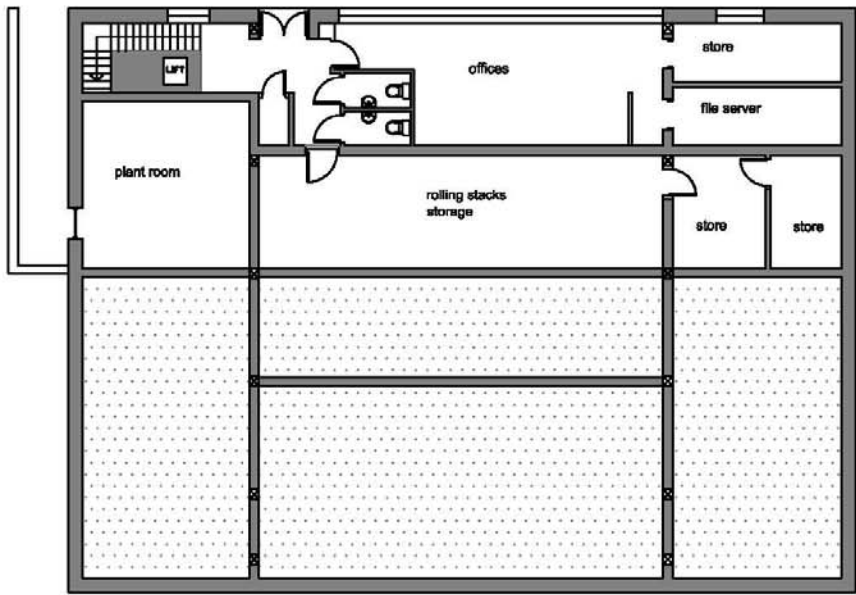
The project was re-visited, coming up with a solution that retained the book lift. There were detailed drawings and a costing produced for the new scheme. The budget for the project was not in the Capital Programme. The scheme was set to proceed, when the Feasibility Study looking into library provision in Lerwick was proposed and as it was felt that the stairway might limit future uses of the St. Ringans building should it be decided to move the library elsewhere, it would be best to once again hold on the project.

There has been several problems with the roof leaking and the first floor glazing/ curtain walling leaking. Costs for the replacement of both have been highlighted in the costings for this option.

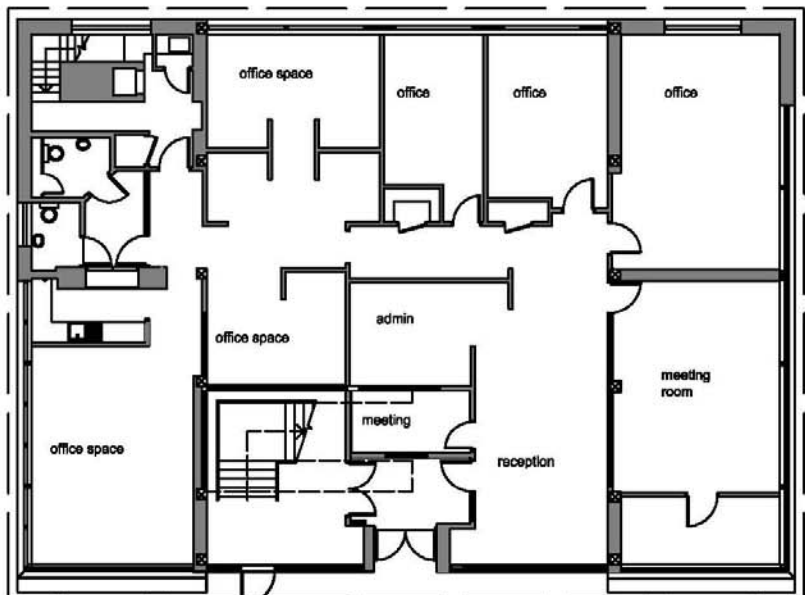
Budget costs are based on the Architects drawing titled Old Library Centre, Lower Hillhead - Option 1 produced in January 2009

	Budget Costs Option 1	
	Old Library Centre	
1.1.1	Re-roof existing building	£140,000
1.1.2	Replace curtain walling and glazing	£345,000
	St Ringans Library	
1.1.3	Form internal staircase within library to access basement	£33,000
1.1.4	Other alteration works	£30,000
1.1.5	Professional fees	£84,000
1.1.6	Building Warrant Fees	£3,000
	Estimated Total	<u>£635,000</u>

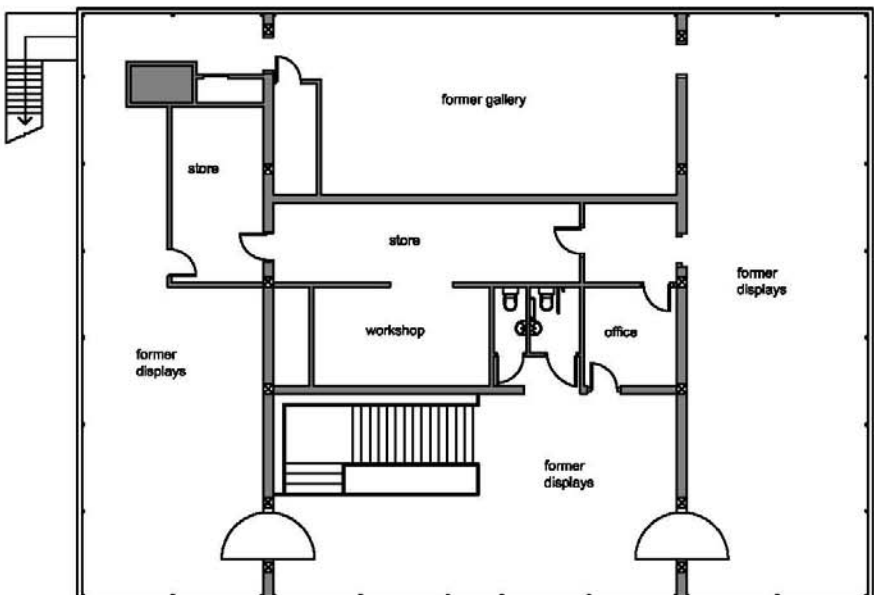
The budget costs are at a base date of February 2009 and exclude future inflation and VAT.



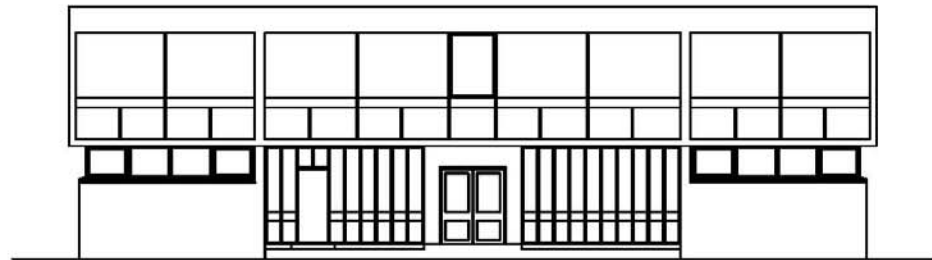
Option 1 - existing basement



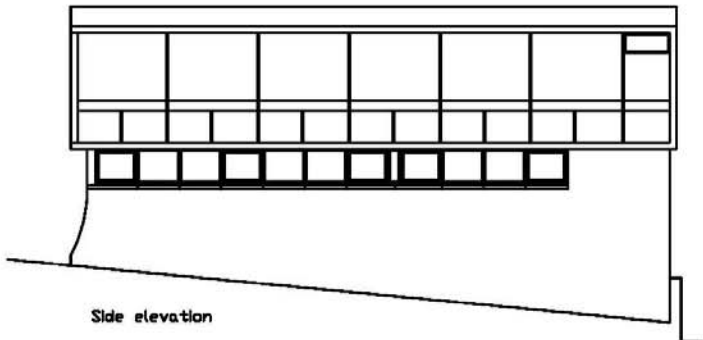
Option 1 - existing ground floor (Library + Adult Learning)



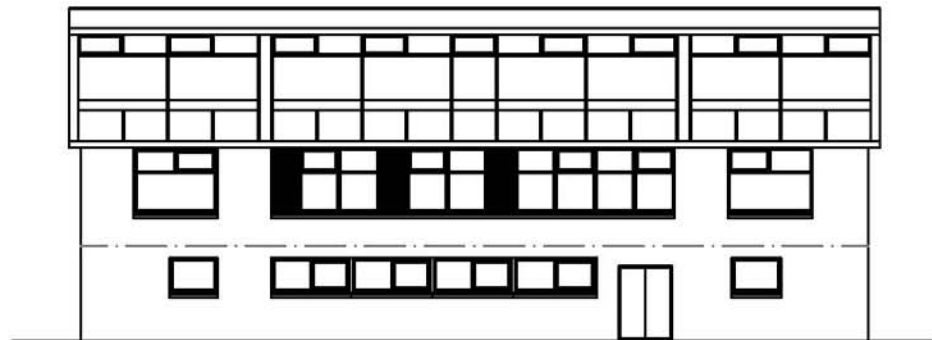
Option 1 - existing first floor (unused area of building)



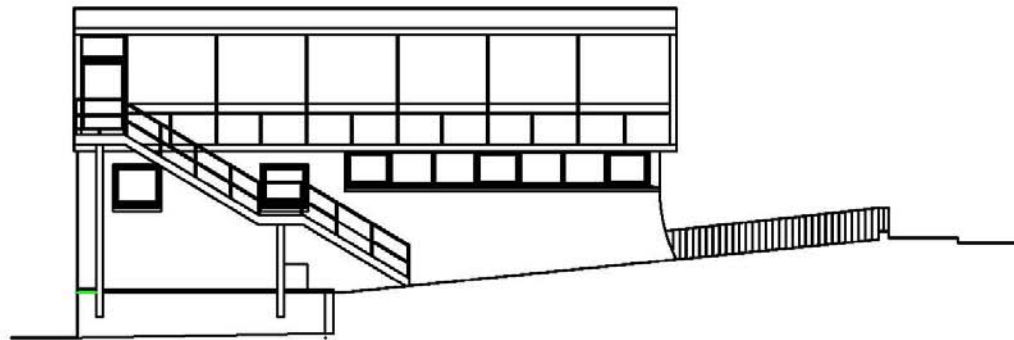
Front elevation



Side elevation



Rear elevation



Side elevation

option 1 - maintain existing services/ buildings

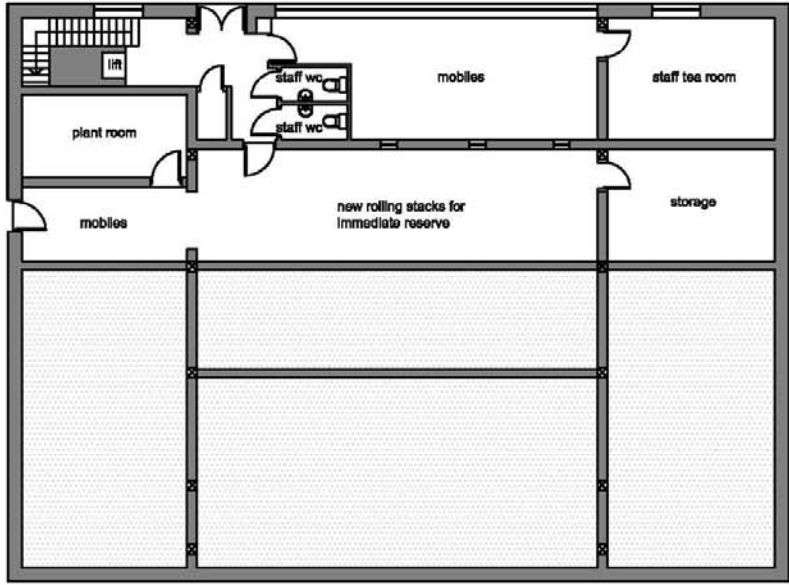
Revision	No.	Date
 Shetland Islands Council Capital Programme Service Executive Services Department Greenhead House, Lerwick, Shetland, ZE1 0PY Telephone: 744140 (STD Code 01585) Fax: 744136		
A1		
Old Library Centre, Lower Hillhead As Existing	Job Code 1:100BA1	Scale Date

Option 2 - Retain St Ringans (minor alterations required), Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB)

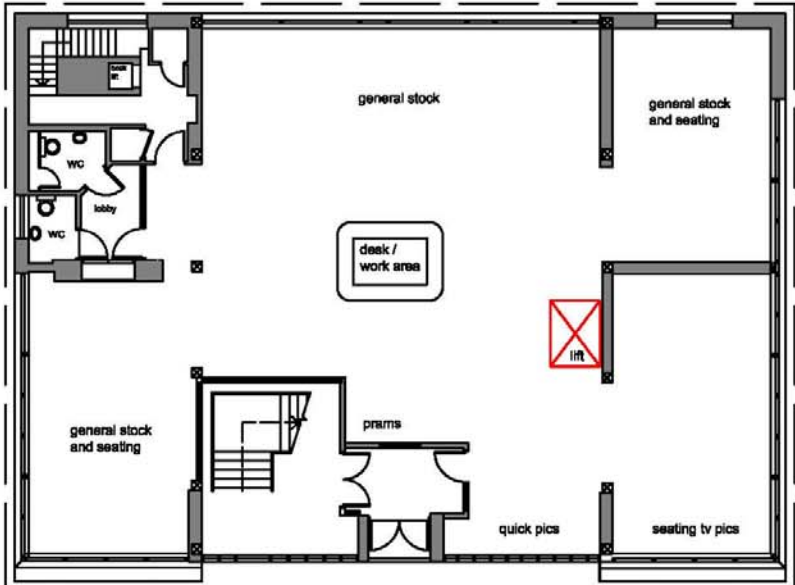
Budget costs are based on the Architects drawing titled Old Library Centre, Lower Hillhead - Option 2 and notes produced in January 2009

	Budget Costs Option 2	
1.2.1	Proposed Refurbishment of Existing Building	£1,540,000
1.2.2	Furniture & Fittings	£109,000
1.2.3	Professional fees	£275,000
1.2.4	Building Warrant Fees	£6,000
	Estimated Total	<u>£1,930,000</u>

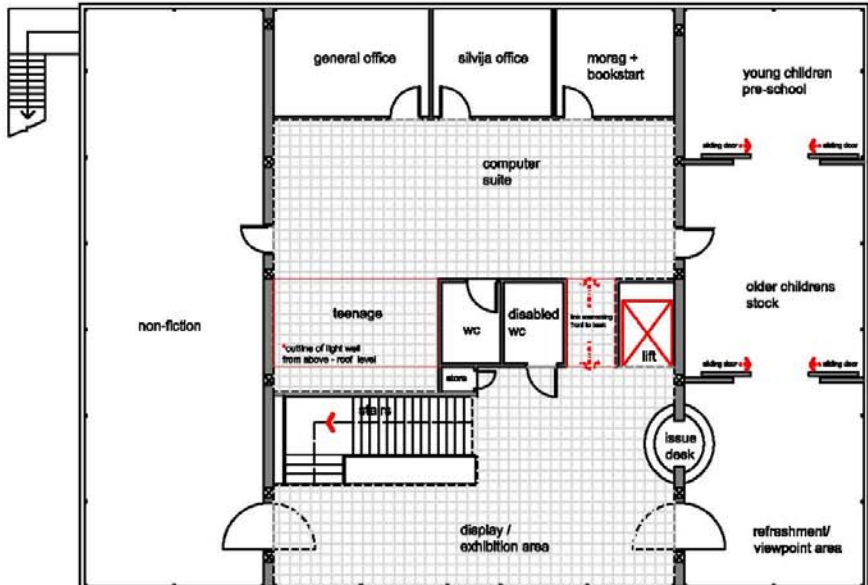
The budget costs are at a base date of February 2009 and exclude future inflation and VAT.



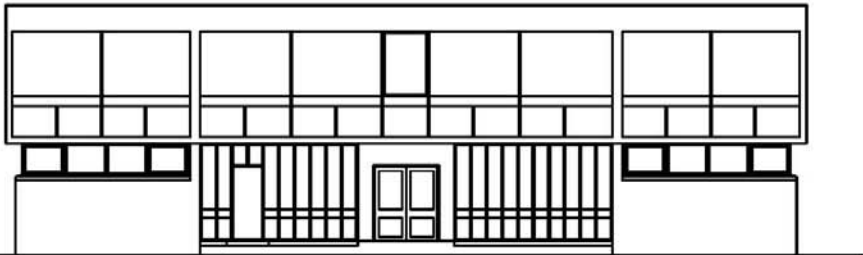
Option 2 - basement



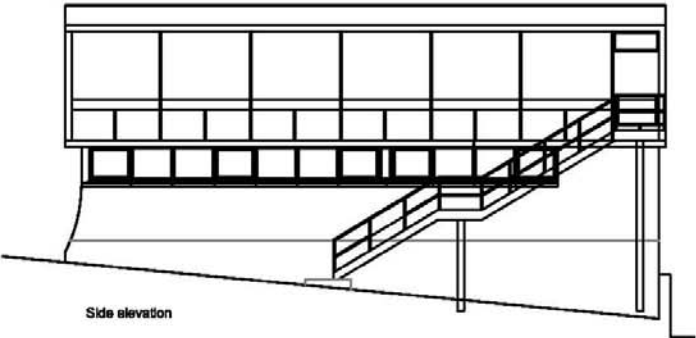
Option 2 - ground floor



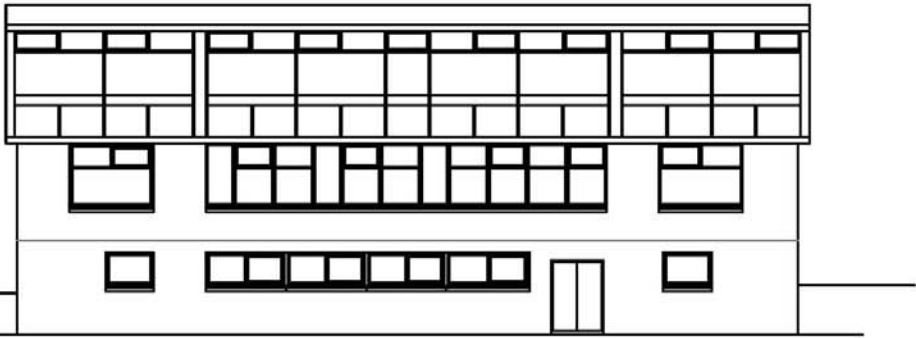
Option 2 - First Floor



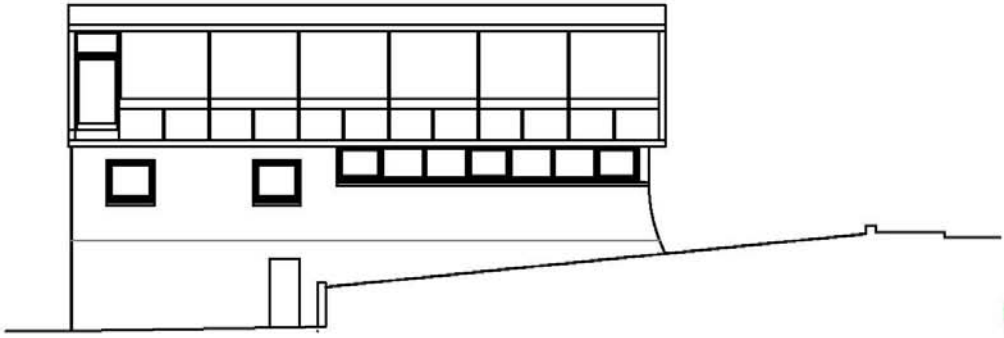
Front elevation



Side elevation



Rear elevation



Side elevation

option 2 - refurbishment of existing building

Revision: No. Date

Shetland Islands Council
Capital Programme Service
Executive Services Department
Greenhead House, Lerwick, Shetland, ZE1 0PY
Telephone: 7441140 (STD Code 01595)
Fax: 7441138

Old Library Centre, Lower Hillhead
Option 2

Job Code	Orig. No.	Rev.	Drawn
Scale 1:1000M1	Date	AutoCAD File	

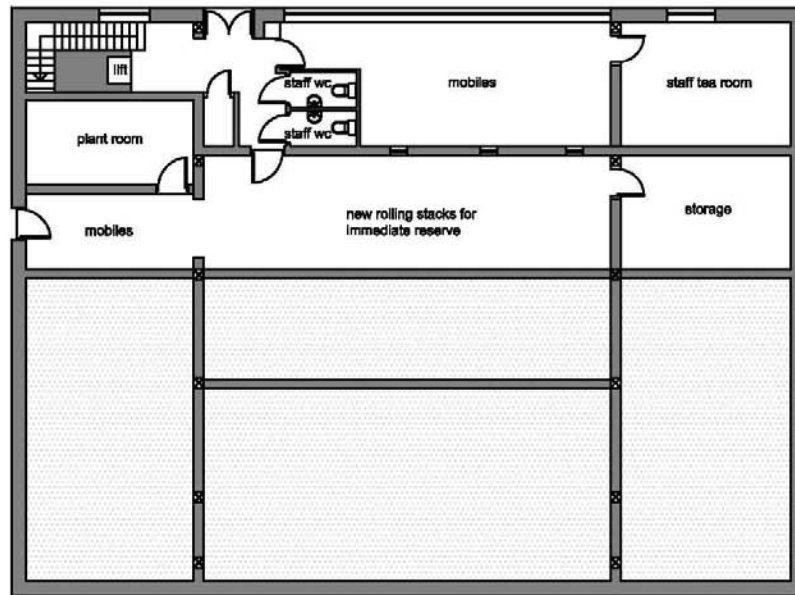
A1

Option 3 - Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional two single storey extensions

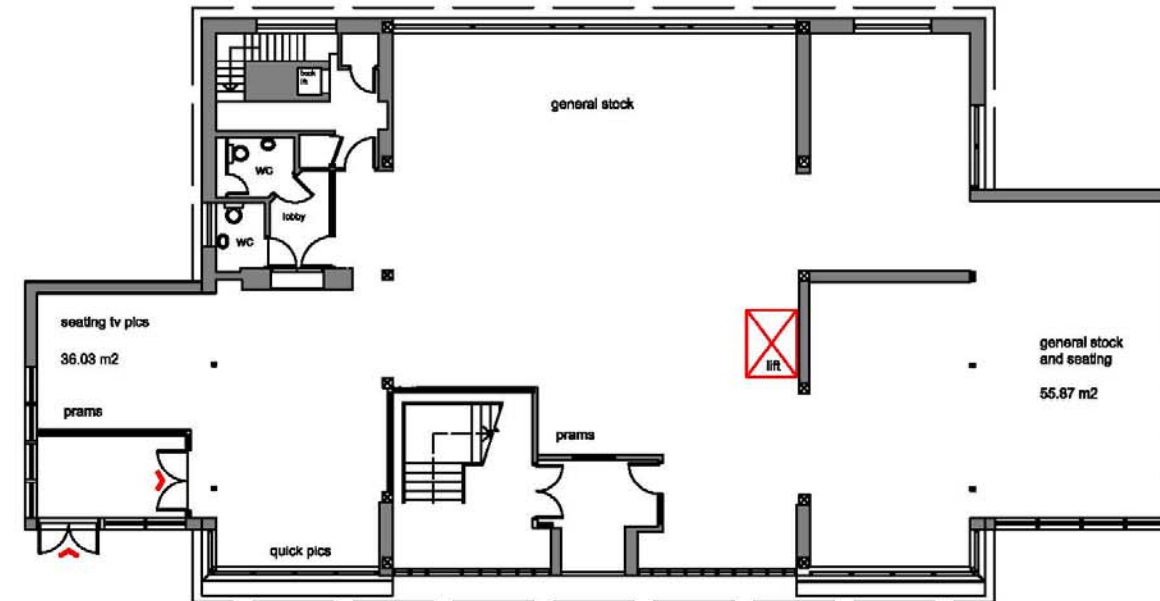
Budget costs are based on the Architects drawing titled Old Library Centre, Lower Hillhead - Option 3 and notes produced in January 2009

	Budget Costs Option 3	
1.3.1	Proposed Refurbishment of Existing Building (as Option 2)	£1,540,000
1.3.2	Construct Two Single Storey Extensions	£305,000
1.3.3	Furniture & Fittings	£115,000
1.3.4	Professional fees	£325,000
1.3.5	Building Warrant Fees	£7,000
	Estimated Total	<u>£2,291,000</u>

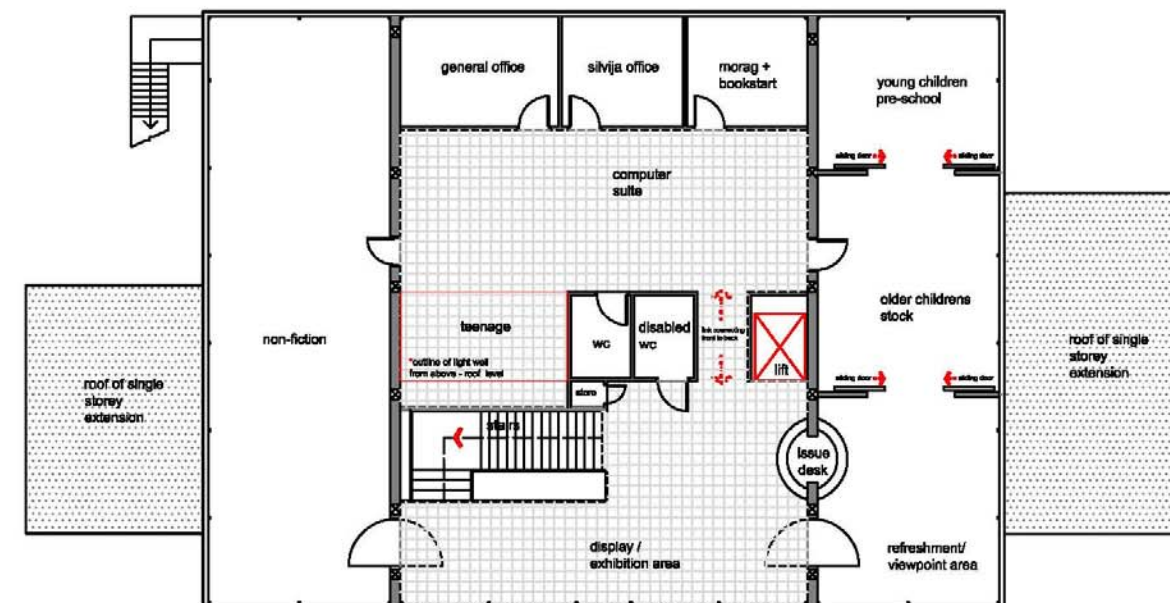
The budget costs are at a base date of February 2009 and exclude future inflation and VAT.



Option 3 - Basement



Option 3 - ground floor



Option 3 - First Floor

option 3 - refurb + two single storey extension

Revision	No.	Date
 Shetland Islands Council Capital Programme Service Executive Services Department Greenhead House, Larrick, Shetland, ZE1 0PY Telephone: 7441140 (STD Code 01590) Fax: 7441136		
Old Library Centre, Lower Hillhead Option 3		
Job Code	Eng. No.	Rev.
Scale	Date	AutoCAD File
1:1000A1		

Option 4 - Retain St Ringans (minor alterations required), the Learning Centre and Refurbish Old Library Centre and former Museum building (OLC/FMB) constructing additional one, two storey extension

Budget costs are based on the Architects drawing titled Old Library Centre, Lower Hillhead - Option 4 and notes produced in January 2009

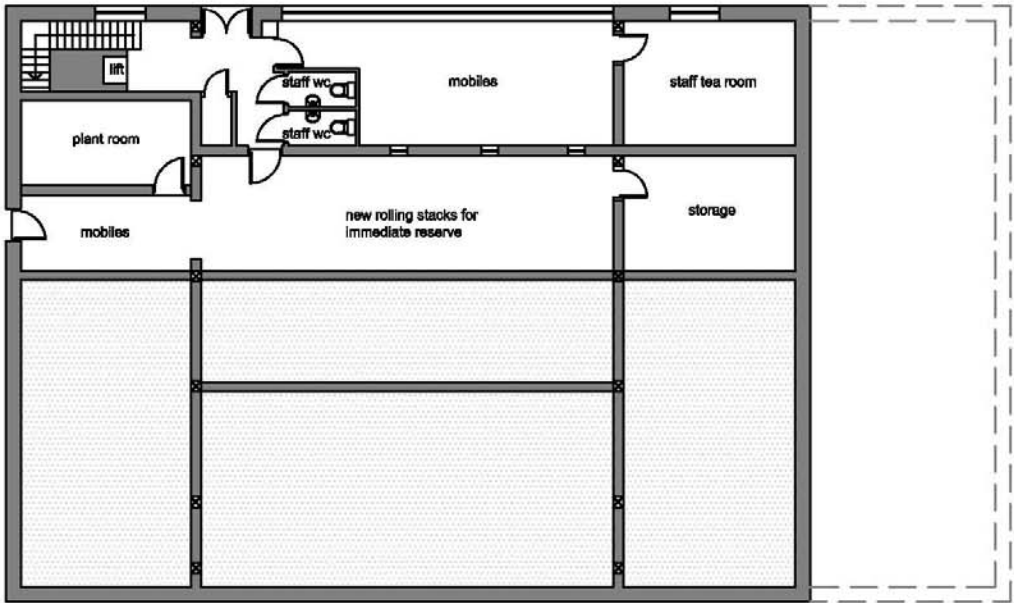
	Budget Costs Option 4	
1.4.1	Proposed Refurbishment of Existing Building (as Option 2)	£1,540,000
1.4.2	Construct a Single Two Storey Extension	£574,000
1.4.3	Furniture & Fittings	£115,000
1.4.4	Professional fees	£375,000
1.4.5	Building Warrant Fees	£7,000
	Estimated Total	<u>£2,611,000</u>

The budget costs are at a base date of February 2009 and exclude future inflation and VAT.

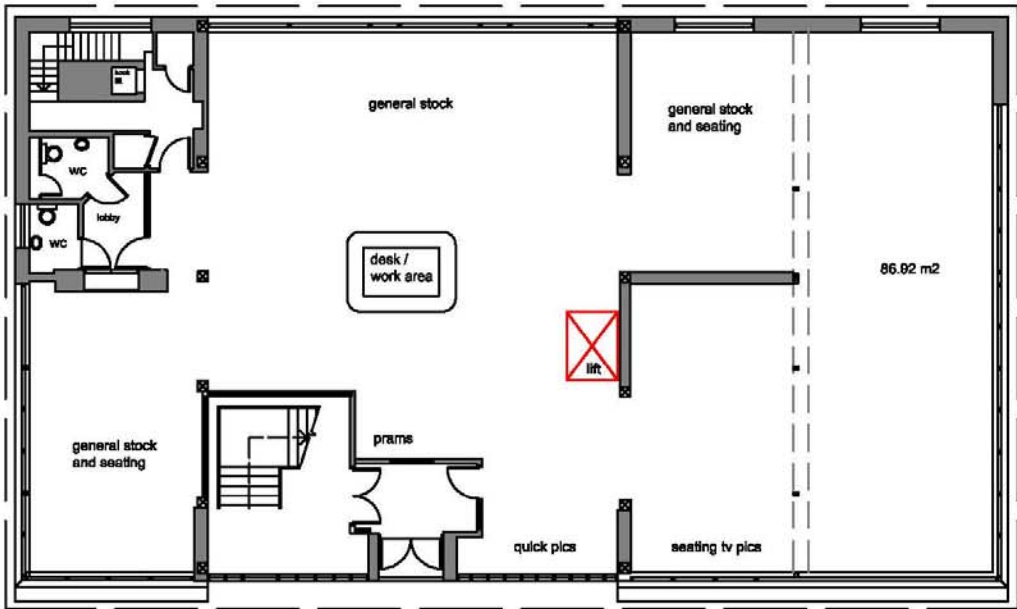
Recommendation

It is recommended that the estimated costs are updated at any future project design stages and budgets amended accordingly.

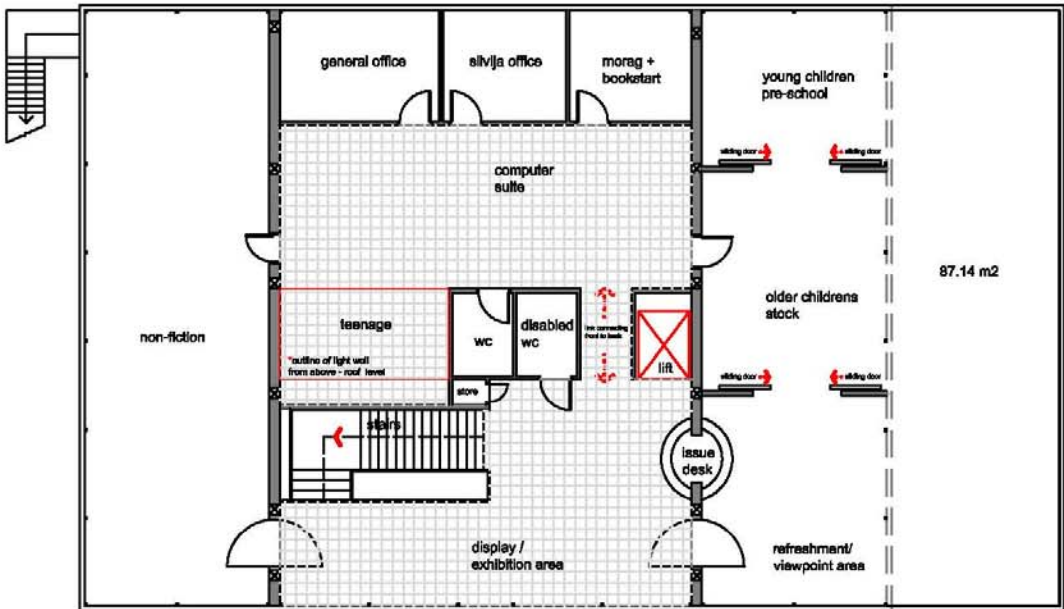
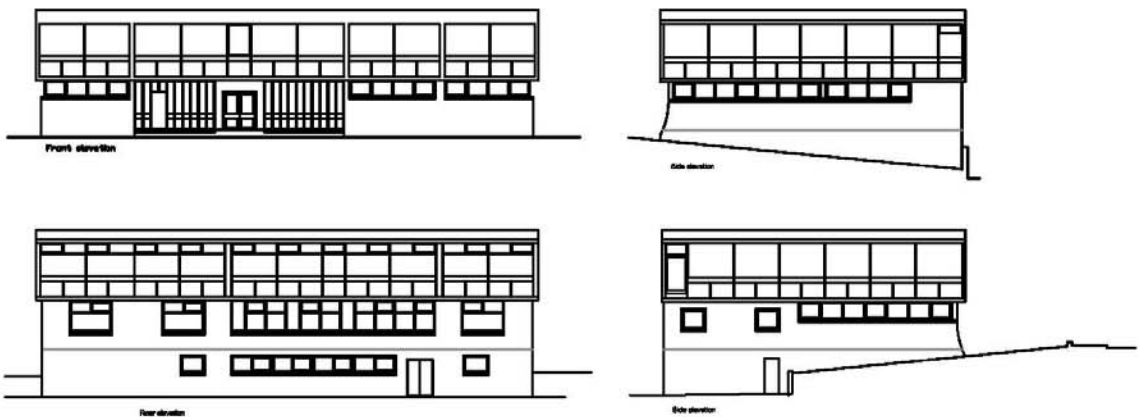
It is recommended that consideration be given to replacing the roof coverings and curtain walling to maintain the fabric of the building.



Option 4 - basement



Option 4 - ground floor



Option 4 - First Floor

option 4 - refurb + single two storey extension

Revision	No.	Date
 Shetland Islands Council Capital Programme Service Executive Services Department Greenhead House, Larrick, Shetland, ZE1 0PY Telephone: 7441140 (STD Code 01595) Fax: 7441136		
A1		
Old Library Centre, Lower Hillhead		
Option 4	Job Code	Eng. No.
	Scale	Date
		AutoCAD File

5.0 Option 1 – Maintain existing Services/ buildings

Advantages

- 5.1 This option will address the problems with the general fabric of the building. This is mainly due to leaks in the roof structure and the curtain walling and glazing at first floor level.
- 5.2 Lowest Cost option
- 5.3 Minimum demand on Council Capital Programme
- 5.4 Limited Disruption to Service

Disadvantages

- 5.5 Inadequacies of Service continue
- 5.6 No response to Public concerns
- 5.7 Restriction to expand or develop services. Continuation of Service constrained by inadequate building. Only 40% of stock on display
- 5.8 Staff have to walk outside between buildings and separate floors. Health and Safety issues
- 5.9 No direct van access for loading/ unloading. Health and Safety issues
- 5.10 No potential to respond to areas of improvement required by national quality inspection report

Cost

5.11	Construction costs only	£548,000
5.12	Construction costs and fees	£635,000

6.0 Option 2 – Retain St Ringans and the Learning Centre Building. Refurbish Old Library Centre and Former Museum Building on Lower Hillhead

Advantages

- 6.1 Increased floor area
- 6.2 Utilises existing council asset that is currently in poor repair and in need of long term investment
- 6.3 Lower cost than options 3 and 4. Pragmatic and cost effective solution for service asset
- 6.4 Makes full use of existing building footprint that is currently only part used
- 6.5 Positive response to Public concerns and Inspection findings
- 6.6 Maintains Architectural integrity of the original Old Library Centre and former Museum building that is prominent within the conservation area and forms part of the Civic Centre of Lerwick

Disadvantages

- 6.7 Doesn't meet full original brief for the project

Cost

6.8	Construction costs only	£1,540,000
6.9	Construction costs, all fees and furniture	£1,930,000

7.0 Option 3 – Refurbishment of Old Library Centre plus addition of two single storey extensions

Advantages

- 7.1 Increased floor area
- 7.2 Would provide visual linkage between Old Library Centre and former Museum building and St. Ringans
- 7.3 Positive response to Public concerns and Inspection findings

Disadvantages

- 7.4 Higher capital cost. Poor value for money based on the high cost per metre squared (£ per M2) to construct the 2 no. extensions and the associated cost of altering the existing Old Library Centre and former Museum structure
- 7.5 Doesn't maintain the Architectural integrity of the original Old Library Centre and former Museum building that is prominent within the conservation area and forms part of the Civic Centre of Lerwick

Cost

- | | | |
|-----|---------------------------------------------------|-------------------|
| 7.6 | Construction costs only | £1,845,000 |
| 7.7 | Construction costs, all fees and furniture | £2,291,000 |

8.0 Option 4 – Refurbishment of Old Library Centre plus addition of one, two storey extension

Advantages

- 8.1 Increased floor area
- 8.2 Positive response to Public concerns and Inspection findings

Disadvantages

- 8.3 Higher capital cost. Poor value for money based on the high cost per metre squared (£ per M2) to construct the 1 no. extension and the associated cost of altering the existing Old Library Centre and former Museum structure
- 8.4 Doesn't maintain the Architectural integrity of the original Old Library Centre and former Museum building that is prominent within the conservation area and forms part of the Civic Centre of Lerwick
- 8.5 Restricted site area for size of extension
- 8.6 Planning concerns over mass of extension

Cost

- | | | |
|-----|---------------------------------------------------|-------------------|
| 8.7 | Construction costs only | £2,114,000 |
| 8.8 | Construction costs, all fees and furniture | £2,611,000 |

9.0 Conclusions

- 9.1 A number of factors have contributed to the conclusion within the Design Report, to recommend refurbishment on the current footprint of the Old Library Centre / former Museum, plus changes to St. Ringans
- 9.2 The clear need to seek the best value option for the Council, particularly in the current financial climate.
- 9.3 Specialist library design work demonstrating that an acceptable proportion of objectives could be achieved without extending.
- 9.4 Representations made to the design team by a group of local architects, making a strong case for the integrity of this important example of modern design to be preserved.
- 9.5 Pragmatism in that the Old Library Centre / former Museum is in need of urgent repair and renovation, with leaks in the roof already causing some damage to the Old Library Centre below. At the heart of the civic area in Lerwick, within a conservation area, the building needs to be returned to open, public use as quickly as practicable. Significant benefits to the public, local and visiting, would be achieved through the improvement of library services in the building, so a way forward needs to be identified. This solution meets both the increasingly urgent building repair need, alongside the continuing public demand for improvements to library buildings.

9.6 Proposal

In the light of the need for financial stringency and to demonstrate best value per square foot, I propose that Option 2, the design based on the provision of 'county' library for Shetland on the footprint of the current Old Library Centre / former Museum and the St Ringans buildings, being the option offering the best long term investment for the council, be worked up in detail in 2009/10, with further Council consideration being undertaken at that stage.

Some internal photographs taken within the first floor level – the Former Museum



10.0 Appendix 1 – Schedule of Refurbishment Works for Old Library Centre and Former Museum Building, Lower Hillhead

Old Library centre Construction schedule

1.0 Roof

- 1.1 Remove existing felt roof finish, 6no. coxdome rooflights and all associated boxed out service/ water tank housings. Demolish double chimney stack to first floor level.
- 1.2.1 Re-roof with sarnafil roofing system (fit insulation and new single membrane finish). Replace 6no. coxdome rooflights. Install vitral glazed rooflight system in part of the existing roof deck opening that is currently boxed in. Replace all 4no. internal roof surface water outlets.

2.0 Elevations

- 2.1 Take down and remove existing cladding panel and glazing system, including fixings to the perimeter of the upper floor.
- 2.2 Replace existing perimeter steel box sections that have all corroded at the base.
- 2.3 Replace curtain walling/ cladding/ glazing around upper floor with Schuco system.
- 2.4 Remove existing open steel external fire escape stair and construct new, like for like escape stair. Stair to be repositioned on other side elevation of the building.
- 2.5 Refurbish all glazing to main door entrance and the existing screens either side.
- 2.6 Allow sum for part reglazing main ground floor rear elevation window panels that have the original glazing removed and replaced with timber due to the configuration of the new internal offices partitions.
- 2.7 Allow sum for pressure cleaning the base course stonework.
- 2.7.1 Allow sum for demolition and removal of now unused oil storage tanks. Concrete bunded storage hut to be demolished. Perimeter stonewall to be demolished to ground level on 2 sides of tank bunded construction.

3.0 Internal – First floor

- 3.1 Take down non-load bearing internal partitions and remove suspended ceiling tiles.
- 3.2 Demolish double chimney stack to first floor level (as listed above)
- 3.3 Open up original floor well opening in first floor that has been previously infilled with timber joists.

- 3.4 Construct new public and disabled toilet accommodation, 3no. offices, lift shaft and 2no. glazed partitions/ screens within children's area.
- 3.5 Uplift existing floor coverings, make good isolated areas of damaged floor screed and replace all floor coverings with new commercial grade carpet.

3.6 Allow for complete decoration to entire floor.

4.0 Internal – Ground Floor

- 4.1 Take down non-load bearing internal partitions and remove suspended ceiling tiles (no new partitions to be constructed in the ground floor level).
- 4.2 Strip out existing unused book lift hoist equipment located in chimney basement stairwell. Install new book lift equipment to basement (CCDP) allowed for this.
- 4.3 Uplift existing floor coverings, make good isolated areas of damaged floor screed and replace all floor coverings with new commercial grade carpet.
- 4.4 Allow for complete decoration to entire floor.

5.0 Internal - Basement

- 5.1 Strip out 2no. separating partition between rooms to form larger spaces.
- 5.2 Strip out existing rolling stack storage shelves. New rolling stacks to be installed (Daniela pricing for these under the furniture specification and costing)
- 5.3 Allow for 3no. internal grade windows in partition separating the main front office space and the rolling stack area. Single skin blockwork to receive a lintel.
- 5.4 Uplift existing floor coverings, make good isolated areas of damaged floor screed and replace all floor coverings with new commercial grade carpet.
- 5.5 Allow for complete decoration to entire floor.

6.0 Services (CCDP specifying and costing)

- 6.1 Replace the existing heating system with a hot water radiator system connected to the district heating
- 6.2 Remove all electrical fittings and cabling and fittings and replace with new, including distribution boxes, cable trunking, sockets, lights etc.
- 6.3 Allow for supply and fitting a hardwired IT network.

7.0 St Ringans

- 7.1 Construct new step access to new main door through the existing stone wall on Union Street, existing gate opening to be used.

- 7.2 Form internal staircase within library to access basement (plans already done and costed at £30k)

8.0 External Works

- 8.1 Allow for forming a pedestrian area within Union Street. Block off street and pave over. Allow for street furniture etc.

- 8.2 Allow for new signage

Allow for removal and reconfiguration of ramp access to main front door entrance and for landscaping at existing entrance to old library.

9.0 New 2no. single storey extensions to old library centre

- 9.1 Allow for adding 2no. single storey flat roofed (lead roof) extensions – clad in stone and glazed - to the north gable (area 56m²) and south gable (area 36m²) of the old library centre. Allow for excavations, construction of the extensions and slappings through the gable walls.

10.0 New 1no. two storey extension to old library centre

- 10.1 Allow for adding 1no. two-storey extension to the north gable of the building (ground floor area 87m², first floor area 87m², total 174m²).

Sarnafil roof covering to match main existing area of roof. Schuco curtain walling/ cladding/ glazing around upper floor extended. High-level glazing to ground floor level and stonework to match existing. Allow for excavations, construction of the extensions and slappings through the gable walls.

11.0 Appendix 2 – Structural Report for Old Library Centre and Former Museum Building, Lower Hillhead

11.0 Structural Report

Colin Ashton, Structural Engineer with the Shetland Islands Council Department of Design and Technical Services in June 1996, carried out a Structural report.

A visual structural inspection was carried out on the building by John Williamson, Structural Engineer with the Shetland Islands council capital programme service on 12th January 2007 as a follow up and update of the more detail structural report carried out in June 1996.

11.1 Former Library/ Museum Building, Hillhead, Lerwick

- Report on Inspection carried out on 12th January 2007
- Introduction
- This report follows a visual inspection of the building on 12th January 2007 and is a follow up to the more detailed structural report carried out in June 1996.
- The inspection was visual with no areas being opened up for closer inspection.

11.2 Comparison with 1996 Structural Survey and Report

- The 1996 report found the main concrete roof and first floor to be in good condition. There was no evidence that this was not still the case.
- The repaired lintel to the west elevation appears to have been successful with no evidence of further deterioration.
- The cracks in the lintel to the windows at the rear stairs reported in 1996 still have to be repaired to protect the reinforcement from corrosion.
- The rectangular hollow section columns on the perimeter of the building were found to be corroded at their base in 1996. The columns at first floor were seen and remain as before. Other columns have been covered up and were not able to be inspected. These columns will have to be replaced as part of any refurbishment of the building.
- The cladding panels to the first floor remain in poor condition and will have to be replaced. Some patchwork repairs have been carried out which hide most of the original problems. Corrosion was seen on some of the soffits and evidence of water penetration was found on the south elevation. All the cladding should be replaced as part of any refurbishment.
- The crack in the masonry to the right of the main entrance, reported in 1996, still has to be repaired.
- The roof covering is in very poor condition and will have to be repaired to protect the underlying concrete roof slab.

- The steel fire escape structure is corroded and is in need of major refurbishment. It is considered that it is at the stage where replacement would be the most cost effective solution.

11.3 Summary

- The reinforced concrete structure of the building remains in good condition. It does not appear to have deteriorated to any significant amount since the 1996 inspection.
- The steel square hollow section columns to the perimeter of the building have corroded and will have to be replaced as part of any refurbishment.
- The cladding to the first floor remains in poor condition and will have to be completely replaced as part of any refurbishment.
- The roof covering requires replacement
- Cracked lintels will have to be repaired to provide protection to the steel reinforcement.
- The cracked masonry at the main entrance requires re-point



Shetland Islands Council

REPORT

To: Services Committee

12 March 2009

From: Executive Director of Education and Social Care

A Skills and Learning Strategy and Partnership

1 Introduction

- 1.1 This Report asks Members to approve the Skills and Learning Strategy for Shetland, together with a supporting Action Plan. The Report also seeks approval to develop a new strategic partnership to oversee joint work in this area, which I have referred to as a Skills and Learning Partnership.

2 Links to Corporate Priorities

- 2.1 This report will contribute to the Corporate aims of delivering a quality education service, life long learning opportunities, appropriate further and higher education activities, early intervention, targeting resources at individuals with particular needs, workforce development, helping to address deprivation and social exclusion as well as growing a healthy economy.

3 Background

- 3.1 In September 2007, the Cabinet Secretary for Education and Lifelong Learning published a Report called Skills for Scotland, a Lifelong Skills Strategy. In this Report, the Scottish Government sets out their vision for a "smarter Scotland" and calls upon all their partners to work together towards that Vision.
- 3.2 Following a Report in October 2007, the Council, HIE Shetland, Skills Development Scotland, NAFC Marine Centre, the Voluntary Sector, NHS Shetland and the Department of Work and Pensions worked together to develop an over-arching Skills Strategy for Shetland.
- 3.3 This is a framework document to support schools, children's services, community development and Shetland College in providing better education and learning services, which are better connected, avoid duplication of activity, and better reflect individual, employer and community needs.

- 3.4 At the moment, the Education and Social Care Department has in place a number of strategies, policies, plans and services which would be relevant to delivering on this over-arching Skills Strategy, including:
- Workforce Development Strategies (being developed) and Training Plans
 - Education Service Improvement Plan
 - Children and Young People's Service Plan
 - Early Education and Childcare Action Plan
 - Getting it Right For Every Child
 - More Choices, More Chances Action Plan
 - Shetland College and Train Shetland Strategic and Operational Plans
 - Community Learning and Development Strategy
 - Shetland Literacy and Numeracy Strategic Plan
 - Cultural Strategy
- 3.5 There are also key links to the Economic Development strategies, the Population Study and the Deprivation and Social Exclusion research. The work complements the emerging themes from the Education Blueprint consultation, on transition points and vocational opportunities.
- 3.6 Another aspect which has come to light during the development of the strategy is the complexity of the current partnerships and reporting arrangements. There is therefore also a proposal to better co-ordinate cross cutting work between organisations on skills and learning, through the creation of a new Skills and Learning Partnership, which I propose will report joint work through the Community Planning Partnership.

4 Proposal

- 4.1 The Draft Strategy is enclosed at Appendix 1. It is a relatively short document, drawing only on key issues and focusing on what the organisations intend to do differently, together, to improve service delivery. There are key themes around sharing information, managing transitions and shared planning. There are proposals to focus on some key target groups – such as the long term unemployed, migrant workers and the More Choices, More Chances group of young people.
- 4.2 Appendix 2 includes a proposal to establish a new Skills and Learning Partnership, with a purpose to better plan and coordinate all learning opportunities where a range of agencies and services are involved in service delivery. Given the multi-agency nature of the work, it would seem appropriate for the joint business to be reported through the Community Planning Partnership.

5 Financial Implications

- 5.1 There are no financial implications arising from this Report. The tasks in the Action Plan will be developed using existing staff time and other resources.

6 Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget. Approval of a new Skills Strategy and Learning Strategy is a new policy, so will require the approval of the Council, supported by a recommendation from Services Committee.

7 Recommendations

- 7.1 I recommend that Services Committee recommend to the Council to:
- (a) approve the Skills and Learning Strategy and associated Action Plan, set out at Appendix 1; and
 - (b) note the establishment of a multi agency Skills and Learning Partnership, to oversee the joint planning and service delivery related to skills and learning within Shetland.

Ref: HAS/sa

Report no: ESCD-65-F

Shetland's Skills and Learning Strategy

Introduction and Purpose

Shetland has a long tradition of valuing education and learning, for the benefits it can bring to an individual as well as for wider benefits for the community and the economy.

This strategy draws together the two sides of the equation. It identifies areas where service providers (such as schools, colleges and training providers) can work differently, to better meet the needs of individuals, employers and communities. Equally, it sets out how individuals and employers might better express and plan what skills and learning they need to put in place to meet current and future skills needs.

A highly skilled and knowledgeable community, with an enthusiasm for life long learning and personal development, will be an important cornerstone in Shetland's successful future. Shetland's greatest asset is its people; by investing in their skills and learning, we are investing in our future.

This Strategy for Skills and Learning in Shetland sets out what we plan to do differently, together, to try to improve the way we deliver services.

The Partners to this Strategy are:

- Shetland Islands Council¹
- HIE Shetland
- Skills Development Scotland
- NAFC Marine Centre
- Department of Work and Pensions
- Shetland Council of Social Services
- NHS Shetland

Vision for Skills in Shetland

We want to see a Shetland where there is a culture of enthusiasm for learning amongst all ages, where there is access to opportunities for everybody to take part in learning, and where employers can access opportunities to improve the skills base of their employees.

We want to develop Shetland to be a Learning Community, with a commitment to life long learning for all.

Our objective is to deliver better services for learners.

In particular:

- There will be in place seamless methods of service delivery, not restricted by organisational or professional boundaries, whether in public, private or voluntary sector.

Shetland's Skills and Learning Strategy

- There will be ease of access to services, with clear understanding within the community of who to contact and where to go.
- There will be a focus on locally provided service delivery, where it is appropriate and value for money to do so.
- There will be more flexible services and more choice for service users, within available resources.
- Any unnecessary duplication, bureaucracy and managerial or administrative overheads will be removed from the system.

The Policy Framework

The Scottish Government has set out its key objectives for office in a document entitled, "The Purpose of the New Government and the need for the Government Economic Strategy".

The over-arching purpose of the government's objectives is, "to focus the Government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable growth".

The specific indicators which relate directly to Skills and Learning are:

- Increase the percentage of Scottish domiciled graduates from Scottish Higher Education Institutions in positive destinations
- Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)
- Increase the proportion of schools receiving positive inspection reports
- Increase the proportion of pre-school centres receiving positive inspection reports
- Reduce number of working age people with severe literacy and numeracy problems

A Summary of the Skills and Learning Strategy for Scotland

In September 2007, the Cabinet Secretary for Education and Lifelong Learning published a Report called Skills for Scotland, a Lifelong Skills Strategy. In this Report, the Scottish Government sets out their vision for a "smarter Scotland" and calls upon all their partners to work together to work towards that Vision. The Vision is set out below:

"Our vision is for a smarter Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership:

Shetland's Skills and Learning Strategy

- *Where people can work in teams, are creative and enterprising and hungry to continually learn new skills. They expect to realise their aspirations and are equipped to achieve their potential in a constantly changing world. People are motivated to contribute to Scotland's future and are confident that they can do so.*
- *Where people are entrepreneurial and innovative; small businesses are encouraged to grow and there is strong, coherent support for businesses of all sizes. Migrant workers and overseas students play a valuable role in an expanded workforce and economy.*
- *Where employers improve productivity by investing in their own staff and are able to access a skilled workforce that is increasingly literate and numerate with good ICT and problem solving skills.*
- *Where learning and training providers work as one system and thanks to wider use of technology and e-learning, barriers of geography and rurality have been reduced."*

In order to achieve this, the Scottish Government has recognised the need to focus on a number of linked activities and organisations. The report states,

"To achieve this, we need to focus on the following:

Individual Development

- 1. Developing a distinctively Scottish approach to skills acquisition, balancing the needs of employers and individuals, aligning employment and skills and placing the individual at the centre of learning and skills development.*
- 2. Developing a coherent funding support system for individuals of all ages and in all forms of education and training that encourages participation in learning and work. This will include support for individuals to increase control and choice over their learning and skills development.*
- 3. Ensuring that this Strategy will promote equal access to and participation in, skills and learning for everyone. This Strategy aims to promote equality of opportunity to those trapped by persistent disadvantage and to improve numbers of people economically active including those from groups such as race, disability, gender, sexual orientation, age and religion/fait h and educational starting points.*

Economic Pull

- 4. Stimulating increased demand for skills from employers, both public and private.*

For example, this might include:

- *encouraging employers to develop ambitious business strategies from which a need for higher level skills will flow;*

Shetland's Skills and Learning Strategy

- *helping employers to articulate what they need now and what they are going to need in the future;*
- *supporting the capacity of learning providers to engage with employers and understand and respond to their needs; and*
- *creating structures that facilitate closer working between employers and learning providers.*

5. Improving the utilisation of skills in the workplace.

This might involve, for example:

- *encouraging better management and leadership and improved human resource practices (including recruitment) across the range of employers in Scotland;*
- *supporting job design that encourages autonomy, makes better use of employees and stimulates enterprise and innovation in the workplace;*
- *improving links between skills and the other drivers of productivity, such as investment in technology and infrastructure; and*
- *ensuring that individuals can use the skills they have acquired through learning in a way that immediately benefits their employer.*

6. Understanding current and projected demands for skills to help prepare for future skills needs.

7. Challenging employers, learning providers, awarding bodies and others to use the Scottish Credit and Qualifications Framework (SCQF) as a tool to support learning, specifically to facilitate the recognition of learning and for enabling individuals to move smoothly through learning environments, getting credit for learning they have already achieved.

Cohesive Structures

8. Simplifying structures to make it easier for people to access the learning, training and development they need, including formal and informal learning by merging a number of bodies into one, focussed on skills.

9. Ensuring that Curriculum for Excellence provides vocational learning and the employability skills needed for the world of work and is the foundation for skills development throughout life.

10. Achieving parity of esteem between academic and vocational learning, recognising that vocational learning is a valuable alternative to the academic pathway and important to all.

11. Challenging our funding bodies to use their budgets to help achieve a stepchange in skills development and use.

Shetland's Skills and Learning Strategy

12. Encouraging providers to see themselves as part of a continuum of provision - links in a chain - which helps individuals to see the relevance of learning to them, progress in their learning and make full and effective use of the skills they have acquired. Judging that system by how well it serves those who need the most support."

Shetland in Context

A recent population study has been undertaken by Hall Aitken. The current population of Shetland is 21,880. The study found that if birth rates and migration trends continue as at present, the following changes in Shetlands population by 2030 is predicted:

- The overall population dropping to around 20,000
- A drop of 18% in the number of women in the child-bearing age group;
- A drop in the working age population (18-64) of 3,000
- An increase of 63% in the number of residents aged 65 and over; and
- A decline of almost a third in the number of school-age children.

The unemployment rate for the Shetland area has been consistently lower than for Highlands and Islands over the past 3 year period. This peaked at 2.2% in April 2004 and achieved a low of 1.3% in January 2007. Unemployment in Shetland is cyclical, with rates rising in the winter months and falling in the summer season. This seasonality reflects the relative dominance of tourism and primary industries in the local economy.

The exam results for Shetland pupils are generally good, but there remains a small number of people who leave school with no employment or training plans.

The destinations of school leavers from Shetland, Highlands and Islands and Scotland in 2005/06 is shown in the Table below.

School leaver destinations (%): 2005/06

Destination	Shetland	Highlands and Islands	Scotland
Full-time higher education	34.5	29.8	30.0
Full-time further education	12.7	18.9	23.0
Training	2.1	3.1	5.0
Employment	39.4	35.0	26.0
Unemployed and actively seeking employment or training	7.4	7.6	11.0
Unemployed and NOT actively seeking employment or training	2.5	3.0	2.0
Unknown	1.4	2.5	2.0

Source: Careers Scotland

Shetland's Skills and Learning Strategy

In 2005/06, a high percentage of school leavers in Shetland entered employment (39.4%) compared to 26% in Scotland. A higher percentage of school leavers in Shetland also entered full-time higher education (34.5%) compared to 30% in Scotland. A lower percentage of school leavers in Shetland entered full-time further education (12.7%) compared to Scotland (23%).

Patterns of school leaver destinations may be affected by the availability of educational, employment and training opportunities in a location. Access to positive opportunities can influence whether or not young people stay in their local area.

Trends in Employment

The Table below clearly shows the increasing dominance of the service sector as the major employer in Shetland over the past 25 years. This trend is a reflection of the UK trend over the last 20 years where over 48% of jobs are now in the business, public sector and other services sectors. In terms of manufacturing and the primary industries, these sectors in Shetland tend to show fluctuations and do not show the major decline demonstrated by the rest of the UK. This is most likely due to the relatively high number of people employed in the fisheries industries (fish catching, aquaculture and processing) which accounts for approximately £200 million output annually and the presence of Sullom Voe Oil Terminal.

Trends in sectoral employment in Shetland (Shetland Islands Council, 2007)

	1981	1997	2000	2003	2007
Primary	938	1,465	1,055	1,620	1,136
Manufacturing	940	1,322	1,052	928	906
Construction	906	946	1,375	717	893
Services	6,189	8,125	8,416	8,882	9,309
Self-Employed	1,452				

*Statistics for Self-Employed included in figures for Primary, Manufacturing, Construction and Services from 1997 onwards.

As can be seen from the Table below, Shetland also reflects the UK trend of an increasing number of part-time workers and a growth in the number of women in employment, particularly part-time work.

Trends in Full Time and Part Time Employment (Shetland Islands Council 1999; 2002; 2005)

	Male FT	Male PT	Female FT	Female PT
June 1997	5,458	964	2,493	2,943
June 2000	5,314	870	2,427	3,283
June 2003	5,022	1,013	2,640	3,595
July 2007	4,966	1,153	2,335	3,290

Shetland's Skills and Learning Strategy

Those claiming Incapacity Benefit (IB) constitute an untapped labour resource, however individuals in this category require significant interventions to enable them to become "job ready". A snapshot of the number of Incapacity Benefits claimants in Shetland over the past three years is shown in Table 3, below.

Incapacity Benefit Claimants (Department for Work and Pensions, 2007)

Incapacity Benefit Claimants – Shetland			
Date (February)	All	Male	Female
2005	680	420	260
2006	690	430	260
2007	670	410	250

According to the Jobcentre Plus in Shetland the main issues resulting in individuals claiming Incapacity Benefits are: mental health issues; back problems; and substance misuse.

Skill Gaps in Shetland

Futureskills Scotland offers the following definition of a skill gap:

'A skill gap exists when someone who is in a job is judged by his or her employer to be not fully proficient. While skill shortages refer to applicants for a job, skill gaps refer to those already in employment.'

The most up-to-date information on skill gaps indicate that Shetland, compared to other Highland and Islands areas in 2004, topped the table with 29% of establishments reporting at least one skill gap. This equates to 7% of all employees in Shetland that are not fully proficient (the skill gap rate).

The most up to date information on the nature of the skill gaps in Shetland are from 2002 (Futureskills Scotland, 2004). Among those experiencing skills gaps, the types of skills mentioned by employers as lacking were:

- Planning and organisational skills (mentioned by 55% of employers experiencing skills gaps)
- Team working skills (55%)
- Problem solving skills (52%)
- Technical / practical skills (42%)
- Strategic management skills (38%)
- Customer handling skills (37%)
- Communication skills (34%)
- Basic IT (33%)
- Advanced IT (31%)

Shetland's Skills and Learning Strategy

- Written communication skills (31%)
- Numeracy skills (20%)
- Literacy skills (7%)

In addition to the above the SIC Employers Survey 2003 highlighted the following skill gaps:

- 24% of Shetland organisations believed that improving management skills was a priority.

Service Delivery

There are a range of organisations and service which exist to provide education, learning and skills for individuals, groups and organisations. These include:

- Schools service
- Partner providers for early years education
- Shetland College
- NAFC Marine Centre
- Youth Work
- Community Work
- Bridges Project
- Adult Learning
- Skills Development Scotland, including the Careers Service
- Voluntary Sector employment projects, such as Moving On and the Community Bike Project
- Shetland Council of Social Services
- Volunteer Centre
- Job Centre Plus
- Support Training
- Shetland Arts
- Family Centre
- Shetland Library
- Train Shetland
- NHS Shetland

Action Plan

The challenges set out in Skills for Scotland, a Life Long Skills Strategy, have been assessed. The following Action Plan are the areas where the Shetland Skills and Learning Partnership consider that they can change the way they currently organise their work, in order to improve the services provided to individuals, employers and the wider community.

- Enhancing trust and co-operation between practitioners across all agencies will lead to a culture of shared resources and shared delivery.

Shetland's Skills and Learning Strategy

- Increase the dialogue between training providers and employers to understand what each other needs and can offer. Forums such as the Industry Panels and Trade Associations are important but there are large numbers of small employers not organised in a representative fashion, making it difficult to hear what these employers needs are in relation to skills development. There is a need to better manage future labour and skills needs; at the moment the system is too reactive.
- Employers should be encouraged to have in place a coherent workforce development strategy, so ensuring efficient use of resources locally and a consistent approach to staff development. Employers need support to 'unlock' and realise the full potential of the skills of their employees e.g. undertaking a training needs analysis, linking training goals to business goals etc.
- Transitions between providers should be smooth, with prior skills and learning recognised. This could include a framework of 'essential skills', for example, during full time education, moving into work or training, returners to the labour market, returners from incapacity benefit, migrant workers, the More Choices, More Chances group of young people, etc.
- There is a need for more vocational opportunities. The tight labour market means that we need to attract young people to stay and study/work in Shetland and offer an attractive range of opportunities e.g. Skillseekers, Modern Apprenticeships, Graduate Placement Schemes.
- There is also a need to develop the concept of "employability" for both young and older people who are starting out, returning to the job market or changing jobs. This can be defined as the capacity of individuals to seek out and retain opportunities for work, or training, or learning whenever they need it. This capacity is not only for core skills (team work, problem solving, literacy, numeracy and ICT skills) alone but also refers to people's attitudes to work.
- Benefits would be derived from fostering an understanding across agencies of the principles and skills involved in delivering guidance. Common standards need to be adopted in an ethical approach to work with individuals to include their empowerment. Needs assessments should place the individual in the centre, motivating people to engage with services and opportunities. This refers particularly to the most vulnerable client groups.
- Shetland has a number of strong partnerships but there is a need to cut out duplication and ensure that these partnerships have a common strategic goal and that their work complements and contributes to the achievement of common, agreed objectives.
- Stronger links between agencies, both statutory and voluntary, will build more trust and confidence between practitioners. Individuals have benefited by

Shetland's Skills and Learning Strategy

more referrals between agencies in helping them address barriers to learning. This could be supported by developing case studies which demonstrates where partnership working has been effective and where particular Shetland-wide problems could be overcome by working together.

- Comprehensive and accessible information on learning opportunities is essential. To be accessible it should be locally based and provided through a range of media. Most importantly information is complimentary to and not instead of guidance which is necessary to enable individuals to understand and use what is appropriate to them. One idea is to develop one central and up to date point for information on learning opportunities. Marketing could be improved in all areas of skills development
- There is scope in Shetland for better use to be made of existing community facilities, including schools and ICT provision, especially in rural and island areas for a range of individual, family and community learning opportunities.
- There is the potential to develop the skills of our staff to enable them to work creatively, to provide more flexible and innovative learning programmes, outwith traditional models of delivery.
- There is a need to focus on the long term unemployed and adopt a focused multi agency approach to this client group, with an idea that Individual Career Plans could be adapted to be a holistic, co-ordinated "individual learning plan", with appropriate data sharing between agencies.
- There is also a need to redesign the learning opportunities available for the More Choices, More Chances group of young people, to develop alternative early intervention programmes and activities, again adopting a focused multi agency approach and co-ordinated "individual learning plans".
- There is a need for leadership and management training across all sectors – private, public and voluntary. This could include developing core competencies for local training provision in management and leadership and young business champions.
- Provision and enhancement of training and support to migrant workers needs to be encouraged to unlock the skills potential of these individuals for the benefit of the Shetland economy and to encourage them to stay and boost population growth.
- There is a need to acknowledge parental, young people and schools pressure to aspire to Further Education and Higher Education training (which is in line with Government aspirations), whether suitable or not, and instead encourage local employment and vocational training opportunities, which might suit young people better. There is a need to make a clear commitment to young people about the routes to education, employment and training which are on offer and the support they can expect.

Shetland's Skills and Learning Strategy

- There is in place a wide range of programmes available for helping people get back to work (eg New Deal, Training for Work, Get Ready for Work, Bridges Project, Moving On, the Community Bike Project, etc). It would be helpful to map all the available services, understand the routes to learning and review all the employability services and programmes to understand any gaps or duplication in service provision, and identify clear pathways for service users, depending on their needs. Technical skills acquisition for the long term unemployed could focus on the skills required for the growth sectors of the economy. Understanding better what is in place will help us to develop sustainable models of service delivery.
- In line with the Scottish Government targets, there is a need to reduce the number of working age people with severe literacy and numeracy problems.
- Where a skills gap exists, new programmes should be developed with employers to meet that identified need.
- Through community work and volunteering we build the skills and learning of individuals, groups and communities, across all age groups. There is a need to maximise these learning opportunities and to recognise that these skills are transferable by individuals to increase their employment potential. These learning opportunities can offer a doorway to learning that may be accessed by individuals who would not normally engage in more formal learning situations. This work can include inter-generational learning opportunities.
- There is a need to ensure that there are trained and available staff within Shetland, to meet the challenge of delivering accredited learning opportunities offered by all providers.
- To foster and develop Shetland's own capacity to train, teach, lecture or assess competencies in a significant range of key sector skills, will be important to maintain or enhance existing industry as well as support new enterprises.

Joint Systems and Procedures

In order to express our commitment to Joint Working, the Strategy also includes some key principles to support joint systems and procedures.

Equality of Access – there will be equity in access to services through better information, more locally based services and better transport arrangements where provision needs to be centralised.

Diversity – all service users will be able to access services to meet their needs irrespective of their race, religion/faith, sexual orientation, age, disability or gender.

Shetland's Skills and Learning Strategy

People – there will be in place a system of team working which recognises and values individuals' skills and knowledge, encourages joint training and secondment opportunities and works to meet the needs of the learners.

Reduced Bureaucracy - systems, procedures and information will be shared between organisations and there will be clarity in the decision-making process, so reducing bureaucracy and delays in decisions about service delivery.

Property – public and voluntary sector buildings are accessible and available for multi-use by all agencies to ensure that community resources are maximised.

Equipment and Resources – there is a shared bank of equipment and resources, accessible to all agencies.

Information and Communication – organisations will share knowledge of individual and community needs and aspirations, share priorities and service objectives and clearly communicate these to all staff.

Learner's Assessments – where more than one agency is involved in providing services, there will be no need for a learner's needs to be assessed by more than one relevantly qualified member of staff.

Key Workers - a learner involved with more than one agency can have allocated to them a named individual who looks after their service needs so that they need only have to "tell their story once."

Joint Planning and Shared Priorities – organisations will have a single planning process with clarity in what they are trying to achieve in the short, medium and longer term.

Consultation Mechanisms – services will be planned and designed in partnership with individual learners, employers and the wider community.

Data and Information Sharing - the principle of information sharing will be an integral part of Shetland's Skills and Learning Strategy. Personal information is shared with service users' consent, in line with the Data Sharing Policy.

¹ Services of Shetland Islands Council include: Schools, Library Services, Shetland College, Adult Learning, Train Shetland, Youth Work, Community Work, Economic Development Unit.

Skills and Learning Partnership - Terms of Reference

Purpose

To plan and coordinate and stimulate all learning opportunities, formal and informal, to enable people to achieve their full potential, participating in employment, training or education if they wish to do so.

Principles:

- To assess the service needs within the community, based on established data collection methods and, from time to time, specific commissioned research.
- To make arrangements for appropriate, innovative, flexible and challenging services, opportunities and activities to provide education services and to promote learning
- To ensure effective consultation and that the views of interested parties are taken into account in the design of service delivery models.
- To ensure consultation and cooperation between partner organisations.
- To draw up appropriate strategies to deliver and promote education and learning, drawing on best practice from local, national and international sources, to direct service delivery, development and design.
- To highlight gaps in services and identify areas for targeted activity for individuals or groups who are currently not participating
- To find solutions to over-coming barriers to participation, to help reduce deprivation and social exclusion
- To pool and share financial and other resources to meet priority needs.
- To monitor the impact and effectiveness of the various services and projects, through performance management arrangements, both internal and external. This might involve challenging individual agencies and taking risks on new and innovative practice.
- To support appropriate communication, marketing and promotion campaigns in support of a learning lifestyle.
- To support a community led approach to learning
- To support volunteering, at an individual, group and community level.
- To ensure appropriate training and development opportunities are available, at a recognised quality and standard
- To co-ordinate the use of physical assets, to ensure that we make the best use of all assets across all organisations, regardless of ownership

Accountability

Each agency retains responsibility and accountability for delivering their elements of service, working towards the shared objectives for joint service delivery.

Project / Operational / Working Groups

Links will be developed with skills and learning groups and projects, to ensure that the shared objectives of the Skills and Learning Strategy are achieved in the most effective way, sharing knowledge and information and avoiding duplication. Examples of associated groups are:

- Bridges Project
- Curriculum for Excellence
- Youth Work Review
- Transitions Group
- Vocational Partnership Group

Links to Key Strategies

The Partnership will ensure that the strategic direction and objectives of individual strategies and action plans are consistent with the Skills and Learning Strategy. Examples of associated strategies are:

- School Improvement Plan
- Shetland College Strategic and Operational Plans
- Community Learning and Development Strategy
- Literacy and Numeracy Action Plans
- Economic Strategy
- Cultural Strategy
- Arts Strategy
- Early Years Strategy
- Children's Service Plan
- Social Justice
- Equal Opportunities
- Criminal Justice

Membership

The Group will consist of members of staff from the main agencies involved in identifying needs for, or delivering services connected with, skills and learning, and will include:

- Shetland Islands Council Education and Social Care Department
- Shetland Islands Council Economic Development Department
- Skills Development Scotland
- HIE Shetland
- NAFC Marine Centre
- Department for Work and Pensions
- Support Training



REPORT

To: Services Committee

12 March 2009

From: Executive Director of Education and Social Care

New Anderson High School Capital Project Progress Report and Funding Arrangement

1 Introduction

- 1.1 This Report provides an update on the new Anderson High School capital project.

2 Links to Corporate Priorities

- 2.1 The Council's Corporate Plan includes a commitment to, "improve our teaching facilities by completing the new Anderson High School....".

3 Background

- 3.1 A summary of the decision taken by Council in June 2008: -
- There is a target budget of £49m set for the whole cost of the project (subject to an inflationary increase year on year).
 - There is a need to report progress to Services Committee, every cycle of meetings.
 - Services Committee will be asked to make decisions on the detail of the project, in particular:
 - o the overall design size; and
 - o the revised brief and accommodation schedule; and
 - o the principles of the redesign and siting of the new school on the Knab site, such as to seek as far as possible to minimise the disruption to the existing school during the construction phase and minimise the dominance and visual impact on the Knab site; and
 - o the detailed educational and technical impacts of the possibility of any demolition or decant options, which might be developed.
 - The Chief Executive was tasked with:

- appointing a dedicated project manager with a proven record of successfully managing large capital projects;
 - investigating and reporting on whether Early Contractor Involvement (ECI) remains the best option for the SIC in relation to this particular project;
 - investigating what advice and assistance Scottish Government experts can contribute to this process.
- 3.2 In August 2008, Members considered reports on the site appraisal and confirmed that the Early Contractor Involvement arrangements are the most appropriate, given the stage of the project and the circumstances of the construction industry (minute reference 67/08).
- 3.3 In October 2008, Members requested that the concept designs be shared with Members and that consideration be given to the Anderson Educational Institute becoming an integral part of the final design (minute reference 84/08).
- 3.4 In November 2008, the educational impact assessment of the proposed school was reported to Members (minute reference 102/08).
- 3.5 A Project Manager was appointed in the first week of December 2008.
- 3.6 At a Special Services Committee meeting on 12 February 2009, Members agreed that the Project Team could proceed with the submission of a Planning Application (minute ref 13/09).

4 Progress Report

- 4.1 The Planning Application is currently being prepared and is due to be submitted in the first week of March 2009, for consideration by the Planning Service. There is no indication at the moment as to how long this process might take.
- 4.2 An exhibition of the plans and drawings is being held at Islesburgh Community Centre.

5 Funding Proposal

- 5.1 In May 2008, Members considered a Report by the Head of Finance on the options for funding the new Anderson High School. An extract of the conclusions from that Report is set out below.

“The Anderson High School project is such a major and unprecedented investment that its funding has required a review of Council financial policy and capital spending plans. It has become apparent that the status quo cannot be maintained in the face of a £48 million infrastructure investment.

It is clear that whatever method of funding the AHS is used, the project is of such a magnitude that it will to some degree constrain other capital spending. But it can be concluded that cutting non-

AHS capital spending cannot by itself preserve financial policy and provide financial sustainability.

Simply changing the policy targets (especially lowering the Reserves Floor to, say £200 million from £250 million) can be seen as moving the goalposts, and permanently impairs the sustainable level of ongoing capital spending.

Going back into debt is not technically possible in respect of commercial debt (because that would be borrowing in advance of need), and it makes no practical sense for the General Fund to borrow from General Fund Reserves.

Commercial PPP/PFI is unpopular with many Councils, and is used only by those who have no choice.

Leasing, especially a finance lease negotiated with SLAP/Charitable Trust, is an approach, which involves the minimum of change to Council financial policy, and holds sufficient attractions for the Charitable Trust (SLAP's parent) as to hold out the hope of a negotiated deal between the parties which serves both their interests and those of the wider Shetland community. It should be noted, however, that the lease payments will have an ongoing impact on achieving sustainable use of reserves, which will require to be balanced by either:

- further efficiency gains in General Fund revenue spend
- reduced Reserve Fund programmes
- reduced annual Capital programme allocations."

5.2 Accordingly, Members approved (minute ref 63/08) finance leasing as the most promising approach to funding the new Anderson High School and instructed the Head of Finance to explore that option with SLAP, the Shetland Charitable Trust, the Council's external auditors and the Scottish Government, with a view to reporting back with implementation proposals as soon as possible.

5.3 The Council's Head of Finance and the Financial Controller of Shetland Charitable Trust are currently calculating the likely cost of the proposed leaseback arrangement. Initial indications from the Council's external auditors and the Scottish Government suggest that such a deal (similar in concept to several previous deals), will not cause external difficulties. The General Manager of Shetland Charitable Trust will report the initial request to the Board of Trustees at their meeting on 26 March 2009. A firm proposal on funding will be worked up and reported for decisions by both parties to the next cycle of meetings (May 2009).

6 Financial Implications

6.1 The costs of the new Anderson High School project are accounted for outwith the normal capital programme mechanism.

- 6.2 The approved Budget for 2008/09 is £1,400,000. Expenditure for the year to 6 February 2009 stands at £1,283,000. The projected spend to 31 March 2009 indicates a likely overspend on fees of £100,000. I am seeking approval to spend an additional £100,000 in the current year which is within the £49m overall project cost but to be incurred earlier than the original cash flow indicated.
- 6.3 The cash flow for 2009/10, based on a start on site in the summer of 2009, indicates a requirement to draw down £15m. In line with the Financial Regulations, this Report therefore seeks approval of a budget of £15m for 2009/10, to be met directly from Council reserves in the first instance, to pay for the estimated costs on the new Anderson High School next financial year.
- 6.4 The latest Cost Plans continue to indicate that the project can be met from within the overall budget approved by the Council of £49m (at June 2008 prices and subject to inflation year on year).

7 Policy and Delegated Authority

- 7.1 Section 13 of the Council's Scheme of Delegations enables Services Committee to approve capital expenditure within any allocation delegated to the Committee by the Council.
- 7.2 Shetland Islands Council, at its meeting in June 2008 (Minute Reference 94/08), made a specific recommendation to remit the detailed development of the Anderson High School project to Services Committee.
- 7.3 However, Shetland Islands Council holds overall responsibility for the capital programme so recommendations will be made from Services Committee to the Council, as the project develops.

8 Recommendations

- 8.1 I recommend that Services Committee recommend to the Council to:
- (a) note the progress towards the Council's policy to build a new Anderson High School; and
 - (b) approve an additional budget of £100,000 in 2008/09, to take the overall budget to £1,500,000, to be met directly from the Council's reserves; and
 - (c) approve an overall budget of £15,000,000 for 2009/10, to be met directly from Council reserves, in the first instance.



REPORT

To: Services Committee

12 March 2009

From: Head of Schools

RACE EQUALITY POLICY

1. Introduction

- 1.1 The purpose of this report is to inform Members of the Schools Service's reviewed policy on race equality.

2. Link to Council Priorities

- 2.1 One of the Outcomes held within the Corporate Plan 2008-2011 for Schools is to, 'Help us create and maintain a culture where individual learners can strive to realise their full potential.'
- 2.2 The Council, Community Planning Board and NHS Shetland endorsed the target, 'To ensure that equal opportunities exist for all, no matter an individual's age, race, gender, faith, sexual orientation or disability and to decrease inequalities.'

3. Background

- 3.1 The *Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000* (hereinafter "*the Act*") placed a general duty on a wide range of public authorities to promote equality: every single member of staff in the public services now has a responsibility to promote good race relations. An outline of Shetland Islands Council's duties under *the Act* can be found within the Council's Equality and Diversity Strategy, October 2006, published on the Council's website.
- 3.2 Under the Act, every Education Authority in Britain is required to prepare and maintain a written race equality policy. Shetland Islands Council's Schools Service welcomes its duties under ***the Act*** and the related ***Scottish Order of 2002***.

4. Proposals

- 4.1 This policy has been compiled in accordance with the **Code of Practice on the Duty to Promote Race Equality** issued by the Commission for Racial Equality in December 2001. The policy reflects concerns and concepts in **The Future of Multi-Ethnic Britain ('The Parekh Report'), 2000**, and **The Stephen Lawrence Inquiry ('The Macpherson Report'), 1999**. Both these argued that the promotion of race equality necessarily involves also the recognition of cultural diversity. This policy reflects these arguments both in its overall title and in several of its detailed references.
- 4.2 This policy is consistent with the requirements and expectations of The Scottish Executive's Race Equality Scheme – **Working Together for Race Equality** and is in line with the Shetland Island Council's joint partnership **Race Equality Scheme 2008-2011**, published 2008.
- 4.3 The policy is included as Appendix A for approval.

5. Financial Implications

- 5.1 There are no direct financial implications arising from the content of this report. All of the training costs have been built into the approved budgets for 2008/09.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.
- 6.2 Services Committee has delegated authority to consider individual service policy proposals and make appropriate recommendations to Council.

7. Recommendation

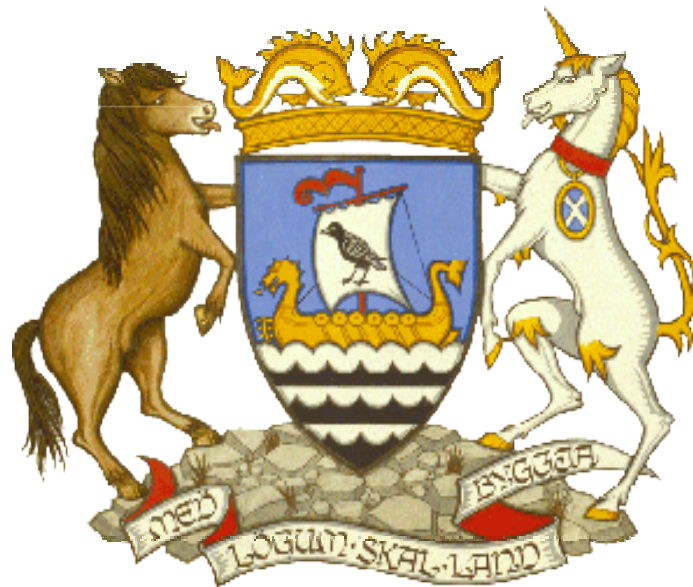
- 7.1 I recommend that the Services Committee recommend that the Council adopt the Schools' Service Race Equality Policy as attached at Appendix A.

February 2009

Our Ref: HB/JR/SM

Report No: ED-03-F

**Shetland Islands Council
Education and Social Care Department
Schools Service**



Race Equality Policy

December 2008

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Access to the Policy

Copies of this policy can also be made available in large print, Braille or on audiotape.

Copies can also be translated into various languages, on request.

Please contact;

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32 Hillhead
Lerwick
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01595 74 3728

Or email

policy@shetland.gov.uk

Race Equality Policy

1 Introduction

The ***Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000*** (hereinafter “***the Act***”) placed a general duty on a wide range of public authorities to promote equality: every single member of staff in the public services now has a responsibility to promote good race relations. An outline of Shetland Islands Council’s duties under ***the Act*** can be found within the Council’s Equality and Diversity Strategy, October 2006, published on the Council’s website.

Under the Act, every Education Authority in Britain is required to prepare and maintain a written race equality policy. Shetland Islands Council’s Schools Service welcomes its duties under ***the Act*** and the related ***Scottish Order of 2002***.

This policy has been compiled in accordance with the ***Code of Practice on the Duty to Promote Race Equality*** issued by the Commission for Racial Equality in December 2001. The policy reflects concerns and concepts in ***The Future of Multi-Ethnic Britain ('The Parekh Report'), 2000***, and ***The Stephen Lawrence Inquiry ('The Macpherson Report'), 1999***. Both these argued that the promotion of race equality necessarily involves also the recognition of cultural diversity. This policy reflects these arguments both in its overall title and in several of its detailed references.

This policy is consistent with the requirements and expectations of The Scottish Executive’s Race Equality Scheme – ***Working Together for Race Equality*** and is in line with the Shetland Island Council’s ***Equality and Diversity Strategy (including Race Equality Scheme, Disability Scheme), October 2006***.

2 Background

Education authorities are now bound by statutory duty to promote race equality. To meet the duty they need to tackle unlawful discrimination and promote equal opportunities and good relations when carrying out all their relevant functions. This means that education authorities have a key role to play in supporting and encouraging schools to develop good practice in achieving race equality, particularly if the work involves meeting the requirements of the duty. Education authorities are encouraged to:

- play an active part in supporting schools in their race equality work (sample school policies in Equal Opportunities and Race Equality are provided as Appendices 1 and 2)
- identify, set up and promote good practice in achieving race equality in schools
- help to develop positive links between schools and local communities
- provide information, resources, guidance and support so that schools can develop good practice.

3 Context of Shetland Islands Council Schools Service from a Race Equality Perspective

Shetland has a very low black and ethnic minority population. Ethnic groups other than white made up only 1% of the population according to the 2001 census. However, when the 2001 figure are compared with those of the 1991 census, it can be seen that, although the population of Shetland is decreasing (22,394 to 21,755) the black and ethnic minority population is increasing (126 to 233.) This represents an increase of approximately 91%. The ethnic composition of pupils and staff in Shetland schools reflects that figure, and demographic studies suggest that the figure will continue to increase in the future. With this in mind, it is recognised that a wider range of cultural backgrounds at a range of professional levels within Shetland Islands Council Schools Service would be beneficial. A suitable tool for the collection of data on ethnicity is attached as Appendix 4.

The level of reported racist incidents within Shetland schools over the last year has been small (2 in 2005/06 and 1 in 2006/07) although there is anecdotal evidence to suggest that not all racist incidents are being reported; rather some may be dealt with under discipline or anti-bullying policies.

The number of racist incidents within the wider community in Shetland over the last few years is surprisingly low – the annual report from the Northern Constabulary would suggest a figure of zero – anecdotally the Police estimate about four incidents per year.

4 Aims and Values

The Schools Service aims to put children and young people first and to provide a socially inclusive service for them and their families by:

- a) promoting and delivering integrated education, care and support services of the highest quality
- b) ensuring that Schools Services are accessible to all and promoting the rights and responsibilities of those who use them
- c) raising achievement and eliminating inequality where it exists
- d) eliminating unlawful racial discrimination and promoting race equality.

The Schools Service is committed to supporting and encouraging schools to develop good practice in meeting the requirements of the duty to achieve race equality in all aspects of nursery, primary and secondary school and further education life, through quality assurance measures relating to:

- admissions, attendance and exclusions
- attainment and assessment
- curricular flexibility
- learning and teaching
- partnerships with parents, carers and the community
- pastoral care
- personal and social development
- positive behaviour
- progress and achievement
- staff recruitment and professional development.

5 Leadership and Management

5.1 Commitments

The Schools Service is committed to

- actively tackling racial discrimination, promoting equal opportunities and encouraging good race relations
- supporting and encouraging all pupils and staff to reach their full potential
- working with parents, carers and the wider community to tackle race discrimination, and to identify and promote good practice
- ensuring that the race equality policy and its attendant procedures are followed.

5.2 Responsibilities

A The Schools Service

The Schools Service is responsible for ensuring that:

- all schools and educational establishments in Shetland have a robust race equality policy in place
- all schools and educational establishments in Shetland make arrangements to assess the impact of its policies
- all schools and educational establishments in Shetland monitor the way these policies work.

B Parent Councils

Parent Council members are responsible for:

- supporting the school in complying with **the Act**
- ensuring, with the Head Teacher, that the race equality policy and its procedures are followed.

C Head Teachers

The Head Teacher or Manager of a school or other educational establishment is responsible for:

- ensuring that the race equality policy is readily available and that staff, pupils, parents and carers and parent council members are aware of its existence and accessibility
- ensuring that the race equality policy and its attendant procedures are followed
- producing regular information for staff and parent council members about the policy and how it is working, and providing training for them on aspects of the policy if necessary
- ensuring all staff are aware of their responsibilities under **the Act** and receive training for, and support in, carrying them out
- taking appropriate action in cases of racial harassment and racial discrimination.

D All Staff

All members of staff of schools and other educational establishments are responsible for:

- dealing with racial incidents and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- keeping up to date with current legislation on discrimination and taking up training and learning opportunities.

E Staff with specific responsibilities

A senior member of staff in each school or other educational establishment will have overall responsibility for:

- co-ordinating work on race equality
- dealing with reports of racist incidents.

6 Addressing racism and xenophobia

The Schools Service is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

7 Religious observance

The Schools Service respects the religious beliefs and practice of all staff, pupils and parents and carers, and complies with all reasonable requests relating to religious observance and practice.

8 Monitoring and evaluation

The Schools Service will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. Records of racial attack, racial harassment, racial prejudice or other racially motivated incidents will be kept and monitored.

Issues relating to the policy and its implementation will be reviewed annually by the Schools Service.

9 Working with Partners

The schools service works closely with its partner agencies, the Shetland Islands Council, the Shetland College, NHS Shetland, Northern Constabulary, the Shetland Area Licensing Board and ZetTrans to improve the life chances of all of Shetlands Citizens.

Together we are fully committed to meeting our Community Planning Priority Target to:

“Ensure that equal opportunities exist for all, no matter an individual’s age, race, gender, faith, sexual orientation or disability and we will decrease inequalities.”

You can access our partners Race Equality Schemes and Annual reports at the following links,

Shetland Islands Council

<http://www.shetland.gov.uk/equalopportunities/documents.asp>

Shetland College

<http://www.shetland.uhi.ac.uk/>

Shetland Licensing Board

<http://www.shetland.gov.uk/equalopportunities/documents.asp>

NHS Shetland

<http://www.shb.scot.nhs.uk/initiatives/equality/index.asp>

ZetTrans

<http://www.zettrans.org.uk/>



REPORT

To: Services Committee

12 March 2009

From: Head of Schools

Reports by HM Inspectorate of Education: Whalsay School and Nursery Class, Brae High School and Nursery Class and Mossbank Primary School and Nursery Class

1. Introduction

- 1.1 Whalsay School and Nursery Class were inspected in September 2008 as part of a national sample of primary and nursery education. It was the first inspection by HM Inspectorate of Education under the new model (ED-51-F). The report was published on 18 November 2008.
- 1.2 Brae High School and Nursery Class were inspected in September 2008 as part of a national sample of primary and nursery education. The report was published on 09 December 2008.
- 1.3 Mossbank Primary School and Nursery Class were inspected in November 2008 as part of a national sample of primary and nursery education. The report was published on 20 January 2008.
- 1.4 The purpose of this report is to give members an opportunity to consider the quality of education provided by the three schools as evaluated by HM Inspectorate of Education in the published reports.
- 1.5 Copies of the reports have been placed in the Members Room for reference. Copies of the reports have also been sent to all relevant Members, parents, staff and Parent Council members.

2. Link to Council Priorities

- 2.1 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.2 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 Inspectors evaluated nursery children's and pupils' improvements in performance, learning experiences and the schools' effectiveness in meeting learning needs. They examined the schools' curriculum and its improvement through self-evaluation.
- 3.2 The Inspectors also looked closely at attainment across each school. They examined the quality of the children's experience in the nursery and looked at pupils' work.
- 3.3 Inspectors spoke to groups of pupils, and to staff. They also met with groups of parents.
- 3.4 In Whalsay School, of the eight areas of the school's work examined, three were evaluated as Very Good, four were evaluated as Good, and one was evaluated as Satisfactory.
- 3.5 In Brae High School, of the eight areas of the school's work examined, one was evaluated as Very Good, six were evaluated as Good, and one was evaluated as Weak.
- 3.6 In Mossbank Primary School, of the eight areas of the school's work examined, one was evaluated as Very Good, three were evaluated as Good, three were evaluated as satisfactory and one was evaluated as Weak.

4 Proposals

It is proposed that members note the key strengths and points for action identified in the reports as follows:

4.1 Whalsay School

4.1.1 Key strengths:

- Innovative steps taken to adapt the curriculum to the local context.
- The quality of children's experiences in the nursery.
- Young people's examination results at the end of S4.
- The support given to children and young people with additional support needs.
- Approaches to promoting the health and well-being of children and young people, the quality of their relationships, and the way they include and care for each other.

4.1.2 Examples of good practice:

- The Rural Skills course developed in partnership with the local community.
- Approaches used by the nursery class to promote children's achievements within the community.

4.1.3 Main points for action:

- Provide strong leadership to the primary department.
- Improve the quality of information about children's achievements and use it to track progress and improve the quality of learning.
- Ensure that learning activities are set at the right level for all children.

4.1.4 The school and the Schools Service have been asked to prepare an action plan to address these action points. Inspectors were confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, they will make no more visits following this inspection. The school and the education authority will inform parents about the school's progress in improving the quality of education.

4.2 Brae High School

4.2.1 Key strengths

- The high quality of support for learning, including the support which children and young people gave each other, which was helping them achieve well.
- The willingness of children and young people to learn, and their confidence in expressing their views.
- The strong commitment shown by staff at all levels to the life and work of the school.
- The range of work and activities for children and young people which the school and community have undertaken together and which help improve children's skills and self-confidence.

4.2.2 Examples of good practice

- Steps taken to include all children and young people in learning and supporting each other.
- Approaches to meeting learning needs in the mathematics department.

4.2.3 Main points for action:

- Strengthen the school's approaches to self-evaluation across the school to further improve learning and achievement.
- Improve consultation with pupils, parents and others involved in the work of the school.
- Continue to develop the opportunities the school provides for all pupils to achieve widely.

- 4.2.4 HM Inspectors will remain in contact with the school to support improvement during 2009, and to check that the action taken is effective and can be sustained through improved self-evaluation. The school and the Schools Service have agreed to amend the school improvement plan to take account of the recommendations in the report and will inform parents about the school's progress in improving the quality of education.

4.3 Mossbank Primary School

4.3.1 Key strengths

- The integration of day care and nursery provision, particularly in meeting the needs of children and their families.
- The commitment of the Head Teacher and staff to the care and welfare of all children and their enthusiasm to improve children's learning.
- Partnerships with parents, the local community and support agencies.
- Effective promotion of positive behaviour procedures in supporting children with additional needs.

4.3.2 Examples of good practice

- Nursery to P1 transition project.

4.3.3 Main points for action:

- Continue to develop the school's approaches to self-evaluation to ensure improvement in children's achievements.
- Continue to improve children's learning experiences and help them to make links across different areas of learning.
- Further develop the curriculum to make more use of information and communications technology and to take forward *Curriculum for Excellence*.
- Ensure consistent approaches to learning and teaching to meet all children's needs.

- 4.3.4 HM Inspectors are confident that the school will be able to make the necessary improvements in light of the inspection findings. As a result, they will make no more visits following the inspection. The school and the Schools Service will inform parents about the school's progress in improving the quality of education.

5. Financial Implications

- 5.1 There are no financial implications arising from this report. The costs of addressing the main points for action will be addressed through budget allocated to the Schools Service.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

7. Recommendation

- 7.1 I recommend that the Services Committee note the contents of the reports by HM Inspectors of Education on the three schools.

February 2009

Our Ref: HB/JR/SM

Report No: ED-02-F



REPORT

To: Services Committee

12 March 2009

From: Head of Schools

Mid Yell Junior High School New Build Project Update

1. Introduction

- 1.1 The purpose of this report is to update Members of the progress of the Mid Yell Junior High School new build project
- 1.2 The supporting appendices to this report are:
 - Appendix 1 - Brief for consultation
 - Appendix 1 – Concept drawings

2. Link to Council Priorities

- 2.1 The Council's corporate plan includes reference to the following specific capital projects:
- 2.2 Improve our teaching facilities by completing the new Anderson High School and Mid Yell Junior High School.

3. Background

- 3.1 At the Council meeting in August 2007 an overall budget for the Mid Yell Junior High School new build project of £8.5M (min ref. 37/07) was agreed.
- 3.2 In February 2008 Council approved a plan to progress the Mid Yell new build project as two separate works packages (min ref 27/08). Package one related to the site preparation and ground works and package two the construction of the new school.

4 Current Situation

- 4.1 Shetland Islands Council Roads Service were successful in the tendering exercise for package one (ground works). These works commenced during July 2008 and are due for completion in March 2009.
- 4.2 The tendering process for the Early Contractor Involvement (ECI) phase, which involves finalising the design and budget for the construction of the new school, resulted in three tenders being submitted.
- 4.3 When budget tender costs had been received from all three contractors it became apparent that the original design could not be built within the budget of £8.5M.
- 4.4 Following the contractors tender interviews it was agreed that there was sufficient scope within the contract to reduce costs to meet the project budget and still provide a school fit for purpose.
- 4.5 MT Højgaard were appointed in December 2008 as the successful works contractor to enter into the ECI phase of the contract. As part of this appointment it was agreed that a design team appointed by the contractor would provide more cost certainty for the contractor.
- 4.6 MT Højgaard are the largest Danish contractor with an annual turnover of 1.1billion and 6400 employees. They have extensive international experience and have experience of building in the Faroe Islands and Greenland, which have similar environments to Shetland.
- 4.7 It was established through the tender exercise to appoint MT Højgaard that the anticipated construction cost for the school was in excess of £1M over budget.
- 4.8 To bring the project back within the budget approved by Council, the project team has been undertaking fortnightly meetings to identify the necessary savings.
- 4.9 The project team have identified a number of possible costs savings and these are being investigated to reduce the project within budget. The two main areas being investigated are as follows:
- Specification and construction. The team are investigating alternative forms of construction and material finishes.
 - Reviewing the proposed accommodation schedule to ensure that this achieves the best use of space.
- 4.10 These ongoing design works are discussed with the Head Teacher following each project team meeting to allow for feedback and input.
- 4.11 The project team has met with representatives of the Shetland Islands Council planning and building control department to inform them of progress and agree how to progress the statutory approvals for the project.

- 4.12 Based on the evidence above the project team are confident that sufficient savings can be found that will allow the project to proceed within the approved budget without compromising the educational suitability of the building.

5. Financial Implications

- 5.1 There are no direct financial implications arising from this report. The costs of the ongoing design works will be met from the existing budget.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on matters within approved policy and for which there is a budget.
- 6.2 The Council currently retains full authority for decisions on the Capital Programme so there is no delegated authority for Services Committee to amend the priority and funding for Capital Projects.
- 6.3 This Report is presented for information only, so no matters of policy require to be considered.

7. Conclusion

- 7.1 The Project Team are making good progress towards a finalised design for the school which can be built within the approved budget.

8. Recommendation

- 8.1 I recommend that Services Committee recommend to the Council to:
- (a) note the good progress being made in the development of the Mid-Yell Junior High School new build project,
 - (b) note and comment on the draft overall brief at appendix 1 which is currently subject to consultation with interested parties.

March 2009

Our Ref: HB/JE/sm

Report No: ED-06-F

Mid Yell Junior High School

Shetland Islands Council

Brief



Revision A
05/02/09

Introduction

The following document is the outline brief requirements for the New Mid Yell Junior High School.

Justification

The building that currently houses Mid Yell Junior High School does not fully meet modern educational and building standards in the following areas:

- The building is not compliant with the Disability Discrimination Act. (DDA)
- Unsuitable teaching facilities.
- Inadequate provision of classrooms.
- Limited circulation and social space.
- Limited suitable outdoor space for educational use.
- Dated fabric and service installations.

Project Purpose

The overall purpose of the project is set out below.

- Provide a new school to accommodate approximately 120 pupils. Approximately 50 secondary, 50 primary and 20 nursery pupils.
- The teaching spaces should enhance the learning experiences of all learners and be flexible enough to accommodate development of models of learning and teaching in the future (through technological advances, changes to models of delivery such as the Curriculum for Excellence, etc).
- The new school will be a modern, comfortable working environment for all staff to make the most effective use of their skills.
- It should be fully compliant with DDA access requirements.
- The new school should embrace the concept of community use and be a resource that can offer benefits to the wider community outwith the school day.

When planning for future service needs, the following factors need to be addressed:

- Implementation the Curriculum for Excellence;
- The Additional Support for Learning Act;
- The forthcoming review of the structure of the curriculum and the qualifications framework in terms of what that might mean for pupils in Secondary 3 and Secondary 4 and how that might impact on the current Junior High School model and;
- The national drive to offer further vocational learning opportunities.
- Developments in learning and teaching, exam provision and the use of information and communications technology (ICT).

The requirement is for a school to accommodate approximately 120 pupils as detailed above. In addition, the reasons for the size set in the original brief remain valid and are set out below:

- The proposed accommodation schedule.
- Accommodation sufficient to offer a wide range of curriculum choice.
- Designated social space to accommodate total pupil roll. The area sufficient to accommodate all pupils in bad weather.
- Good practice in modern school design would suggest that each child benefits from having individual storage for outdoor clothing, school bags etc.

Following the contractors tender process when it became clear that the existing design would not meet our budget we have reviewed and revised the accommodation schedule with the assistance of the Schools Service. The revised schedule is appended to this document within Appendix A. To assist you with the understanding of the reductions made we have highlighted upon drawing MYS P(GA)201 also enclosed within Appendix B

Capacity

The school should have the capacity for approximately 120 pupils. Diagram 1 (see page 11) details the current school roll broken down between the year groups.

From the information made available to us we have shown within Diagram 2 (see page 12) the projected school roll for the following 7 years. These projections do not show any significant roll changes within that period.

The design should be flexible enough to allow future extension to the building should the current pupil number trends significantly change (for example as a result of the Community Planning Board's aspirations to increase the population of Shetland).

The room sizes detailed in the accommodation schedule contain an element of flexibility in order allow the most effective planning of the overall building envelope.

Design Criteria

Shetland Island Council (SIC) wish to ensure that the new Junior High School is designed to inspire pupils, in line with guidance provided by national agencies such as The Commission for Architecture and the Built Environment (CABE) and Architecture and Design Scotland (A+DS).

CABE has produced a design guide called, "*Creating excellent secondary schools*"

<http://www.cabe.org.uk/default.aspx?contentitemid=1935>

A+DS has produced a range of publications on School Design, Sustainability, Optimising the Internal Environment, and Building Excellence, which focuses on the implications of the Curriculum for Excellence for school design.

<http://www.scotland.gov.uk/Topics/Education/Schools/Buildings/Design>

Case studies are available which highlight good practice in school design across Scotland, and includes plans, images, user views and information on the design features of 20 projects covering all sectors.

www.scotland.gov.uk/schoolestate-casestudies

It is therefore a requirement of this brief:

- that the design has taken account of SIC policies relating to design including the size, scale and dominance of the building in relation to the site;
- that the design and the external finishes and building materials will help integrate the building successfully into Mid Yell;
- that the design of the building integrates sympathetically with existing neighbouring buildings;
- ensures minimum inconvenience and disruption from breakdowns, repair and maintenance activities during construction, and in operation.

The school views outdoor education as integral to a broad, varied curriculum.

It is essential therefore:

- that the design of the school grounds offer space for educational opportunities;
- that the landscape helps integrate the school into its surroundings and provides areas that encourage physical activity;
- that hard play space is provided in the immediate vicinity of the building;
- that the external surroundings of the school must be landscaped and planted in a manner that will enhance the aesthetic qualities of the site whilst ensuring that all areas can be easily maintained. External sheltered areas to be provided where possible.

Access

Two points of access to the building are required, a main point of access for both staff and pupils that will serve as the sole out-of-hours use access to the school. Secondly a separate secure entrance will serve the nursery department.

- *Pedestrian Access*

Pedestrian access should be physically segregated from vehicular traffic. Steps should be avoided wherever possible ramps should be provided in line with the Council's integration aspirations.

- *Vehicular Access and Parking*

Vehicle access and parking layouts should facilitate free flow of traffic and avoid conflict between buses and car parking.

- *Pupil Drop Off / Collection*

The pupil drop or collection point should be separate from the normal flow of school transport and traffic accessing the car park. This should be situated as near as practicable to the main entrance.

- *Incoming Goods Delivery Access*
Delivery access should be separate from staff/ pupil access. This should be secure from the outside of the building. This access will be controlled from inside the building only.

Community Use Requirements

SIC believe that community use of the school outwith the school day can assist in integrating the school into the community and therefore welcome the use of certain school facilities outwith the normal curriculum day. Existing community uses include:

- evening classes;
- meeting spaces for community groups;
- community social events.

The new school must therefore:

- be welcoming to the public;
- have a layout where community-used facilities and accommodation are easily accessed and clearly signposted;
- have a layout where facilities and accommodation can easily be segregated from the rest of the school building;
- ensure that the security of the school is not compromised by community use;
- ensure that community use can be provided with the minimum of staffing and revenue costs.

Design for Integration

The new school should be 'barrier free' for all users with additional support needs.

The following points should be noted:

- Access for people with disabilities must be available to all areas.
- Door thresholds should be kept flat maintaining a weather seal.
- There must be sufficient flexibility in the furniture and fittings so that it is suitable for use by persons with varying needs, as agreed with the Council. This may be achieved by the inclusion of variable height desks/ benching in designated teaching spaces.
- Accessible toilet facilities must be available in each area of the school.
- Accessible shower facilities must be available where appropriate.
- Variable height benches or benches with knee spaces for wheelchair users in all classrooms and café areas.
- Reception desks at levels that take account for people with disabilities both working in and visiting this area.
- Glazing at a lower level to provide wheelchair users with as much visibility as ambulant people both internally and externally as appropriate, complying with fire protection of escape corridors.
- Glazed panels in all doors to ASN accommodation as above.

- The inclusion of an induction loop or sound field system for people with hearing impairments throughout building.
- The use of appropriate visual tracking colour schemes, both inside and outside the building, to aid those people with visual impairments to circulate easily within the building.
- Visual/pictorial signage in addition to written signage;
- Braille signage in addition to written signage.
- Facilities are required for the safe evacuation of disabled persons in the event of a fire alarm or other incident.
- The building should incorporate a lift.
- Playground facilities must include arrangements that enable access for all pupils;
- Vehicular access arrangements must ensure that disabled access is not hindered due to traffic congestion at peak times such as school opening and closing hours.

The table below sets out the electrical DDA requirements.

Device	Areas included	Areas excluded
Induction (hearing) loop	ASN department rooms. Reception area. Waiting area.	Circulation spaces. General/ teaching spaces. Storage areas. Dining/ social spaces. Remaining classrooms of each department type.
Fire alarm beacon/ strobe	Accessible toilets. Faculty bases. Craft rooms with machinery.	General toilet areas. All general classrooms. Circulation spaces. Storage areas. Dining/ social spaces.
Fire alarm tactile devices (fixed)	None.	No services included (hearing impaired accompanied).
Fire alarm tactile devices (pagers)	None.	No services included (hearing impaired accompanied).
Toilet call system	Accessible toilets.	General toilet areas.
Disabled refuge call system	Refuge areas (each floor).	All other areas.
Voice projection (soundfield) system	None.	No devices included.
Lighting display boards (visually impaired)	None.	No devices included.
Automated disabled door opening	Main entrance. ASN entrance.	Other fire escapes.
Visual impaired call facility (pagers)	None.	No services included (hearing impaired accompanied).

Temperature / Ventilation

The building must be of energy efficient design and must ensure thermal comfort during occupied hours for seasonal variations. Particular care shall be taken to ensure that ventilation air during cold weather does not cause discomfort, and that summertime temperatures are controlled by passive approaches such as fabric pre-cooling and adequate ventilation.

The building should incorporate a natural ventilation system.

There are minimum daily average requirements for ventilation rates however given that classroom occupancy can be intermittent it is essential that close control of ventilation rates is provided on a room-by room basis. This could involve a degree of local control as mentioned above with continual monitoring by the BMS system.

Given local wind conditions actual infiltration rates will be far higher than for an equivalent building built elsewhere. Particular attention should be paid to air tightness during the design and construction phases, and whole building or component air tightness testing is required.

It is the intention of SIC to heat the school facility by connecting into a proposed localised district heating installation. The district heating installation is still in the planning stage and we envisage that this will not be ready for the new school. Therefore it is proposed that the school is heated by sharing the existing Leisure Centre heating installation. Initial discussions and a review of the proposal have been carried out and agreement in principal with Shetland Recreational Trust has been reached.

Acoustic Aspects

All rooms must be acoustically insulated to ensure that lessons are not disturbed by noise from adjoining rooms, external ambience, or circulation space in accordance with Building Bulletin 93 Acoustic Design of Schools, a Design Guide.

Where appropriate, sound-absorbing materials must be provided on floors, walls and ceilings, taking into consideration the requirements of those pupils with hearing impairments. Sound Transmission Index (STI) values appropriate for hearing impaired pupils shall be used.

Where retractable partitions are specified, the level of soundproofing must be to an agreed standard that will permit the areas on either side of the partition to be used simultaneously without sound transfer.

Active, noisy areas such as music rooms, hall and the cafeteria must be acoustically separated from teaching or quiet study areas. No undue disturbance shall occur to other occupants from air borne or structural noise transmission as other users move around the building.

Flexibility

Responsiveness to an evolving curriculum is a key success factor for every school, and the school must be designed to allow the greatest degree of flexibility to respond to change. Flexible learning spaces are therefore anticipated to be an important feature of the accommodation. The accommodation must meet the schools' requirements through:

- Flexible internal building structures where non-load bearing partitions can be removed without affecting the structural stability of the building.
- Ability to accommodate new techniques, technologies and equipment and changes in operational policy with minimal structural or services modification.
- Incorporating a layout that allows potential extension with the minimum of structural and services modification.

Environmental Factors / Sustainability

The design should fully adopt the Council's environmental, sustainability and transport aspirations. In summary it is a requirement:

- that all aspects of the school have been designed to take account of national and local sustainability targets and responded to these (and where this has not been possible robust reasons for not meeting them);
- that whole life costs have been considered in the decision making process;
- that the building has been designed to minimise energy demand, and maximise energy efficiency (assessed against whole life costs);
- that environmental aspects have been addressed (identification of potential impacts; agreed mitigation; residual effects) and demonstration of Council commitments in the design (for example meeting the Council's Biodiversity Duty);
- that access to natural daylight is maximised with due consideration to heat gains and losses;
- that re-use of existing resources is maximised where possible and that SIC targets on recycled content are met;
- that comments from SIC Roads Service regarding drainage arrangements are considered as part of the design

Affordability / Value for Money

Strategic long term investment and whole life cycle costing methods will be expected to be applied to key elements of the design. The new school should be, to the greatest level practicable, economic, durable and adaptable, in both capital and revenue operational costs. These whole life cycle costing appraisals should include the implications for transport, taking account of predicted trends.

The building design shall address foreseeable legislative and environmental changes that would be more expensive to retrofit/ repair/ replace in service rather than install from new build.

The Council will expect to see evidence of the specification of high quality building materials, fixtures, furniture and equipment.

The school shall be designed and constructed of materials that maximise the level of utilities efficiency, minimise heat loss, make the most appropriate use of solar gain and minimise expenditure on utilities, whilst achieving an internal environment that complies with the statutory and operational requirements of the users

Building Services

Mechanical and electrical engineering service installations must be designed in accordance with good industry practice. All installations must be sustainable and have efficient, low maintenance operation with the latest technology applied to minimise running and replacement costs.

All mechanical and electrical systems and equipment must be specified and designed so that locally based companies can carry out routine maintenance, servicing and repairs and procure spare parts.

The school must incorporate a Building Management System (BMS). The contractor is required to liaise with the SIC Building Services Unit during design development to ensure correct specification and compatibility with current systems. This shall incorporate zoning of the building to ensure that only the areas required are heated e.g. night classes etc.

General control in all areas, lighting, ventilation, heating etc should strike a balance between central and user control and as such dialogue will be required with Building Services, Energy Unit, the existing installer of the Council's BMS system and building users. A report "Controls for End Users – a Guide for Good Design and Implementation" is attached.

Maintainability

The building should be designed so as to minimise wherever possible the need for regular cleaning and maintenance.

Where regular cleaning and maintenance are required this should be made as easy and safe as possible, with only minimal requirements for specialist equipment, mobile access arrangements or specialist staff.

These principles should also be applied to external landscaped and planted areas as well as to external site furniture, drainage arrangements, etc.

These aspects of the design should be developed in consultation with the Council's Building Services Unit.

Security

The security of the facilities is of the utmost importance to the Council and the schools should be designed with discrete forms of security in mind, in particular the number and location of entrances, the ability to monitor movements, location of car parking, lighting, etc.

The building must be designed in such a way as to encourage ease of access for legitimate use, whilst managing pupil and staff entrances to prevent unauthorised access. There is a need to provide an effective but unobtrusive security system to ensure the safety of pupils, staff, visitors, personal property, furniture, equipment, buildings and the site, 24 hours per day.

This must be achieved by using:

- controlled entry, fail safe in emergency;
- effective external illumination and control;
- provision of secure storage for materials eg exam papers;
- landscaping and building design that, as far as possible, allows clear unobstructed views of the site and buildings.

The school building must be able to be secured in separate zones at times of limited use.

Unauthorised access to areas with a high risk of theft, malicious damage, or possible hazard must be minimised through suitable security measures such as door access systems. Areas for consideration include:

- ICT rooms, including the communications room
- Workshops
- Offices
- Plant rooms

Pupil access should be restricted to areas such as offices, stores and the staff room.

The security and safety of all school property from possible vandalism must be addressed. Vandal resistant finishes must be provided where appropriate.

Technology

There is a requirement for up to date ICT infrastructure, to support modern learning methods.

The Contractor is required to provide a flexible infrastructure for ICT throughout the school buildings, the detail of which will be developed in association with the SIC ICT unit during the design development phase.

Regular upgrading of ICT provision is foreseen. The infrastructure must allow flexibility to ensure that additional equipment can be provided and any existing equipment upgraded without undue cost or disruption.

Wireless technology and increased availability of laptops to pupils is a main factor in the future considerations. This should mean the identification of wireless hub positions, communications room, and size of server. It would also be appropriate to ensure that cable routes for future wireless installations are identified and these routes are fitted with ducts or other safe cable conduits to facilitate future installations. This will be required within the design.

Furniture and Equipment

The contractor shall provide all internal fixtures, fittings, furniture and equipment not already identified as being taken from the existing school.

In addition, the following should be noted:

- Some moveable furniture and equipment to transfer to new school. Inventory to be prepared by Schools Service.
- Home Economics department do not intend to move any existing equipment into the new school. Fit out of this department must be included within the project budget. An inventory of required equipment will be prepared by Schools Service.
- The contractor will be expected to move all equipment and furniture into the new building.
- Specialist equipment and machinery within the science and craft, design and technology (CDT) departments shall be transferred, fitted and recommissioned in the new school by the contractor. An inventory of such equipment to be transferred will be prepared by Schools Service. This will detail what equipment can be moved without modification and the nature of any upgrading to other machinery that may be required.

Signage

- The school name must be displayed on a sign at the main entrance and at an agreed external position on the school building.
- The site and building must be clearly 'signed' to visitors.
- Facilities on offer and their location should be clearly sign posted.
- External signposting must identify speed restrictions and access routes. Signage must guide visitors directly to the main reception and other designated locations such as visitors parking areas.
- All floors must have a main orientation signboard detailing the rooms and their uses on the particular door.
- All rooms must be clearly identified by a sign either on the entrance door or on the wall beside the door.
- Signs indicating that the school is a no smoking environment must be placed at all entrance doors and other prominent locations.
- Information signs must be provided detailing emergency evacuation procedures and location of muster points.
- The entire building will be evacuated under emergency conditions. There is no requirement for zoning.

Demolition Assumptions / Phasing

Demolitions as part of the phased construction are understood to include the demolition of the existing school and associated accommodation huts /buildings.

Diagram 1 Mid Yell School - Existing School Roll

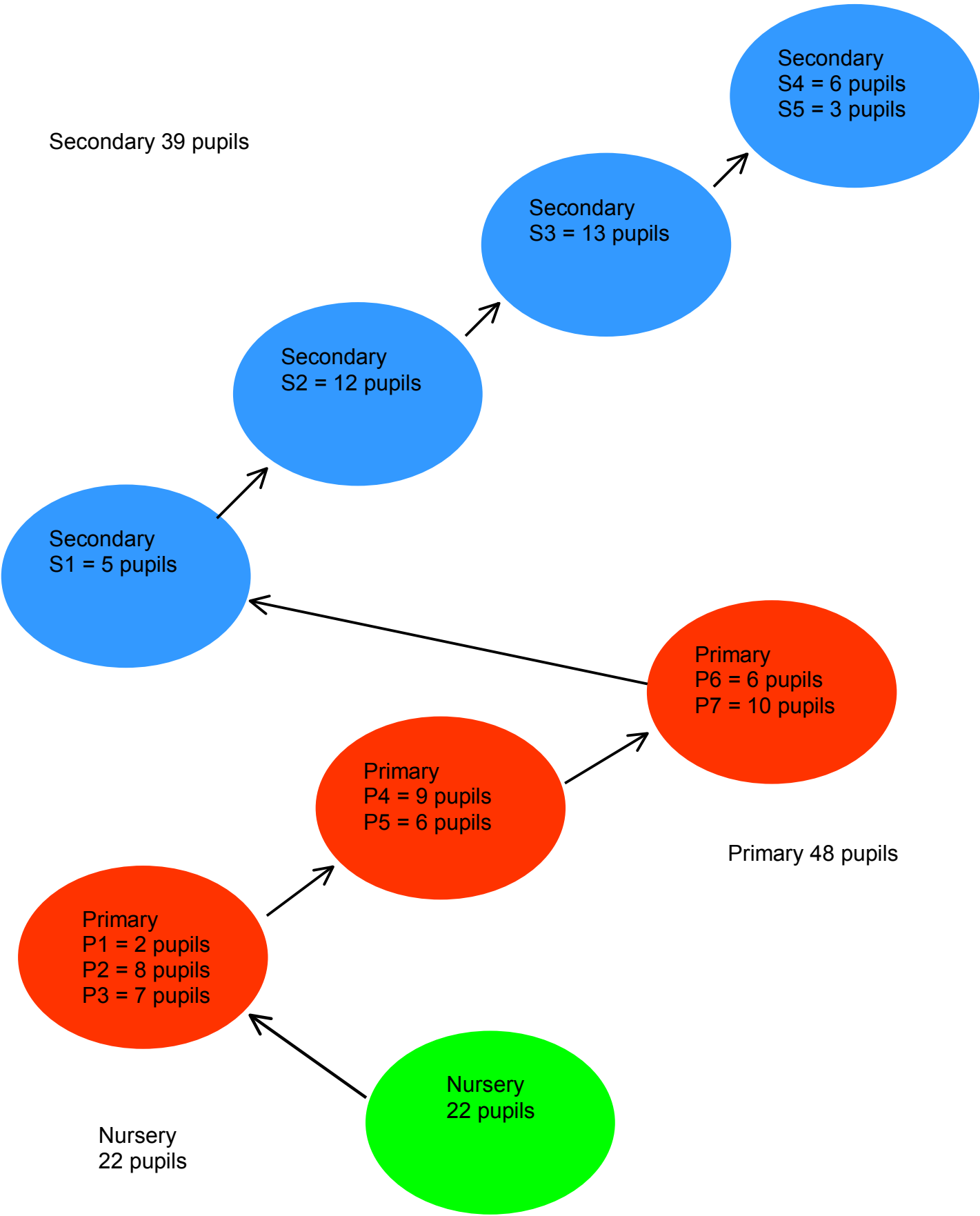


Diagram 2

Projected Secondary School Roll

School Rolls 2008

Feeder Schools for Secondary

Year Groups	P1	P2	P3	P4	P5	P6	P7
Burravoe	4	1	1	3	1	0	4
Cullivoe	2	2	3	2	2	3	1
Mid Yell School	2	8	7	9	6	6	10
Total	8	11	11	14	9	9	15

Projected Secondary School Roll Mid Yell

Year Groups	S1	S2	S3	S4	S5
2008/9	5	12	13	6	3
2009/10	15	5	12	13	6
2010/11	9	15	5	12	13
2011/12	9	9	15	5	12
2012/13	14	9	9	15	5
2013/14	11	14	9	9	15
2014/15	11	11	14	9	9
2015/16	8	11	11	14	9

Note: Figures assume complete uptake on S5 roll.







Shetland Islands Council

REPORT

To: Services Committee

12 March 2009

From: Executive Director – Education and Social Care

Capital Projects Update

1 Introduction

- 1.1 Following the recent decisions on the re-prioritisation of the Capital Programme, this report sets out the current status and activity of some of the Capital Projects which fall within the remit of the Education and Social Care Department. Key issues and events are summarised to enable Members to ask for additional information and clarification on any projects.

2 Link to Council Priorities

- 2.1 Investment in capital assets will enable the Council to support the aspirations set out in the Corporate Plan in respect of the following service areas – Community Care, Children's Services, Schools, Sport and Leisure, and Shetland College. Currently, there are no bids directly in support of the work of the Criminal Justice service or the Community Work team.
- 2.2 The Council's Corporate Plan includes reference to the following specific capital projects:
- Complete a review of services for Long Term Care, young adults with physical disabilities and the Eric Gray Resource Centre.
 - Complete strategies for Long Term Mental Health and Joint Respite Care.
 - Complete feasibility studies or necessary capital works, including Viewforth and Isleshavn Care Centres.
 - Progress the Joint Occupational Therapy Service and Resource Centre.

- Consider investment decisions on the replacement of Leog, Laburnum and the Bruce Family Centre
- Improve our teaching facilities by completing the new Anderson High School and Mid Yell Junior High School.

3 Projects Update

3.1 There are a number of stages in the life a capital project, as set out in the Council's Capital Projects Procurement Guidance. The initial stages can be described as:

- The Business Case – the initial idea or concept to address a gap in service.
- Feasibility Study – an in depth exploration of the service need and the options to best meet that service need.
- Design – the design of the new asset, once agreement on identified service need and the best option to meet that need has been identified. Sometimes, this stage can be combined with the construction phase, as a “design and build” procurement route.
- Tender Period – seeking and evaluating the most appropriate contractor to undertake the work, normally on a quality and price mix.
- Construction – the actual building of the new facility / asset.

3.2 Appendix 1 contains a list of all the projects within the remit of the Education and Social Care Department. I have listed the projects under the “stage” at which the activity has reached, namely: -

- Identifying service needs
- Feasibility
- Design
- Tender and
- Construction

together with a short commentary on when key decisions about each project will be made.

3.3 The Capital Programme Service advise that the allocation of the Fees budget of £500,000 for 2009/10 will be remitted to the Member / Officer Working Group so I am not able at this stage to describe how some of the projects, which are awaiting allocated time and resources, will be progressed.

4 Financial Implications

4.1 There are no direct financial implications arising from this report. The financial performance of the Capital Programme is reported separately, to the Council.

5. Policy and Delegated Authority

- 5.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on matters within approved policy and for which there is a budget.
- 5.2 The Council currently retains full authority for decisions on the Capital Programme so there is no delegated authority for Services Committee to amend the priority and funding for Capital Projects.
- 5.3 This Report is presented for information only, so no matters of policy require to be considered.

6 Conclusions

- 6.1 This report is for information only to enable Members of the Services Committee to discuss and debate the Capital Projects within their remit.

7 Recommendations

- 7.1 I recommend that Services Committee note the content of the Report and request any further information or analysis as required on the current and planned programme of work.

Our Ref: HAS/sa

Report No: ESCD-73-F

Appendix 1

GENERAL FUND CAPITAL PROGRAMME Project Name	Approved Budget 2009/10 £000	Status as at March 2009
Mid Yell Junior High School	4,000	Progressing through Early Contractor Involvement stage of a Design and Build contract, currently seeking to value engineer the project to within the approved budget.
Mareel	2,967	Budget approved for grant award to Shetland Arts towards construction costs, estimated site start date March 2009
Fire Upgrades to Care Homes	342	Design and Construction, on a Rolling Programme
Education Capital Maintenance	1,355	Ongoing Programme
Play Areas and Park Equipment	210	Ongoing Programme
Knab Dyke	71	Committed project – for completion in 09/10
Capital Grants to Voluntary Organisations (General)	426	Ongoing Programme. 270K allocated 09/10 and 156K c/f from 08/09.
Capital Grants to Water Based Facilities	30	Approved commitment from 08/09 carried forward. No new budget approved 09/10.
Occupational Therapy Rolling Programme	869	Ongoing Programme
Housing Rolling Programme	35	Ongoing Programme
Anderson High School Replacement, including moving Train Shetland from premises at the Knab	(49,000 not part of Capital Programme)	Progressing through Early Contractor Involvement stage of a Design and Build contract, Planning Application to be submitted by end February 2009, subject to Progress Reports each cycle.
New Temporary Care Home for Lerwick (Montfield)	(NHS)	Under construction
Occupational Therapy Resource Centre	100	Feasibility Study complete, site identified. Fees approved to progress with detailed design or design and build stage.
Older People's Rolling Programme for new care places	225	Fees approved to progress Feasibility Studies on each location.
Leog Replacement	400	Works budget to progress with new build during 2009/10
Eric Gray Replacement	0	Feasibility Study approved by Services Committee February 2009. No budget allocated for ongoing work on this project.
Shetland College Extension	0	Feasibility Study completed and approved. No budget approved for further work on this project.
Little Tikes	38	Feasibility Study approved by Services Committee August 2008, fees approved to progress detailed design or design and build.

Appendix 1

GENERAL FUND CAPITAL PROGRAMME Project Name	Approved Budget 2009/10 £000	Status as at March 2009
Lerwick Primary Provision	0	No budget approved, Council agreed no further action meantime.
Lerwick Library Redevelopment, including replacement premises for Adult Learning	0	Fees approved for design works in 08/09. Design study to be reported March 2009. No budget approved to progress this project.
Laburnum Replacement	0	Feasibility Study to be reported March 2009. No budget approved for further work on this project.
Replacement Viewforth	0	Fees approved for Feasibility Study together with Isleshavn. No specific work has yet been carried out on Viewforth apart from the design brief.
Replacement Isleshavn	0	Fees approved for Feasibility Study in 2008/09. Work on this is 70% complete, to be finished by end 08/09. No budget approved for further work on this project.
Family Centre	0	Fees approved to complete Feasibility Study in 08/09, to be completed by year-end.
Sandwick JHS Additional Primary Classrooms	0	No budget approved, Council agreed no further action meantime.
Happyhansel Primary School Additional Classrooms	0	No budget approved, Council agreed no further action meantime.
Indoor Children's Activity Centre (former Islesburgh Squash Courts)	0	No budget approved, Council agreed no further action meantime.
Hall of Residence	0	No budget approved, Council agreed no further action meantime.
Scalloway Junior High School Science Block	0	No budget approved, Council agreed no further action meantime.
Total Services General Fund Capital Programme	11,068	

Appendix 1

HOUSING REVENUE ACCOUNT	Approved	Status as at
Project Name	Budget 2009/10	March 2009
	£000	
Land & Property Acquisition	679	Engineers appointed to identify site-works for new build proposals.
Environmental Improvements	259	Ongoing programme. Staneyhill contract due to complete 09/10. Projects for Burra and North Roe to be tendered.
Community Care Projects	107	Feasability studies carried out for prioritising contracts.
Feasibility Studies	26	Ongoing programme
Opportunity Conversion	125	Prioritised projects being progressed.
Heating Replacement Programme	157	Rolling programme - ongoing
Re-harling Programme	388	Rolling programme - ongoing
Lerwick Crudens	1,147	Phase 1 on site, due to complete 09/10.
Retentions / Final Accounts	40	Ongoing.
Housing Quality Standard	360	Rolling programme – ongoing.
Replacement MIS System	200	Approved by SIC 18/02/09.
Capital Rec / Sale Council Houses	(890)	Estimated capital receipt from Right to Buy sales.
Total HRA Capital Programme	2,598	



REPORT

To: Services Committee

12 March 2009

From: Executive Director of Education and Social Care

Summary of Services and Costs

1. Introduction and Key Decisions

- 1.1 This Report provides general background information on the services provided by the Education and Social Care Department and the estimated revenue costs for 2009/10, to assist Members in monitoring the financial position throughout the year and provide more detailed information on the cost of services now that the Council's overall budget has been approved.

2. Links to Corporate Priorities

- 2.1 The Report supports the Council's corporate objective of effective financial management.

3. Background

- 3.1 On 18 February 2009, Members approved the overall revenue estimates for 2009/10 at a service level.
- 3.2 This Report breaks down the overall budget into the individual elements of services. The Report excludes the budgets for Shetland College, which are reported separately to the Board of Management.
- 3.3 In summary, the net approved budget for 2009/10 for the Education and Social Care Department is £69M, as shown in Table 1 below.

Table 1: Summary of Revenue Budget 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Adult Learning	465,551	(59,600)	405,951
Children's Services	6,240,019	(166,696)	6,073,323
Community Care	24,433,902	(5,741,435)	18,692,467
Community Work	415,528	(13,800)	401,728
Criminal Justice	286,528	(273,515)	13,013
Culture	1,214,811		1,214,811
Housing	5,542,285	(3,286,833)	2,255,452
Library	1,056,641	(8,472)	1,048,169
Schools	36,617,891	(1,217,016)	35,400,875
Sport and Leisure	2,427,113	(683,861)	1,743,252
Train Shetland	792,914	(633,607)	159,307
Sub Total: All Services	79,493,183	(12,084,835)	67,408,348
Directorate (General Management and Administration)	1,501,423	(250)	1,501,173
Total: All Costs	80,994,606	(12,085,085)	68,909,521

- 3.4 Appendix 1 takes each service area and describes the services delivered within that team, with a note of the net estimated cost in the coming year. Regular management accounts will be presented to Members on a quarterly basis.
- 3.5 I have not provided any performance related data in this Report, as that will be addressed through various strategies, service plans and performance management processes, throughout the year.
- 3.6 There are a number of areas, where it may be worthwhile to draw to Members attention to particular financial issues or pressures, and I have outlined some of these below.

Community Care

There will be ongoing pressure on the community care budget over the years to address increasing needs and respond to waiting lists for services. The overall effect on revenue budgets is an estimated increase of £2M per annum over the next 10 years.

- the running costs of the new temporary care home in Lerwick and increase in long term care places and care at home provision as described in the Provisional Work Plan report presented to Services Committee on 5 February 2009, (Min Ref: 02/09).
- the running costs of the Occupational Therapy Resource Centre, once built;
- running costs for redesigned day services for people with learning disabilities as reported to Services Committee on 5 February 2009, (Min Ref: 01/09).
- costs of redesigned services for adults with physical disabilities.

Children's Services

In the field of Children's Services, the areas where there is the potential for increased costs to meet increasing demand for services include:

- Laburnum outreach; this service has grown due to an increase in assessed need of children and young people. The service is likely to grow year on year as the numbers of children with complex additional support needs is increasing.
- Kinship foster care; By April 2010 all local authorities must pay kinship foster carers the same allowances as foster carers. In Shetland we are ahead of the game and already pay this level of allowance to a number of kinship carers. Scottish Government guidance will change the criteria for this type of payment. Based on current kinship carers this could cost the Council in the region of £100,000 per annum.
- Children and families social work; the complexity and numbers of cases continue to increase year on year, which may necessitate additional staff.
- Out of school care; the staffing levels have not been adequate to run the service fully. If the same model of delivery is used over the coming years this could increase revenue costs.

Culture

A specific issue which came to light during the budgetary process concerned the Shetland Amenity Trust's budget proposal for the Museum and Archives Service. Limiting the budget for next year to a "no growth" position caused some difficulties for Shetland Amenity Trust's ability to continue to provide the same level of service as at present. A summary of the position reached is set out below:

Officers within the Education and Social Care Department and Shetland Amenity Trust have held talks about the level of funding available for delivering the Museum and Archive services in 2009/10. In particular these discussions have focused around a difference in opinion to the budget starting figures from the current financial year.

The outcome of these discussions is that the Executive Director - Education and Social Care Department is recommending a budget of £1,153,132 for financial year 2009/10 which is an inflationary only uplift based on the 2008/09 net budget totals.

Shetland Amenity Trust has indicated this level of funding will be less than the amount they deem necessary to deliver the Service Level Agreement under existing Service Plans. Accordingly the Trust has implemented budget cuts to the following service areas:

- Conservation and event budgets
- Education materials budget
- Conservation and floating collection budgets

- Subscriptions, insurance, water rates, planned maintenance to Croft House and energy cost budgets

Future Service Plans can be tailored and amended to meet future budget provision and the “starting position” has been clarified for planning for next financial year.

4. Proposal

- 4.1 This Report is presented by way of background information, in support of the overall Budget Report approved in February 2009 and is for noting. Members are invited to ask for clarification or additional information.

5. Financial Implications

- 5.1 This Report has no direct financial implications.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council’s Scheme of Delegations, the Services Committee has delegated authority to make decisions on the matters within approved policy and for which there is a budget. There are no proposals to amend the current budget or policy decisions.

7. Recommendation

- 7.1 I recommend that Services Committee note the background information provided in Appendix 1.

Ref: HAS/sa

Report no: ESCD-71-F

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Education and Social Care Department

**Service Descriptions and
Estimated Net Controllable Revenue Costs in 2009/10**

For Information and Reference

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Adult Learning**

The Adult Learning Service provides community based adult learning programmes throughout Shetland. The programmes are:

- Adult Literacy and Numeracy
- English for Speakers of Other Languages
- Community Based Evening Classes and other learning provision e.g. workshops, lectures and outdoor activities

The service aims to help adults, young people and communities to achieve their potential through the provision of appropriate, accessible learning programmes.

The Adult Learning staff consists of an Adult Learning Manager, an Adult Learning Development Worker, one FT and one PT Adult Learning Assistants (who teach literacies) and 1 Community Learning Development Officer who has a focus on developing evening classes. The team is supported by a part-time Clerical Assistant.

The Service has evening class tutors and volunteer literacy tutors.

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Adult Learning	103,067	(2,000)	101,067
Evening Classes	156,906	(33,000)	123,906
Adult Literacy and Numeracy Strategic Plan	205,578	(24,600)	180,978
Total	465,551	(59,600)	405,951

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Children's Services

Children's Services provide a range of social work and support services to children and young people.

Child Protection

The Council has a range of statutory duties to identify children at risk of and subject to abuse. Once risk or abuse has been identified the Council then has a duty to protect children from such risk.

The Children and Families social work team play a vital role in a multi-agency response to child protection. This team receives most enquiries and referrals in relation to child protection. Along with the Police the team also investigate all child protection referrals.

Child Protection work is highly regulated and monitored. This includes internal quality assurance and external inspection.

Looked After Children

The Council has a range of statutory duties. Looked after children are children who are subject to supervision requirements, issued by the Children's Hearing System, or who are looked after, or both. Looked After Children are amongst the most vulnerable children in Shetland.

Children can be subject to supervision requirements or require to be looked after for many different reasons including parental substance misuse, severe family breakdown and lack of parental capacity.

All looked after children are subject to a comprehensive reviewing system. This includes formal six monthly reviews that are chaired by a senior member of staff independent to the social work team.

Children in Need

The Council has a range of statutory duties and powers in relation to children in need, such as children with disabilities and their siblings, young parents and young carers.

There is a range of resources to support children in need. These include:

- Leog House residential and outreach service
- Laburnum House day care, respite and outreach service
- Local support networks
- Bruce Family Centre
- Youth Clubs and Youth Centres

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Fostering and Adoption

Fostering and adoption services are another area of statutory provision. These services recruit, assess and support foster carers and adopters.

Youth Justice

There is a set of National standards that the Council must meet in relation to Youth Justice. The Children and Families social work team undertake this area of work with strategic guidance from the Criminal Justice Unit.

Psychological Service

The Council also has a statutory duty to provide a psychological service to children and young people. This duty includes five core functions of consultation, assessment, intervention, training and research.

Within the psychological service there is a sensory service, which has a particular duty to children and young people with sensory impairment.

Youth Services

There is a comprehensive network of youth clubs and youth centres throughout Shetland. Many of the clubs have voluntary management committees.

A particular focus for this area of work is to ensure that children and young people have access to information and support to enable them to make informed choices.

Involving young people in decision-making process locally and nationally is another element of youth work. Support for YOUTHVOICE Shetland and our members of the Scottish Youth Parliament are provided through this service.

The Inclusion Officer aims to improve opportunities for children and young people with additional support needs. This post aims to increase knowledge and understanding of additional support needs amongst providers of services in order for them to be able to include children and young people with such needs.

This service also runs the Bridges project, which provides support to young people to return to education, seek training and employment. The group of young people this service is targeted at is those who are or are at risk of not being in employment, education or training (sometimes referred to as the “More Choices, More Chances” group).

Support Services

There is a range of children’s support services.

Most children’s accommodation is currently provided at Leog House. Respite, day care and outreach services for children with additional support needs are based at Laburnum House.

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Family Centre services are based at the Old Bruce Hostel. These services include targeted parenting classes, home-link teaching support, vulnerable parent groups and supervised contact facilities. The Childcare Partnership is also based at the Family Centre.

Additional Support Team, based in Brae but providing a Shetland wide service. This team provide support to children and young people and their families at an “early intervention” level.

Corporate Parenting

Every child and young person has the right to be brought up in his or her own family unless it is not safe to do so. When it is not possible for a child or young person to be brought up in his or her own family, statutory agencies, acting as corporate parents, have a duty to ensure children and young people who are “looked after” have the best possible start in life.

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Head of Children's Services	157,923		157,923
Children's Resources	3,754,627	(155,676)	3,598,951
ASN – Children's Services Provision	161,335		161,335
Psychological Services	409,228		409,228
Youth Services	867,728	(11,020)	856,708
Children and Families	804,876		804,876
Youth Justice	35,686		35,686
Child Protection	48,616		48,616
Total	6,240,019	(166,696)	6,073,323

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Community Care**

The Community Care service is delivered jointly with NHS Shetland and local community organisations. It aims to ensure that people with identified needs are able to live and participate safely within the community.

Our service users cover the following groups of people:

• Carers	• People needing Palliative care
• People with Learning Disabilities	• Older People
• People with Mental Health	• People with Dementia
• People with Sensory Impairment	• People with HIV and AIDS
• People with Physical Disabilities	• People with Head Injuries

The services which we are able to provide include:

- Assessment of needs
- Advice and information
- Independent advocacy
- Permanent and respite care places and short breaks
- Day Care, Personal Care and Home Care
- Supported Employment
- Independent or supported living accommodation
- Specialist equipment and adaptations to property

We have the following facilities in place to delivery these services:

- 8 care homes, 7 no of which are located outwith Lerwick
- A specialist dementia care service (Viewforth House, Lerwick)
- A specialist care home for very frail, older people (Edward Thomason House, Lerwick)
- Eric Gray Resource Centre, for a range of educational, leisure and social activities for people with learning disabilities
- Short break and respite accommodation at Newcraigielea (9 beds)
- Annsbrae House supported accommodation for people who require care or support as a result of mental health problems (8 tenancies, 1 respite place)
- Annsbrae House also provides a resource centre for developing skills and facilitating support groups
- Supported accommodation for people with physical disabilities (2 flats at Banksbroo)
- Independent living projects for supported accommodation for people with learning disabilities (for example, Stocketgaet and Seaview)
- Supported employment places
- Financial assistance to a range of voluntary sector partners to support the work of the statutory agencies in these areas (for example, Moving On, Advocacy Shetland, etc)

Service Descriptions and Estimated Net Revenue Cost in 2009/10

The number and type of services for older people are summarised in the Table below.

Care Home (No. of places)	Permanent Places	Respite Care Places	Day Care Places
Edward Thomason House, Lerwick	16	0	0
Taing House, Lerwick	16	4	12
Viewforth House, Lerwick	16	4	10
Overtonlea, Levenwick	13	2	12
Wastview, Walls	13	2	12
North Haven, Brae	13	2	12
Fernlea, Whalsay	8	2	8
Isleshavn, Mid Yell	7	3	4
Nordalea, Unst	4	2	8
Walter and Joan Gray Home, Scalloway ¹	13	3	10
Total	119	24	88

¹ Run by Crossreach

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Head of Community Care (inc Older People income)	1,812,167	(5,358,427)	(3,546,260)
Training	1,041,575	(16,852)	1,024,723
Assessments & Care Management	1,170,065		1,170,065
Adult Services	5,920,886	(339,065)	5,581,821
Older People Services	13,712,402	(27,091)	13,685,311
Mental Health	365,713		365,713
Occupational Therapy Assessments	411,094		411,094
Total	24,433,902	(5,741,435)	18,692,467

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Community Work**

The Community Work service is a key tool in helping the Council to address the needs of local communities and community groups by providing specialist support and advice to help individuals, groups and communities to identify and respond to issues and needs at a local level.

In Shetland, there are currently five Community Learning and Development Officers (CLADO's) and a Community Work Manager, with offices in five locations. Each office has clerical support during weekday mornings:

- Yell, serving the North Isles;
- Brae, serving the North Mainland and Whalsay;
- Lerwick, serving Lerwick, Bressay and Gulberwick;
- Scalloway, serving the West Side/Skerries; and
- Sandwick, serving the South Mainland, Scalloway and Central areas

Providing services to, for example:

- 1,178 groups in the community directors
- 724 volunteer community groups (which includes community councils, care/self help groups and school boards)
- 305 registered charities
- 52 community halls

Estimated Net Controllable Revenue Cost in 2009/10

Service Area – Community Work	Gross Budget £	Income £	Net Budget £
Community Work Mgt	55,310		55,310
Community Work	326,063	(800)	325,263
Community Transport	34,155	(13,000)	21,155
Total	415,528	(13,800)	401,728

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Criminal Justice

The Criminal Justice services exists to:

- supervise offenders in the community in order to increase community safety and protect the public.
- work with offenders on community sentences or postrelease supervision to reduce current levels of reoffending.
- reduce social and financial deprivation, encourage social inclusion and aid rehabilitation into the community.
- work to reduce the use of unnecessary custody by delivering a broad range of effective community disposals.

The Criminal Justice Unit provides a range of quality services to Lerwick Sheriff Court, Scottish High Courts and the community at large.

The ethos of working with offenders is to change their behaviour and provide community reparation where possible.

As well as providing a range of reports to the Court the Criminal Justice Unit is responsible for the supervision of offenders on probation orders, community service orders and a number of post release orders.

Probation orders are aimed at addressing offending behaviour, victim empathy and offenders social circumstances. The main aim of such orders is to reduce offending behaviour.

Community Service orders are issued to offenders to undertake unpaid work to compensate the community for the crimes committed.

The Criminal Justice Unit also supervises offenders who have been released from prison. This can be to ensure appropriate integration of offenders but can also provide a community protection role.

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Core Services	257,592	(257,592)	
Non Core Services	28,936	(15,923)	13,013
Total	286,528	(73,515)	13,013

Additional grant income on £10,505 was confirmed in Feb 2009 and is not reflected in the figures above.

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Culture**

Culture is the cost of the Service Level Agreement which is in place with Shetland Amenity Trust for the Museum and Archive Service.

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Museum and Archives	1,214,811		1,214,811
Total	1,214,811		1,214,811

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Shetland Library**

Shetland Library provides an integrated school / public library and information service to the community through a central 'county' library in Lerwick, 2 mobile libraries and eight school libraries in each of the High Schools and Junior High Schools bar Skerries. School Libraries also provide curriculum and leisure reading support to associated primaries. The Library website, www.shetland-library.gov.uk is a key resource and extensive web-based reference resources are available remotely to all schools and public library members.

A number of community based collections are provided, either through extensions of school library hours, as in Brae, Baltasound, Whalsay, or in a range of innovative island or rural settings, such as the Papa Stour Waiting Room, the Wind Dog Café, or the Kirk in Fair Isle.

In general, the Shetland Library seeks to work on reaching as many of the population as possible through a combination of school, public, mobile and community libraries, Features / Events, and web-based access to enable customers to browse the catalogue, reserve books and use web-based reference subscription services.

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Library	1,056,641	(8,472)	1,048,169
Total	1,056,641	(8,472)	1,048,169

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Housing

The Housing Service provides a range of services, some in partnership with other agencies. The range of services provided includes:

- providing a strategic planning and development function;
- maintaining a housing register for those applying for housing;
- managing the SIC's housing stock;
- providing an estate management service for our housing stock;
- providing a responsive and planned maintenance service;
- providing statutory and other services for homeless people in the area
- providing housing support services across all tenures.

Housing Management

The services provided include general needs, temporary, supported and sheltered accommodation, and the operation of a common housing register and allocations policy to ensure that homes are provided to meet the needs of our applicants. A responsive and planned maintenance service is also provided for all of our homes.

The Housing Service works in partnership with Environmental Services, the Northern Constabulary and other agencies to provide a multi agency response to antisocial behaviour.

Housing services are provided 24 hours a day. Duty staff provide cover for emergency repairs, supported accommodation and the alleviation of homelessness outside office hours.

Homelessness

The Council has a range of statutory duties in relation to homeless and potentially homeless people, including a statutory responsibility to prevent and alleviate homelessness.

Once potential homelessness has been identified, the Council has a duty to prevent homelessness occurring or to provide advice and assistance to help the applicant retain their accommodation.

If homelessness has occurred, the Council has a duty to provide temporary accommodation and to give advice and assistance in all cases. The Council also has a duty to secure permanent or interim accommodation for those applicants in priority need.

Housing Support

The Housing Outreach Team provides a range of housing support services to vulnerable young people and adults, across all tenures, throughout Shetland.

A more intensive support service is provided for up to 8 young people, aged 16 - 25 at 51 Burgh Road, and an additional 2 people are provided with support in their own homes.

Service Descriptions and Estimated Net Revenue Cost in 2009/10Strategy

The Housing Service is also responsible for the strategic overview of housing provision in Shetland through the Local Housing Strategy. The local authority has a statutory duty to analyse housing need across all tenures and report on the improvements that are planned and those that could be made. This process includes assessments of the quality, standards, supply and demand for housing and involves working with partners to plan to meet Shetland's entire housing needs in to the future.

Estimated Net Controllable Revenue Cost in 2009/10 (Housing Revenue Account)

Service Area	Gross Budget £	Income £	Net Budget £
Total	2,213,682	(7,041,068)	(4,827,386)

Net Controllable Revenue Cost in 2009/10 (General Fund)

Service Area	Gross Budget £	Income £	Net Budget £
Total	5,542,285	(3,286,833)	2,255,452

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Schools**

There are 33 schools in total, located throughout the islands. There are two High Schools, six Junior High Schools with primary and nursery departments attached, one School and twenty four Primary Schools. Fifteen of the primary schools are one or two teacher schools.

The schools exist to deliver the school curriculum, as determined by the Scottish Government.

The education authority has the task of challenging and supporting schools in remote, diverse and sometimes fragile local communities, each with varied needs. The role of the Schools Service is to prepare Shetland's children and young people to respond to rapidly changing opportunities in employment. Further and higher education is a key part of developing the economic and social sustainability of the island communities.

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Head of Schools	124,534		124,534
Central Schools Support	1,972,953	(178,088)	1,794,865
ASN – Schools' Provision	5,039,962		5,039,962
Improvement & Quality Assurance	734,765		734,765
Parental Involvement	32,714		32,714
Pre-School Provision	1,607,034	(7,000)	1,600,034
Primary Schools	10,669,323	(338,206)	10,331,117
Secondary Schools	14,117,548	(511,096)	13,606,452
Visiting Services	1,832,948		1,832,948
Other School Activities	486,110	(182,626)	303,484
Total	36,617,891	(1,217,016)	35,400,875

Estimated Net Controllable Revenue Cost in 2009/10 – Pre-School/Nursery Provision

Service Area	Gross Budget £	Income £	Net Budget £
Div Man, Commissioned Places	220,320		220,320
Nursery Supply	24,071		24,071
Nursery – General	72,888		72,888
Aith Nursery	40,071		40,071
Baltasound Nursery	46,078		46,078
Bells Bray Nursery	141,941	(7,000)	134,941
Brae Nursery	70,321		70,321
Bressay Nursery	32,035		32,035
Cunningsburgh Nursery	46,890		46,890

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Dunrossness Nursery	75,409		75,409
Fair Isle Nursery	23,971		23,971
Fetlar Nursery	1,246		1,246
Foula Nursery	806		806
Happyhansel Nursery	43,608		43,608
Lunnasting Nursery	36,477		36,477
Mid Yell Nursery	79,161		79,161
Mossbank Nursery	145,894		145,894
Sandwick Nursery	83,887		83,887
Scalloway Nursery	71,807		71,807
Skeld Nursery	38,409		38,409
Skerries Nursery	14,807		14,807
Sound Nursery	101,809		101,809
Urafirth Nursery	82,471		82,471
Whalsay Nursery	38,758		38,758
Whiteness Nursery	73,899		73,899
Total	1,607,034	(7,000)	1,600,034

Estimated Net Controllable Revenue Cost in 2009/10 – Primary Provision

Service Area	Gross Budget £	Income £	Net Budget £
Primary Supply	221,086		221,086
Aith Primary	369,058	(12,536)	356,522
Baltasound Primary	229,061	(4,152)	224,909
Bells Brae Primary	1,457,357	(64,253)	1,393,104
Brae Primary	552,663	(11,870)	510,793
Bressay Primary	179,080	(3,367)	175,713
Burravoe Primary	123,240	(3,346)	119,894
Cullivoe Primary	115,409	(2,663)	112,746
Cunningsburgh Primary	361,395	(10,878)	350,517
Dunrossness Primary	674,461	(20,768)	653,693
Fair Isle Primary	124,513	(1,430)	123,083
Fetlar Primary	98,421	(792)	97,629
Foula Primary	109,669	0	109,669
Hamnavoe Primary	284,944	(8,190)	276,754
Happyhansel Primary	351,582	(8,448)	343,134
Lunnasting Primary	182,958	(4,172)	178,786
Mid Yell Primary	275,051	(8,449)	266,602
Mossbank Primary	382,860	(5,893)	376,967
Nesting Primary	179,544	(5,225)	174,319
North Roe Primary	109,175	(1,786)	107,389
Ollaberry Primary	135,961	(2,487)	133,474
Olnafirth Primary	166,558	(4,464)	162,094
Papa Stour Primary	3,057		3,057
Sandness Primary	91,690	(1,471)	90,219
Sandwick Primary	403,642	(9,823)	393,819
Scalloway Primary	386,030	(25,967)	360,063

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Skeld Primary	168,259	(4,621)	163,638
Skerries Primary	127,047	(895)	126,152
Sound Primary	1340,703	(61,682)	1,279,021
Tingwall Primary	284,094	(11,180)	272,914
Urafirth Primary	127,289	(2,474)	124,815
Uyeasound Primary	108,560	(1,881)	106,679
Whalsay Primary	576,588	(17,611)	558,977
Whiteness Primary	398,318	(15,432)	382,886
Total	10,669,323	(338,206)	10,331,117

Estimated Net Revenue Cost in 2009/10 – Secondary Provision

Service Area	Gross Budget £	Income £	Net Budget £
Bruce Hostel	32,200		32,200
Halls of Residence	602,861	(31,346)	571,515
Secondary Supply	150,875		150,875
Work Experience	33,216		33,216
Aith Secondary	894,473	(30,272)	864,201
Anderson High School	5,200,080	(217,581)	4,982,499
Baltasound Secondary	685,184	(7,204)	677,980
Brae Secondary	2,204,617	(77,762)	2,126,855
Mid Yell Secondary	738,417	(16,452)	721,965
Sandwick Secondary	1,429,471	(66,489)	1,362,982
Scalloway Secondary	1,279,984	(49,575)	1,230,409
Skerries Secondary	97,221	(834)	96,387
Whalsay Secondary	768,949	(13,581)	755,368
Total	14,117,548	(511,096)	13,606,452

Service Descriptions and Estimated Net Revenue Cost in 2009/10

Sport and Leisure

The Sport and Leisure Service is responsible for the management of a wide range of community and recreational facilities throughout Shetland and the delivery of a diverse range of services. These are as follows:

Islesburgh Complex

Management of the 2 Islesburgh buildings, which are used for a variety of purposes and by, groups from all sectors. The services offered include: A number of rooms for hire, an equipment bank, the Central Café, video editing suite, photographic dark rooms, drama room, and a youth lounge, high energy gym and art room all of which are used by the pre-school, out of school and youth clubs. Islesburgh House, located across the road operates as the Lerwick Youth Hostel from April to September each year and as a venue for room hires from October to March each year.

Grant Assistance to Community Groups

Sport and Leisure Services staffs along with colleagues in other service area are responsible for a variety of grant aid schemes, which are available to the community groups in Shetland. Officers provide information and advice on Council schemes and sources of external funding through e.g. the National Lottery etc. The schemes that are administered by Officers are as follows:

- Development Grant Scheme
- Support Grant Scheme
- Ground Maintenance Scheme
- Maintenance Of Community Facilities
- Feasibility and Design Scheme
- Capital Grants Scheme – General
- Capital Grants Scheme – New Marinas
- Grants to Voluntary Organisations – General

Facilities Management

This service is responsible for the ongoing management, inspection and maintenance of the following facilities;

- Parks and Pavilions - Gilbertson Park, Seafeld Park and Clickimin South Parks
- Jubilee Flower Park and Pavilion
- Knab Golf Course
- 74 play areas from Fair Isle to Unst
- 11 Multi-courts throughout Shetland
- Fetlar campsite
- St Sunniva Street store, Arlanda Store
- Hillhead Greenhouse
- Various dykes and paths around Lerwick

Service Descriptions and Estimated Net Revenue Cost in 2009/10

In addition, the service is also responsible for the development of new facilities and the refurbishment of existing facilities e.g. play areas, multicourts; and liaising with the voluntary sector and general public on the development of new facilities such as the proposed new skate park.

Sports Development

A varied programme of activities and programmes are developed through this area of work e.g. summer holiday activities for children, event management, coaching courses for volunteers, Island Games developments, advice to volunteers, coaching resource service, Child Safe Shetland, Active Lifestyles Strategy development etc.

Outdoor Education and Activities

This service provides educational opportunities, using the outdoors as a medium for learning, for everyone in Shetland, but in particular for 5 –16 year olds. A variety of outdoor activities are available such as hill walking, coastal walking, canoeing, kayaking, orienteering, rock climbing, coasteering etc. Activities are available to schools, youth clubs, uniformed organisations, commercial organisations and the general public. Shetland Islands Council is licensed by the Adventure Activities Licensing Board, through the Sport and Leisure Service, to deliver these activities to young people under the age 18.

Active Futures Programme

This 3-year programme funded by the Big Lottery provides a variety of activities for individual between the ages of 17 – 24 and seeks to ensure that they become and/or remain active during this transitional period in their lives.

Active Schools

Working in partnership with SportScotland, the Active Schools Programme aims through a variety of direct and indirect mechanisms to get “More Children, More Active, More Often”. This service is designed to provide and develop extra curricular activities and curricular opportunities for school children throughout Shetland to participate in physical activities and develop a healthy active lifestyle. Examples of the projects developed are; Cycle proficiency, Fit for Girls, First Club Golf, Junior Sports Leader Awards.

Estimated Net Controllable Revenue Cost in 2009/10 – Other Services

Service Area	Gross Budget £	Income £	Net Budget £
Sport & Leisure Svs Mgt	55,439		55,439
Sport & Leisure Svs Admin	0		0
Islesburgh Complex	1,151,843	(366,869)	784,974
Grant Support	327,209	(5,953)	321,256
Leisure Facilities Management	420,999	(25,800)	395,199
Sports Development	62,845	(6,285)	56,560
Outdoor Education	67,050	(35,000)	32,050
Active Schools	274,669	(197,000)	77,669
Active Futures	67,059	(46,954)	20,105
Total	2,427,113	(683,861)	1,743,252

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Train Shetland**

Train Shetland is part of Shetland College and comprises two separate services, which fulfil quite separate roles – Vocational Training and Short Course Delivery.

Train Shetland (Vocational Training):

- co-ordinates and manages vocational training in a wide range of disciplines, mainly through Government Funded Training Programmes but also with direct employer contracts.
- works in partnership with over 500 local businesses/industries who support vocational training.
- provides a service to the Bridges Project and also Shetland College by undertaking Health and Safety checks of workplaces prior to placement of participants.
- subcontracts with colleges and other training providers: e.g.NAFC Marine Centre, Shetland College, Orkney College, Inverness College, Aberdeen college etc
- co-ordinates the Future Skillseeker scheme for Christmas Leaver school pupils who want to start Government Funded Training Programmes between August and December (whilst they are officially still at school)

Train Shetland (Short Courses) provides a customer-orientated single point of contact for short course organisation and delivery, for the SIC, local businesses and individuals within Shetland.

Train Shetland organises short courses on behalf of Shetland Islands Council and for the wider business community. Courses vary from short ½ day courses to certificated courses, which could take up to eighteen days. This service is provided for both Shetland Islands Council and external customers requiring training. Some of the courses are mandatory, eg First Aid. The service aims to provide training that will benefit the local economy with better trained, more professional staff. Train Shetland ensures that training/learning provided is in line with the needs of employers.

Estimated Net Controllable Revenue Cost in 2009/10

Service Area	Gross Budget £	Income £	Net Budget £
Vocational Training	508,742	(404,248)	104,494
Short Courses	284,172	(229,359)	54,813
Total	792,914	(633,607)	159,307

Service Descriptions and Estimated Net Revenue Cost in 2009/10**Directorate
(General Management and Administrative Costs)**

The Directorate holds the costs of the Department which are not allocated to any one specific service area, such as: management, office accommodation, recruitment, etc.

Estimated Net Controllable Revenue Cost in 2009/10 – Other Services

Service Area	Gross Budget £	Income £	Net Budget £
Executive Director	180,523		180,523
Resources	1,320,900	(250)	1,320,650
Total	1,501,423	(250)	1,501,173



MINUTE

**Shetland College Board of Management
Room 2, Train Shetland, Gremista, Lerwick
Wednesday 25 February 2009 at 2.15 p.m.**

Present:

A J Hughson	J Irvine
L F Baisley	R Nickerson
G Robinson	

Apologies:

L Angus	W H Manson
J L B Smith	

Observers:

L Sinclair, EIS Lecturer's Representative

In attendance (Officers):

G Smith, Director
M Simpson, Vocational Training Manager, Train Shetland
L Geddes, Committee Officer

Chairperson

Mr A Hughson, Chair of the Board, presided.

Circular

The circular calling the meeting was held as read.

Declarations of Interest

There were no declarations of interest made.

Minute

The minutes of the meetings held on 15 January 2009 and 5 February 2009 were confirmed.

The Chairperson advised that he intended to alter the order of the agenda items so that agenda item eight was considered first.

16/09

Train Shetland (Vocational Training) 9 Month Performance Management Report

The Board noted a report by the Director, Shetland College (Appendix 8).

The Vocational Training Manager summarised the main terms of the report, advising that the high positive budget variance was likely to be nearer to 'break-even' by the end of the financial year, and that the number of SDS funded new starts was now 54.

In response to a query relating to the Shell Step Programme, she confirmed that Train Shetland's bid was to run this Programme for three years, and she went on to say that she felt that there was a need to market the Programme further to employers.

The Board commented that it was a valuable programme, and felt that Train Shetland should consider applying to run it again when the three years was up.

With regard to the relocation of the Train Shetland vocational workplace, she explained that it was hoped to relocate to the North Ness in the long term. The Director added that this would be a long-term solution, and that he was actively looking for a solution for the shorter-term. It was suggested that there may be office space available in Charlotte House, and that the vacant huts near the old archive building in King Harald Street could be used for the engineering and hairdressing blocks.

Mr G Robinson pointed out he would be attending the next meeting of the Council's Accommodation Working Group, along with Ms L Baisley, and that they could raise the accommodation issue there.

17/09

Director's Report

1. Centre for Nordic Studies

The Director advised that himself, and Mr R C Nickerson, had recently attended the inaugural meeting of the advisory group in Orkney, and he intended to bring a report to the next meeting of the Board. It was intended that the group would meet four times per year, with video conferencing being used after the first year.

Mr R C Nickerson added that it was hoped to consider extending the membership of the group to the Nordic countries. It was suggested that there were a number of groups in Shetland who had links with Norway and the University of Bergen, and that they may be able to suggest an appropriate representative.

2. Board of Governors – "Buddy Scheme"

The Director advised that Mr Bill Bound was the Governor who would be coming to Shetland, and he suggested that it would be appropriate for him to meet the Board informally. He was also liaising with Professor David Gray of the North Atlantic Marine Centre so that his visit could be combined with a visit there.

3. Shetland College Prospectus

The Director issued copies of the new Prospectus to the Board, and said that it was a new way of producing the Prospectus and he felt that it had resulted in a very professional publication. He advised that the costs of production had been kept low by the inclusion of advertisements in the Prospectus, and that the

publishers, Millgaet Media, had suggested distributing the Prospectus with its “Il’ Shetland” magazine. This would ensure that it had a wider distribution locally.

The Board commented positively on the new Prospectus, and said that it was a massive improvement on earlier versions. It was questioned how it would be distributed outwith Shetland, as it was felt that this should be considered.

The Director advised that most of the distribution would be done locally, but that there was a marketing strategy for courses, such as textiles courses, which were more likely to attract students from outwith Shetland. The prospectus would also be available for downloading from the website.

4. College Capital Works

The Director advised that the tendering exercise had been carried out for the work it was hoped to carry out this summer – the improvements to the entrance and the installation of a mezzanine floor. Only one tender had been returned and as it was almost 50% over the quantity surveyor’s estimate, the College was not in a position to go forward with this.

He went on to say that staff had raised concerns about the lack of accommodation for teaching and other related work, and that there was a lack of student recreational space. The accommodation difficulties were further complicated by the requirements of the new NC Art course, which required studio space and space for computers.

He expressed disappointment at the Council decision not to proceed with design work on Phase 3 of the College, and said that there was no way, as things stood, to provide the facilities required. He would be meeting with the quantity surveyor, architect and Capital Project team to see if an alternative solution could be found regarding the works referred to earlier, and to include some new works that had been brought to his attention. He did not feel that re-tendering this contract would be successful. He understood that local companies were very busy, and that the contract was not of sufficient value to attract companies from outwith Shetland. It also had to be completed within a limited timeframe when the College was closed during summer.

The Director advised that he wanted to bring the Board’s attention to the difficult position regarding accommodation, and to the difficulties in finding a way forward, and pointed out that it may result in difficulties in delivering the curriculum next year.

He went on to refer to a letter he had received from the Funding Council relating to the possible use of the recurrent annual formulae grant allocation for use on capital projects, as the current allocation was limited in the projects it could be used for.

The Funding Council had indicated that, in principle, they would have no objections to using the capital grant allocation to extend the campus.

In response to a query relating to EU funding, the Director explained that matched ESF and ERDF funding was only available for bids that came through UHI, and applied only to projects solely for further education. As a college extension would include shared facilities, it would be difficult to meet the criteria. Work was currently ongoing to see if there were any funding schemes that could be accessed, but he was not hopeful that this would be successful. He advised that he intended to raise the issue with the Chief Executive of the Funding Council when he visited Shetland, and reiterated to the Board that there were immediate accommodation pressures on the College.

18/09

Support Programme for College Boards of Management

The Board considered a report by the Director, Shetland College (Appendix 1).

The Director advised that one of the actions in the College's operational plan was to ensure that the Board of Management was trained to undertake its duties, and there was also an expectation from the Funding Council and the Government that Boards of Management were competent to ensure quality of provision. In response to a query, he confirmed that training for Elected Members would come out of the Council's training budget, and from the College's budget for the other Board Members.

Board Members agreed that they would participate in some of the workshops, where possible, and would advise the Director accordingly at a later date.

The Board otherwise approved the recommendation in the report, on the motion of Mr G Robinson, seconded by Ms L F Baisley.

19/09

Shetland Construction Training Group Training Co-ordinator

The Board considered a report by the Director, Shetland College (Appendix 2).

The Director summarised the main terms of the report, and advised the Board that since the report had been written, a staffing issue had arisen which meant that the service was not in as strong a position to deliver this contract as things currently stood. However he was keen that Train Shetland continued to submit a bid for the contract.

Mr G Robinson pointed out that should Train Shetland be awarded the contract, it would be in a position to reject it if there

were still staffing issues. On that basis, he moved that the recommendations in the report be approved, and Ms L F Baisley seconded.

20/09

Development of Music Courses

The Board considered a report by the Director, Shetland College (Appendix 3).

The Director summarised the main terms of the report and after clarification on some minor points, the Board approved the recommendations on the motion of Mr R C Nickerson, seconded by Mr G Robinson.

21/09

Shetland College Term Dates 2009/10

The Board considered a report by the Director, Shetland College (Appendix 4).

The Director summarised the main terms of the report, advising that the proposed dates, which largely aligned with school holidays, met with the favour of the vast majority of staff.

The Board approved the recommendation in the report on the motion of Ms L F Baisley, seconded by Mr G Robinson.

22/09

Shetland College Annual Accounts to 31 July 2008

The Board noted a report by the Director, Shetland College (Appendix 5).

The Director advised that the accounts had already been submitted to the Funding Council, and that some of the surplus funds still had to be used to fund the music course development and other course development plans.

The Board commented that they would be keen to see any surpluses used for works required on the accommodation or for courses.

23/09

Shetland College 6 Month Performance Management Report

The Board noted a report by the Director, Shetland College (Appendix 6).

The Director summarised the main terms of the report, explaining that income and expenditure was in line with what it should be, and that the 9-month report would provide a clearer picture. He went on to say that most of the Service Level Indicators were on target, and that there would be additional part-time FE student numbers as the year goes on.

He also pointed out that he felt it was time to have another look at the 'Champions' role of the Board of Management, and that further work required to be done on the peer observation programme. He was also keen to address the development of

industry and school links, and to develop opportunities for greater levels of student engagement.

(Ms L F Baisley left the meeting)

24/09 **Train Shetland (Short Courses) 9 Month Performance Management Report**

The Board noted a report by the Director, Shetland College (Appendix 7).

The Director summarised the main terms of the report, advising that it had been a difficult year for Train Shetland (Short Courses). Single Status work had meant that there were fewer course days and this was compounded by the lack of comprehensive training plans from departments. This was an issue that would have to be resolved, and it was hoped to pick up on some of the work carried out by the previous Executive Director – Infrastructure in the near future.

The Board joined the Director in recording their appreciation of the staff and how they had coped over the last year.

It was suggested that there was a need for more active marketing to take place, particularly outwith the Council. It was pointed out that also had to be borne in mind that not all Council staff had access to email, and therefore were not aware of the regular bulletins that were sent out from Train Shetland. It was acknowledged that there was a need for Council managers and staff to better identify training needs, and it was hoped that the introduction of Single Status would lead to an increase in demand for training.

25/09 **Student Enrolments 10 February 2009**

The Board noted a report by the Director, Shetland College (Appendix 9).

The Director advised that the College was on course to meet its target, and was currently estimating 5,800 SUMs.

The meeting concluded at 4.15pm.

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A J Hughson
CHAIRPERSON