**Shetland**
**Islands Council**

# REPORT

**To:** **Services Committee** **6 May 2010**

**From:** **Capital Programme Service Manager**

**Report No:** **CPS-10-10-F**

**Subject:** **Capital Projects Update – Services Committee Projects**

## 1.0 Introduction

1.1 This report sets out the current status and activity of the Capital Projects which fall within the remit of the Services Committee. Key issues and events are summarised to enable Members to ask for additional information and clarification on any projects. This report relates to period 11 of the 2009/10 Capital Programme.

## 2.0 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.

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.

2.3 The main area of risk is financial in terms of over or underspend. Regular progress reports to Committee and the Council enable Members to monitor the capital programme.

## 3.0 Projects Update

3.1 There are a number of stages in the life of 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 Appendices 1 and 2 contain a list of all the projects within the remit of the Services Committee with comment on progress.

3.3 Tick boxes in the progress document relate to completed stages of these projects, including those mentioned in 3.1, and to the proposed 'Gateway Process'.

3.4 The final column of Appendices 1 and 2 indicate the main areas of progress since the previous report to this Committee on 4 February 2010.

3.5 Appendix 3 is the most recent Capital Management Accounts for Services Committee projects (Period 11). Internal recharges (time spent on projects by internal services) are not applied until year-end.

3.6 Appendix 4 lists status updates of the Council's principal Capital projects, including those falling within the remit of the Services Committee.

## 4.0 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.

## 5.0 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.

## 6.0 Conclusions

6.1 The progress report is presented for information to enable Members of the Services Committee to discuss and debate the Capital Projects within their remit.

## 7.0 Recommendations

7.1 I recommend that Services Committee:

7.1.1 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: GMF/RS/CPS-10-10-F 26 April 2010

Enc. Appendix 1 – Services Committee Capital Projects
Appendix 2 – Services Committee Housing Revenue Account Projects
Appendix 3 – Services (Period 11) Capital Management Accounts
Appendix 4 – Principal Capital Projects Status Update

| Code | Project Name | Approved Budget 2009/10 £000 | Feasibility / Options | Outline Design | Consents | Land | Full Design | Tender | Construction / Implementation | Completion | Status as at 24 March 2010 (budget information relates to period 11 of 2009/10) | Change from previous report CPS-20-09 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GCA**** (Various projects) | Occupational Therapy Rolling Programme | 842 | | | | | | | ✔ | | Ongoing Programme (all project stages), underspend of 26.5K over whole programme. | Eric Gray office spend transferred to revenue, and Council advised of underspend on programme |
| GCA0106 | Older People's Rolling Programme for new care places | 40 | ✔ | | | | | | | | Study ongoing: Viewforth - investigate options for redevelopment. Taing House and Edward Thomason House - Investigate options for additional beds and St Clements Hall, investigate conversion into additional housing units associated with King Erik House. (Feasibility). Some changes to brief resulted in additional work and awaiting client revenue costings for options. Summary of option costing (Capital ) presented to client. | Summary of option costing (Capital ) presented to client. Some changes to brief resulted in additional work and awaiting client revenue costings for options before study is completed. Council advised of 185K slippage to 10/11 |
| GCA0231 | Fire Upgrades to Care Homes | 189 | ✔ | ✔ | ✔ | N/A | ✔ | ✔ | ✔ | | **Wastview** - complete, some repairs to be carried out. **Overtonlea** - works complete, two defective door closers to be repaired. **Nordalea** - complete, **Fernlea** - complete, **Leog** - complete, **ET House** - 95% complete just a few days work left, **Taing House, Isleshavn and Northhaven** - date for start of works to be confirmed (work force on schools planned maintenance). **Laburnum and Viewforth** works likely to take place in summer 2010. Materials all ordered in advance to reduce any delay or disruption on site. | Ongoing progress on site and planned works for summer. Council advised of further slippage 17/02/10 |
| GCA0233 | Occupational Therapy Resource Centre | 50 | ✔ | ✔ | | | | | | | Site at Gremista identified, site investigation completed - favourable. Design team in place and design ongoing. | Site at Gremista identified, site investigation completed - favourable. Design team in place. Design ongoing. Council advised of 100K slippage to 10/11 |
| GCA0234 | Taing House Capital Maintenance | 0.0 | | | | | ✔ | | | | Works delayed due to unavailability of rooms. Slippage reported to Council | Slippage of 117K for Taing (76.5K) and Viewforth (40.5K) maintenance programmes to 10/11 reported to Council |
| GCA0235 | Viewforth Capital Maintenance | 0.0 | | | | | ✔ | | | | Works delayed due to unavailability of rooms. Slippage reported to Council | |
| GCA0237 | Eric Gray Resource Centre | 15 | ✔ | | | | | | | | Site at Seafield Identified. Awaiting input from external legal advisor on the ability of the Council to use the land for the purpose of the Resource Centre. | No change |

| Code | Project Name | Approved Budget 2009/10 £000 | Feasibility / Options | Outline Design | Consents | Land | Full Design | Tender | Construction / Implementation | Completion | Status as at 24 March 2010 (budget information relates to period 11 of 2009/10) | Change from previous report CPS-20-09 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GCE1171 | Little Tikes | 25 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | Tender within budget, Contractor appointed and pre start meeting held. | Tender within budget, Contractor appointed and pre start meeting held. Slippage of 358K previously reported, however year end expenditure greater than anticipated - 10/11 funding to be adjusted |
| GCE1315 | Mid Yell Junior High School | 4,422 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | All modules for new school on site and all erected. Programme on schedule for completion 20 October. | All modules for new school on site and all erected. Programme on schedule for completion 20 October. Anticipate further slippage of 129K to 10/11 |
| GCE1500 | Education Capital Maintenance | 1,264 | | | | | | | | | Individual projects noted below. | Slippage of 230K and saving of 65K advised to Council 17/02 and 24/03 respectively. |
| *XXE1001* | *Aith Maintenance* | *1* | | | | | ✔ | | | | *At design stage - external architects (Design)* | No change |
| *XXE1002* | *AHS Maintenance* | *45* | | | ✔ | | ✔ | ✔ | | | *New sash & case windows for the Old English Block. Detailed design complete and statutory permissions obtained. Tender process commenced* | Hisoric Scotland Grant application refused. Tender process commenced and slippage of 145K advised to Council |
| *XXE1004* | *Bells Brae Maintenance* | *636* | | | | | ✔ | | ✔ | ✔ | *Curtain walling project complete; on programme and on budget. Completed the design of phase 2 & 3 of the air conditioning project as the school have complained about serious over heating. Education instructed us to prioritise this latter project. (Construction) Air Conditioning tenders received 18/01/10* | Aircon contractors on site & slippage advised to Council |
| *XXE1007* | *Burravoe Maintenance* | *36* | | | | | | | ✔ | ✔ | *Complete* | *Complete* |
| *XXE1009* | *Cunningsburgh Maintenance* | *33* | | | | | | | ✔ | ✔ | *Complete* | *Complete* |
| *XXE1016* | *Hamnavoe Maintenance* | *13* | | | | | ✔ | ✔ | | | *Design complete, out to tender* | Contract out to tender |
| *XXE1017* | *Happyhansel Maintenance* | *13* | | | | | ✔ | ✔ | | | *Roofing works out to tender* | Out to tender |
| *XXE1020* | *Mid Yell Maintenance* | *1* | | | | | | | ✔ | ✔ | *Complete* | No change |
| *XXE1021* | *Mossbank Maintenance* | *53* | | | | | | | | | *The replacement of the gym hall roof was planned, but due to the number of people involved in the Olnafirth project it has been deferred to 2010. Also, the available monies have been allocated to Phase 2/3 heating at Bells Brae. Mossbank multicourt walls being replaced. (Construction)* | No change |
| *XXE1024* | *Olnafirth Maintenance* | *132* | | | | | | | ✔ | ✔ | *Complete* | No change |
| *XXE1028* | *Sandwick Maintenance* | *127* | | | | | | ✔ | ✔ | ✔ | *Phase 1 complete and phase 2 being tendered* | Out to tender |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *XXE1034* | *Whalsay JHS Maintenance* | *40* | | | | | | | ✔ | ✔ | *Complete* | No change |
| *XXE1060* | *Janet Courtney Maintenance* | *135* | | | | | | | ✔ | | *Agreed with George McGhee that we can take possession of one floor at a time after the summer holidays to upgrade fire doors and to renew the services. Works to one floor as pilot on site (Construction). Project delayed due to management shortages. Works now on site* | On site |
| GCG0232 | Leog Replacement | 105 | ✔ | ✔ | ✔ | | ✔ | ✔ | ✔ | | Project on site. Contract agreed with Hjaltland Housing association after statutory consents obtained. Progress payments at year end greater than initially anticipated. | Project on site. Contract agreed with Hjaltland Housing association after statutory consents obtained. Slippage of 295K reported to Council, however slippage will have to be amended in outturn report due to increased expenditure at year end |
| GCH3100 | Housing Staff Accommodation | 10 | | | | | | | | | Ongoing Programme - provision being reviewed | |
| GCH3102 | Housing Chalet Accommodation | 11 | | | | | | | | | Ongoing Programme | |
| GCH3120 | Housing Temp Accommodation (Homelessness) | 14 | | | | | | | | | Ongoing Programme | No change |
| GCJ3001 | Capital Grants to Water Based Facilities | 30 | | | | | | | ✔ | | Approved commitment from 08/09 carried forward. No new budget approved 09/10. The major part of the £30k commitment has now been paid. Only retention still outstanding to be paid, small c/f to 10/11 - (Construction phase). Small budget c/f from 09/10 to 10/11 approved by Council 28/10/09. | No change |
| GCJ3002 | Knab Dyke | 88 | | | | | | | ✔ | ✔ | Complete at 94K - Additional drainage works to contract | Additional 6K to be requested from Council |
| GCJ3003 | Play Areas and Park Equipment | 210 | | | | | | | ✔ | | Ongoing Programme, on schedule and fully spent in 09/10. Budget of 175K for 10/11 approved by Council 28/10/09. | No change |
| GCJ3006 | Capital Grants to Voluntary Organisations (General) | 426 | | | | | | | ✔ | | Ongoing Programme. This budget has now been committed but some grants cannot be paid due to legal and contract issues - anticipate c/f of 205K required to 10/11 | Council to be advised of slippage required to 10/11 in outturn report |
| GCJ3020 | Islesburgh Capital Maintenance | 6 | | | | | | | ✔ | ✔ | Original work complete however further work required relating to leaks which were discovered when the work was carried out. | Work complete, further works required. |
| GCL4100 | Old Library Centre Maintenance | 20 | | | | | | | | | Study on options to be carried out in house, report by Summer 2010 | Budget allocated by Council 17/02/10, this budget will need to be carried forward to 10/11 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GCL4402 | Mareel | 1,913 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | Works ongoing on site, 2nd floor construction ongoing. Contractor anticipates being on programme by May. Some delays due to severe weather. | Work ongoing on site. Council advised of 87.5K slippage in February, however a further 117K will need to be slipped to 10/11 |
| | Shetland College Extension | 0 | ✔ | | | | | | | | Feasibility Study completed and approved. Review of study ongoing in parallel to procurement of design team for Phase 3 construction project | Feasibility update ongoing. 500K has been allocated by Council in 10/11 and additional external funding of has been sourced by College |
| URL | Shetland College Reception Works | College budget | | ✔ | ✔ | | ✔ | ✔ | | | Following re-tender exercise Tenders for works significantly higher than the estimated cost and it was decided not to progress with the works. The additional works were picked up by the Building Services Unit. No action. | No change |
| | Shetland College Block 3 alterations | College budget | | ✔ | | | ✔ | | | | Investigation into use of void space commences and alterations to office space developed. Proposals prepared and being costed. Did not represent good value and not progressing | Proposals prepared, costed and no further action to be taken |
| | Lerwick Primary Provision | 0 | ✔ | | | | | | | | Final draft copy of report has been sent to Education Department for comments and approval 21st August 2009 (Feasibility Stage) | No change |
| | Lerwick Library Redevelopment, including replacement premises for Adult Learning | 0 | ✔ | ✔ | | | | | | | Design study reported March 2009. No budget approved to progress this project. (Feasibility stage). £85K included in 2010/11 Capital Programme for maintenance only - until long term option progresses. Council requested | Review of options for the building commenced. |
| GCG0234 | Laburnum - Refurbishment / Extension | 0 | ✔ | | | | | | | | Feasibility Study reported March 2009. No budget approved for further work on this project in this financial year. Budget of 100K for 10/11 approved by Council 28/10/09. | No change |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GCG0235 | Laburnum - New Build | 0 | ✔ | | | | | | | | Feasibility Study reported March 2009. No budget approved for further work on this project in this financial year. Budget of 200K for 10/11 approved by Council 28/10/09. | No change |
| GCA0238 | Replacement Viewforth | 0 | ✔ | | | | | | | | Part of Older People's Rolling Programme for new care places. Budget of 400K for 10/11 approved by Council 28/10/09. | Linked in with Older People's Rolling Programme for new care places |
| GCA0239 | Replacement Isleshavn | 0 | ✔ | | | | | | | | Procurement of Design Team commenced (EU procurement for architectural service) | Procurement of Design Team commenced (EU procurement for architectural service) |
| | Bruce Family Centre | 0 | ✔ | | | | | | | | Feasibility report completed and reported to client. | Feasibility report completed |
| | Sandwick JHS Additional Primary Classrooms | 0 | ✔ | | | | | | | | No budget approved, Council agreed no further action meantime. (Feasibility stage) | No change |
| | Happyhansel Primary School Additional Classrooms | 0 | ✔ | ✔ | | | | | | | Sketch design completed | Sketch design completed. External budget available subject to match funding |
| | Indoor Children's Activity Centre (former Islesburgh Squash Courts | 0 | | | | | | | | | No budget approved, Council agreed no further action meantime. | No change |
| | Hall of Residence | 0 | | | | | | | | | No budget approved, Council agreed no further action meantime. | No change |
| | Scalloway Junior High School Science Block | 0 | ✔ | ✔ | | | ✔ | | | | No budget approved, Council agreed no further action meantime. (Design completed) | No change |
| | Old Craigielee | 0 | ✔ | | | | | | | | Initial study carried out into two options for development (Flats and Office) 7 presented to client. | No change |
| **Total Services General Fund Capital** | | **9,680** | | | | | | | | | | |

**PROJECTS FUNDED OUTWITH CAPITAL PROGRAMME**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GCA0236 | New Temporary Care Home for Lerwick (Montfield) - 100% NHS Funding | 2,050 | | | | | | | ✔ | | Works commenced on phase 2 (Care Home) on 17 August 2009, anticipated completion July 2010. Works continuing on site to programme | Ongoing works on site |
| GCE1304 | Anderson High School Replacement, including moving Train Shetland from premises at the Knab | 2,000 | ✔ | | | | | | | | Pre-Consultation Study completed. Proposal on relocation to be published early summer 2010, informed by output from Blueprint for Education | Further 200K slippage anticipated to 10/11 |
| **Total Outwith General Fund Capital** | | **4,050** | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HCH3303 | Land & Property Acquisition | 679 | ✔ | ✔ | | | | | | | Delays in pursuing options - internal fees due - est outturn 370K | Funding internal fees prior to code creation for Brae & Hoofields |
| HCH3304 | Brae New Housing | 0 | | | | | | | | | Awaiting decrofting prior to issue of enabling works tenders. | HS-13-10 agreed by Council 24 March 2010 for inclusion in 2010/11 capital Programme. |
| HCH3305 | Hoofields New Housing | 0 | | | | | | | | | Design for new housing ongoing. Enabling works out to tender. | HS-13-10 agreed by Council 24 March 2010 for inclusion in 2010/11 capital Programme. Enabling works out to tender. |
| HCH3404 | Environmental Improvements | 259 | ✔ | ✔ | N/A | N/A | ✔ | ✔ | ✔ | | One contract completed, retentions due on previous - est outturn 160K | CPS to advise Council of slippage required for North Roe |
| HCH3512 | Community Care Projects | 107 | ✔ | ✔ | ✔ | N/A | ✔ | ✔ | ✔ | | Unst extra care conversions - est outturn 25K | |
| HCH3525 | Feasibility Studies | 26 | ✔ | | | | | | | | Internal fees due - est outturn 25K | |
| HCH3526 | Opportunity Conversion | 125 | ✔ | ✔ | ✔ | N/A | ✔ | ✔ | ✔ | | One conversion completed - est outturn 50K | |
| HCH3706 | Heating Replacement Programme | 157 | ✔ | ✔ | | | | | | | Mossbank contract complete - est outturn 70K | |
| HCH3708 | External Re-render Programme | 388 | ✔ | | N/A | N/A | | | | | Impact of delays on last years contracts slowed programme down - est outturn 180K | |
| HCH3709 | Landward Crudens | 0 | | | | | | | | ✔ | Retentions due but not completed | |
| HCH3710 | Lerwick Crudens | 1,147 | ✔ | ✔ | | N/A | | | | | Phase 1 completed. Phase 2 progressing through planning/building warrant -decant programme agreed. Est outturn 550K. To go out to tender end April 2010. | CPS to advise Council of slippage required for Phase 2 |
| HCH3711 | Retentions/ Final Accounts | 40 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | ✔ | Outstanding accounts still to be finalised - est outturn 0 | CPS to advise Council of slippage required |
| HCH3712 | Housing Quality Standard | 360 | ✔ | ✔ | N/A | N/A | ✔ | ✔ | ✔ | ✔ | Kitchen replacement contract complete - est outturn 360K | |

| Code | Project Name | Approved Budget 2009/10 £000 | Feasibility / Options | Outline Design | Consents | Land | Full Design | Tender | Construction / Implementation | Completion | Status as at 24 March 2010 (budget information relates to period 11 of 2009/10) | Change from previous report CPS-20-09 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HCH3714 | Replacement MIS System | 200 | ✔ | N/A | N/A | N/A | N/A | ✔ | | | Delays in tendering process - slippage required to 2010/11 - est outturn 0 | CPS to advise Council of slippage required |
| HCH3800 | Capital Rec/ Sale Council Houses | -890 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | Slow down in RTB Sales due to mortgage availability - est outturn (720K) | |
| **Total HRA Capital Programme** | | **2,598** | | | | | | | | | | |

| Cost Centre | Description | Revised Budget £ | YTD Actual £ | Estimated Outturn £ | Est Year End Variance (Adv) / Fav £ | Reason for Variance/Comments | Action Required |
|---|---|---|---|---|---|---|---|
| **Capital Expenditure - General Fund** | | | | | | | |
| GCJ3001 | Water Based Facilities | 29,618 | 21,546 | 29,618 | 0 | | |
| GCJ3002 | Dyke Repairs | 88,000 | 75,633 | 94,000 | (6,000) | Additional budget required for drainage works to Knab site | This will be reported to Council in a future report (missed CPS-07-10) |
| GCJ3003 | Play Areas | 210,000 | 192,898 | 207,500 | 2,500 | Underspend | This will be reported to Council in a future report (missed CPS-07-10) |
| GCJ3006 | Grants Rolling Programme | 426,000 | 168,576 | 170,500 | 255,500 | Underspend of 2.4K and committed c/f of 253K required to 2010/11 | This will be reported to Council in a future report (missed CPS-07-10) |
| GCJ3020 | Islesburgh CC Capital Maintenance | 6,000 | 2,445 | 6,000 | 0 | | |
| **Sport & Leisure Projects** | | **759,618** | **461,098** | **507,618** | **252,000** | | |
| GCL4100 | Old Library Cnt Maintenance | 20,000 | 0 | 20,000 | 0 | | |
| GCL4402 | Cinema/Music Venue | 1,912,500 | 2,221,240 | 1,795,889 | 116,611 | Project c/f to 10/11 required | To be reported to council. NB included in expenditure is £1,111,275.99 previous years expenditure - this has actually been offset by payment from SA |
| **Culture Projects** | | **1,932,500** | **2,221,240** | **1,815,889** | **116,611** | | |
| GCE1171 | Little Tikes | 25,000 | 21,683 | 25,000 | 0 | Project c/f to 10/11 | |
| GCE1240 | Bells Brae Prim Alterations | 0 | (3,043) | 0 | 0 | Accrual for final cert. | |
| GCE1304 | Anderson High School Replcmnt | 2,000,000 | 1,696,292 | 2,000,000 | 0 | | |
| GCE1315 | Mid Yell Phase 2 | 4,422,000 | 1,013,450 | 4,293,000 | 129,000 | Slippage of 129K anticipated | To be reported to council |
| GCE1500 | Educ Maintenance School Builds | 1,329,000 | 900,194 | 1,264,000 | 65,000 | BSU have have identified underspend on overall rolling programme | To be reported to council |
| GCE1512 | Reroofing | 0 | (8,000) | 0 | 0 | Accrual for final cert. | |
| GCE3402 | Sandwick JHS - Add Support Needs | 0 | (7,981) | 0 | 0 | Accrual for final cert. | |
| **Education Projects** | | **7,776,000** | **3,612,595** | **7,582,000** | **194,000** | | |

| Cost Centre | Description | Revised Budget | YTD Actual | Estimated Outturn | Est Year End Variance (Adv) / Fav | Reason for Variance/Comments | Action Required |
|---|---|---|---|---|---|---|---|
| | | £ | £ | £ | £ | | |
| GCA0100 | Inspection, Health & Safety | 22,685 | 13,929 | 22,685 | 0 | | |
| GCA0101 | Building Fabric | 35,871 | 26,887 | 35,871 | 0 | | |
| GCA0102 | Electrical Sys Upgrade | 33,036 | 2,154 | 33,036 | 0 | | |
| GCA0103 | Mechanical Sys Upgrade | 14,136 | 0 | 14,136 | 0 | | |
| GCA0104 | Plant Equip Replacements | 1,851 | 1,687 | 1,851 | 0 | | |
| GCA0105 | Safety Surfaces | 18,905 | 0 | 18,905 | 0 | | |
| GCA0106 | Care Homes (Rolling Programme) | 40,000 | 10,478 | 40,000 | 0 | Lerwick Care Provision study brief developed - to be funded from here | |
| GCA0120 | Special Studies | 1,825 | 0 | 1,825 | 0 | | |
| GCA0231 | Care Homes Fire Upgrade | 189,000 | 40,076 | 173,000 | 16,000 | Slippage required to 10/11 | To be reported to council |
| GCA0233 | Joint Occupational Therapy Centre | 50,000 | 8,202 | 50,000 | 0 | | |
| GCA0234 | Taing House Capital Management | 0 | 0 | 0 | 0 | | |
| GCA0235 | Viewforth Capital Management | 0 | 0 | 0 | 0 | | |
| GCA0236 | Montfield Care Home | 2,050,030 | 898,391 | 1,214,000 | 836,030 | 100% NHS Project | Request NHS to transfer funds to 10/11? |
| GCA0237 | Eric Gray Replacement | 15,000 | 1,080 | 15,000 | 0 | | |
| GCA1000 | Special Aids Stock Items | 111,158 | 117,146 | 120,000 | (8,842) | | 134200 |
| GCA1001 | Specialist Aids | 237,800 | 205,398 | 237,800 | 0 | Various over/under spends within rolling programme, but overall Social Work anticipate this will be underspent by £26.5K | |
| GCA1003 | Minor Adaptions | 48,031 | 61,454 | 70,000 | (21,969) | | |
| GCA1004 | Major Adaptions | 196,193 | 135,502 | 140,000 | 56,193 | | |
| GCA1005 | Housing Renovations | 80,998 | 105,795 | 110,000 | (29,002) | | |
| GCA1006 | Professional Fees | 21,024 | 11,366 | 16,904 | 4,120 | | |
| GCA1007 | Specialist Aids Refurbishment | 45,316 | 25,152 | 50,000 | (4,684) | | |
| GCG0232 | Leog Replacement | 105,000 | 0 | 105,000 | 0 | | |
| **Social Care Projects** | | **3,317,859** | **1,664,697** | **2,470,013** | **847,846** | | |
| GCH3100 | Staff Accommodation | 9,872 | 0 | 9,872 | 0 | | |
| GCH3102 | Chalets | 10,958 | 0 | 10,958 | 0 | | |
| GCH3120 | Homelessness Housing | 14,423 | 0 | 14,423 | 0 | | |
| **Housing Projects** | | **35,253** | **0** | **35,253** | **0** | | |
| **EDUCATION & SOCIAL CARE TOTAL** | | **13,821,230** | **7,959,630** | **12,410,773** | **1,410,457** | | |

## Capital Expenditure - Housing Revenue Account

| Cost Centre | Description | Revised Budget £ | YTD Actual £ | Estimated Outturn £ | Est Year End Variance (Adv) / Fav £ | Reason for Variance/Comments | Action Required |
|---|---|---|---|---|---|---|---|
| HCH3303 | Land/Property Acq | 678,851 | 243,979 | 370,000 | 308,851 | Delays in pursuing options - internal fees due | |
| HCH3404 | Environmental Improvements. | 259,266 | 64,199 | 160,000 | 99,266 | One contract completed, retentions due on previous | Slippage to 2010/11 for North Roe contract |
| HCH3512 | Community Care Projects | 107,103 | 4,770 | 25,000 | 82,103 | Unst extra care conversions | Check DLO period 13 |
| HCH3525 | Feasability Studies HRA | 25,655 | 2,721 | 25,000 | 655 | Internal fees due | |
| HCH3526 | Opportunity Conversions | 124,862 | 42,349 | 50,000 | 74,862 | One conversion completed. | |
| HCH3706 | Heating Replacement Program | 157,103 | 66,663 | 70,000 | 87,103 | Mossbank contract complete | |
| HCH3708 | External Re-Render Programme | 387,758 | 132,998 | 180,000 | 207,758 | Impact of delays on last years contracts slowed programme down | |
| HCH3709 | Landward Crudens | 0 | 0 | 0 | 0 | Retentions due but not completed | |
| HCH3710 | Lerwick Crudens | 1,146,933 | 531,790 | 550,000 | 596,933 | Phase 1 completed. Phase 2 progressing through planning/building warrant -decant programme agreed | Slippage to 2010/11 for Phase 2 |
| HCH3711 | Retentions/Final Accounts | 40,000 | 0 | 0 | 40,000 | Outstanding accounts to be finalised | Slippage to 2010/11 |
| HCH3712 | Housing Quality Standard | 360,000 | 319,642 | 360,000 | 0 | Kitchen replacement contract complete | |
| HCH3713 | Ladies Drive Kitchen Replace | 0 | 0 | 0 | 0 | | |
| HCH3714 | Replacement MIS System | 200,000 | 183 | 0 | 200,000 | Delays in tendering process | Slippage to 2010/11 |
| HCH3800 | Cap Rec/Sale Council Hs | (889,886) | (669,146) | (720,000) | (169,886) | Slow down in RTB Sales due to mortgage availability | |
| **HOUSING REVENUE ACCOUNT TOTAL** | | **2,597,645** | **740,148** | **1,070,000** | **1,527,645** | | |

# Principal Capital Projects

**Status update as at 21 April 2010**
**Listed by Committee**

# Services

**New Eric Gray Resource Centre**

- Feasibility study complete
- Awaiting legal advice on zoning of preferred site
- Detailed design can then begin – funding in 2010/11 capital programme

**Montfield Conversion**

- On site – works scheduled to be complete by end of June 2010

**Laburnum – New Build**

- Feasibility study complete
- Awaiting decision on site – possible link to new AHS

**Laburnum Refurbishment/ Extension**

- Feasibility study complete.
- Upgrade of existing facilities considered adequate

**Joint OT Resource Centre**

- Site at Gremista identified
- Site investigation completed – favourable
- Design team in place and design ongoing

**Viewforth Replacement**

- Remit now extended to Lerwick Long Term Care Project
- Feasibility study expected to be complete summer 2010
- Likely to recommend:
    - Extension to Taing House
    - Extension to Edward Thomason House
    - Linking Taing House and Edward Thomason House
    - New Extra Care Housing development in central Lerwick
    - New care home in central Mainland

**Replacement Leog**

- Under construction through Hjaltland Housing
- Completion scheduled for April 2011

**Old Library Centre**

- Study to be progressed in-house by CPS – to be complete summer 2010

**Shetland College Extension**

- Redman & Sutherland updating Feasibility Study and brief
- Detailed design to begin May 2010

**AHS New Build**

- Pre-Consultation Study completed
- Proposal on relocation to be published early summer 2010, informed by output from Blueprint for Education

**Little Tykes**

- Start on site expected by end of April 2010

**Mid Yell JHS**

- On site – completion scheduled for October 2010

**Isleshaven**

- Expressions of Interest for design services currently being sought

**Lerwick Crudens**

- Tenders to be issued end of April 2010

**New Housing – Hoofields**

- Planning application submitted – expected to go to Planning Board 2 June
- Enabling works out to tender – due back 5 May
- Tenders for building phase scheduled to go out to tender July 2010

**New Housing – Brae**

- Design complete
- Awaiting de-crofting before tender documents can be issued

# Infrastructure

**Whalsay Link**

- Progress dependant on resolving fixed link issue

**Fetlar Breakwater**

- Detailed design virtually complete and quantities being derived
- EIA underway and planning application scheduled for summer 2010
- Expressions of Interest obtained

**Skerries South Mouth**

- Discussion with Historic Scotland ongoing
- Expressions of Interest being sought

**Gremista Landfill Phase 2**

- Out to tender – due back 5 May
- Works scheduled to begin June 2010

# Harbour Board

**Scalloway Dredging**

- Expressions of Interest obtained

**Walls Pier**

- Planning application submitted 26 March
- Final detailed design underway based on completed marine site investigation
- Subject to planning consent, works expected to begin September/ October 2010

**Tugs for Sellaness**

- Both tugs launched
- Project on budget
- First tug to be delivered May 2010

# Development

**Mareel**

- On site
- Currently on programme and within budget
- Completion scheduled for spring 2011

**Fibre Optic Cable**

- Work scheduled to begin summer 2010
- Completion scheduled December 2010

# SLAP

**North Ness Offices**
**(note this is not a Council project, for information only)**

- On site 3 May 2010
- Scheduled for completion 31 March 2012

NHS Shetland

Shetland Islands Council

# Report

**To:** **CHP Committee** **29 April 2010**
**Services Committee** **6 May 2010**

**From:** **Head of Community Care**

**Report No: SC-07-10-F**
**Reshaping Care for Older People**
**Summit 8 February 2010**

## 1. Introduction

1.1 This report presents information about the Scottish Government's national programme "Reshaping Care for Older People" and includes feedback from the summit meeting held on 8 February 2010.

1.2 The report is for noting.

## 2. Links to Corporate Priorities

2.1 The Reshaping Care for Older People programme supports the priority targets articulated in Shetland's Single Outcome Agreement under the National Priority Area: Healthier, specifically:-
"We will support and protect the most vulnerable members of the community, promoting independence and ensuring services are targeted at those most in need."

## 3. Risks

3.1 Risks relating to community health and care services are set out in the CHCP Risk Register which is available separately. The main risk associated with this report is that the pace of change required for the successful implementation of the Reshaping Care programme is not achieved, leading to poorer outcomes for older people.

NHS Shetland

Shetland Islands Council

## 4. Background

4.1 The Scottish Government has recognised that current patterns of care for older people are not sustainable for a number of reasons including:-

- demographic pressures, in particular the projected growth in the proportion of older people;
- the associated workforce issues;
- the need to continually improve health and social care outcomes;
- the increasing cost of institutional care; and
- financial pressures.

4.2 The Scottish Government has also recognised that current patterns of care may at times act against the agreed policy objective of maximising independence for as long as possible. [1]

4.3 The Reshaping Care for Older People programme is a joint initiative whereby the Scottish Government, NHS Scotland and COSLA aim to engage all interests across Scotland to reshape care and support services in order to meet the national policy objectives in ways that are sustainable and fair. The programme is being taken forward through the Ministerial Strategic Group on Health and Community Care which is chaired by Shona Robison, Minister for Public Health and Sport.

4.4 The programme was launched at a Joint Leadership Summit in May 2009. The summit on 8 February 2010 provided an opportunity to consider the outcomes of the work undertaken so far with a view to developing plans for wider public engagement during 2010.

## 5. Key Messages

5.1 The key messages from the Summit on 8 February are included below. Further information is available on the Scottish Government website.[2]

5.2 *Context*

- Ageing population
- Diminishing financial resources

[1] "Reshaping Care for Older People – Emerging Proposals" MSG/DECEMBER 2009/PAPER 3, Mike Martin, Scottish Government PIOD Partnership Improvements & Outcomes Division
[2] http://www.scotland.gov.uk/Topics/Health/care/JIT

Colin Mair, Chief Executive, Scottish Government Improvement Service presented information showing for all Scotland the increasing gap between the funding that would be needed to meet ongoing demands by doing more of the same as against the predicted levels of funding that will be available.

The expectation is that over the next 3 years public sector spending will be cut by approximately 12%.

Key message:- *"More of the same won't do."*

5.3 *The Way Forward*

Building on the earlier summit in 2009, the way forward is seen as a range of strategic actions across Scotland designed to implement the policy goal:-

"*To optimise the independence and well being of older people at home or in a homely setting."*

The emphasis is on maximising independence for as long as possible and supporting older people outwith formal care settings for as long as possible. The proposals that are emerging from the national programme are summarised in the paper attached at Appendix 1, which is taken from Appendix 2 of the report presented by Mike Martin, Director of jit, to the Ministerial Strategic Group on Health & Community Care on 8 December 2009, referred to in paragraph 4.3 above.

The next phase of the national programme is public engagement. Delegates at the summit were in favour of a high level national campaign through the media to support this similar to the "See Me" work on mental health. Scottish Government officials advised that there are currently no plans to instigate a national campaign.

5.4 *What does it mean for Shetland?*

The emerging proposals at a national level are consistent with existing local policy objectives and the models of care that have been and are being developed locally. A few examples are given below.

5.4.1 Public Engagement

- The Long Term Care Review and Dementia Redesign Projects
- Single Shared Assessment (SSA) LEAN Project
- South Shetland Vision through the Local Service Delivery Group
- Mental Health Strategy

5.4.2 Outcome Focus

- New SSA "With & For You"
- Personalisation through "Understanding You" (the new SSA)

5.4.3 Care at Home

- Increasing and extending the range of services provided to people in their own homes
- Making better use of assistive technology, Telecare.

5.4.4 New Roles for Care Homes

- As hubs for wider care in the community
- Supporting higher levels of need and specific care e.g. palliative care, dementia care, rehabilitation/reablement programmes, short breaks.

5.4.5 Housing

- Making best use of existing specialist housing stock e.g. sheltered housing at Brucehall Terrace in Unst.
- Adapting existing properties
- Ensuring new build social housing meets the needs of future generations of older people and people with disabilities.

5.5 *Other Themes*

5.5.1 The summit discussed the issue of decommissioning services e.g. day care and residential care in favour of more personalised budgets, Self-directed Support, Care at Home and extra care housing models.

5.5.2 In the current foreseeable economic constraints it was seen as essential that acute hospital admissions for older people are prevented as far as possible and that admission to residential care is delayed for as long as possible. These were also seen as desirable outcomes for older people.

## 6. Proposals

6.1 It is proposed by the Scottish Government that local health and care partnerships promote the Reshaping Care for Older People programme locally through existing community engagement activities and incorporate the principles in all service developments.

6.2 The principles are already at the heart of strategic planning for health and care services in Shetland and are articulated in the Community Health and Care Partnership Agreement.

6.3 Locally, community engagement will be through the emerging Public Partnership Forum for health and care services, the Patient Focus Public Involvement (PFPI) activities led by NHS Shetland, the Local Service Delivery Groups and multi-agency strategic planning groups e.g. Shetland Mental Health Partnership.

6.4 The Reshaping Care programme will inform the Clinical Strategy being developed by NHS Shetland.

6.5 The voluntary sector has a key role to play. This is recognised in the Long Term Conditions Action Plan regarding the development of training programmes for service users, their carers and volunteers to support self-care and self-managed care and promote independence. The CHCP Commissioning Strategy provides a framework for working in partnership with independent sector organisations and this is underpinned by the principles agreed through the Shetland Compact.[3]

## 7. Financial Implications

7.1 There are no financial implications arising directly from this report.

7.2 The funding streams for all Community Health and Care Services are set out in the CHCP Agreement bringing together the approved

[3] The Shetland Compact, Voluntary Action Shetland, 2009

budgets for both Council and NHS Shetland Community Health and Care Services.

7.3 The Reshaping Care for Older People programme will be delivered within those resources.

## 8. 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 with approved policy and for which there is a budget.

## 9. Conclusions

9.1 The Reshaping Care for Older People programme accords with local policy directions for community health and care services as set out in the CHCP Agreement.

9.2 The next three years will be particularly challenging for all health and care partnerships as funding becomes tighter.

9.3 It is essential that we continue to press ahead with our plans to reshape care for older people in order to meet increasing levels of need.

## 10. Recommendation

10.1 I recommend that members of CHP Committee and the Council's Services Committee note the information presented in this report.

Date: 26 April 2010 Report No SC-07-10-F
Ref: CF/AN/SC-07-10-F

NHS Shetland

Shetland Islands Council

**Extract from Appendix 2 of "Reshaping Care for Older People – Emerging Proposals" MSG/DECEMBER 2009/PAPER 3, from Mike Martin, Scottish Government Partnership Improvements & Outcomes Division**

**Summary of Outputs from Workstreams**

Set out below is a summary of the outputs from each workstream. More detailed reports from the workstreams are available on the JIT website – www.jitscotland.org.uk

Care at home

Proposals are being developed to emphasis the importance of and suggest how to achieve:

- Better integrated approaches
- Focus on anticipatory and preventative care
- Better crisis care
- Better / more complex care at home
- Support for unpaid carers
- Grow and support volunteers
- Focus on re-ablement approaches
- Integration and expansion of telehealthcare
- Importance of good assessment (Talking Points)
- Learning and sharing network being created
- Programme of "master-classes" in home care redesign to re-ablement being prepared.

Out of home care (new roles for care homes)

- Specifying new models of care homes that provide more specific care (e.g. end of life, palliative, dementia, rehabilitation, respite)
- Joint commissioning and procurement models
- Care homes as "hubs" for wider care in the community
- Greater community Geriatrician capacity
- Service user outcomes at the heart of care planning and review
- Goal oriented care to enable transition back to own home
- People encouraged to invest capital assets in their own future – possible equity stake in care homes by 'self funders'
- Total costs of care covered for a time limited period to support intermediate care programmes

Planning for ageing communities

A range of housing-related issues is being considered as part of the Planning for Ageing Communities workstream under the Reshaping Care programme. Having considered the issues relating to older people's housing, the Working Group has focused on the outcomes that it considered should be achieved. This helped to ensure that it was clear on the changes that need to be achieved and what success will look like. Five main draft outcomes have been identified and within these more specific outcomes, setting out the components for meeting the wider outcome.

NHS Shetland

Shetland Islands Council

# REPORT

**To:** **CHP Committee** **29 April 2010**
**Services Committee** **6 May 2010**

**From:** **Head of Community Care**

**Report No SC-08-10-F**
**Investors in People (IiP) Award for Community Care and Shetland's Community Health and Care Partnership**

## 1. Introduction

1.1 This report presents the IiP Review Report for the Community Care Service, which also covers the Primary Care Service as set out in the CHCP Agreement.

1.2 The report is for noting.

## 2. Links to Corporate Priorities

2.1 The continued investment in the health and care workforce supports the corporate priorities of both the Council and NHS Shetland in terms of developing and sustaining high quality services for the people of Shetland.

2.2 A key link is to the Healthier section of the Single Outcome Agreement and delivery outcome H$^{th}$ 3:-
"We will support and protect the most vulnerable members of the community, promoting independence and ensuring services are targeted at those most in need."

## 3. Risks

3.1 The ability of the Community Health and Care Partnership to meet the needs of the most vulnerable members of the community is heavily dependent upon having a highly skilled, motivated workforce throughout Shetland.

3.2 There is a risk that as funding becomes more restricted, particularly over the next three years and the lifetime of the new CHCP Agreement, that the investment in training will diminish.

3.3 There is also a risk that as the population ages it will become increasingly difficult to attract people in sufficient numbers and with the right skill mix to support health and care services across Shetland.

3.4 The risks relating to the CHP are reflected in the CHP Risk Register, which is available separately.

## 4. Background

4.1 The Council's Community Care Service was awarded IiP status in March 2007. Since then the IiP Framework has changed.

4.2 The Investors in People New Choices framework was introduced on 1July 2008. This new approach provides more in-depth, tailored support on the issues that are relevant to each organisation.

4.3 The IiP framework is based on three core principles:

- *Plan*: Develop strategies to improve performance
- *Do*: Take action to improve performance
- *Review*: Evaluate and improve performance.

4.4 The three principles break down into ten indicators.

01 Business Strategy
02 Learning & Development Strategy
03 People Management Strategy
04 Leadership & Management Strategy
05 Management Effectiveness
06 Recognition & Reward
07 Involvement & Empowerment
08 Learning & Development
09 Performance Measurement
10 Continuous Improvement

4.5 Performance against the ten indicators is evaluated by gathering information to meet the evidence requirements linked with each indicator. These are shown in the table at Appendix 1.

4.6 In discussion with a specialist IiP Assessor each organisation can choose additional evidence requirements to be assessed. This enables organisations to use the IiP process to support their business priorities.

4.8 Success against additional evidence requirements can lead to the IiP Bronze, Silver or Gold award.

- IiP Bonze – 26 additional evidence requirements
- IiP Silver – 76 additional evidence requirements
- IiP Gold – 126 additional evidence requirements

4.9 In discussion with the IiP Assessor, the Community Care Service agreed to focus on the following key objective:
"To ensure that the Service meets the Objectives as driven by Shetland's Outcome Agreement."

4.10 Additional evidence requirements were examined relating to service priorities around recruitment and retention and the work to redesign Shetland's Single Shared Assessment process using LEAN methodology. If successful, then this would lead to the IiP Bronze award.

## 5. The Outcome of the IiP Review

5.1 The outcome was that "Having carried out the Review process in accordance with the guidelines provided by IiP UK, the specialist was satisfied beyond doubt that Shetland Community Care Service continues to meet the requirements of the IiP Standard. The number of evidence requirements that are deemed to be met means that the Service has achieved Bronze Status." [1]

5.2 The full review report is attached at Appendix 2.

## 6. Proposals

6.1 The Community Care Service will work through the IiP report in detail and incorporate the recommended "Continuous Improvement Actions" in future workplans.

6.2 Areas to be taken forward include:-

6.2.1 a review of the training programme for first line managers with a particular emphasis on change management and leadership;

[1] Shetland Community Care Service Shetland, Review Report

6.2.2 a review of the induction training for resources managers;

6.2.3 consideration of a more formal approach to coaching and mentoring; and

6.2.4 the development of the appraisal system to better meet the needs of the Service by including a self-evaluation questionnaire based on the Scottish Social Services Council (SSSC) Codes of Practice.

## 7. Financial Implications

7.1 There are no financial implications arising directly from this report.

7.2 The proposals will be taken forward within existing resources.

## 8. Policy & 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 with approved policy and for which there is a budget.

## 9. Conclusions

9.1 The IiP Review Report for the Community Care Service identifies many areas of good practice in supporting and developing the workforce.

9.2 The New Choices framework has meant that key priorities for the Service could be put forward as a focus for the evaluation. This will help the Service to develop further in these areas.

## 10. Recommendation

10.1 I recommend that members of CHP Committee and Services Committee note the information presented in this report and its appendices.

Date: 28 April 2010 Report No: SC-08-10-F
Ref: CF'AN'SC-08-10-F

# THE INVESTORS IN PEOPLE FRAMEWORK: A SUMMARY OF ITS CONTENTS

| PLAN | | | | DO | | | | REVIEW | |
|---|---|---|---|---|---|---|---|---|---|
| 01: BUSINESS STRATEGY | 02: LEARNING & DEVELOPMENT STRATEGY | 03: PEOPLE MANAGEMENT STRATEGY | 04: LEADERSHIP & MANAGEMENT STRATEGY | 05: MANAGEMENT EFFECTIVENESS | 06: RECOGNITION & REWARD | 07: INVOLVEMENT & EMPOWERMENT | 08: LEARNING & DEVELOPMENT | 09: PERFORMANCE MEASUREMENT | 10: CONTINUOUS IMPROVEMENT |
| **THE STANDARD** TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT: | | | | | | | | | |
| The organisation has a vision/purpose, strategy and plan<br>People are involved in planning<br>Representative groups (where appropriate) are consulted when developing the plan | Learning priorities are clear and linked to the plan<br>Resources for learning and development are made available<br>The impact will be evaluated | People are encouraged to contribute ideas<br>There is equality of opportunity for development and support | Managers are clear about the capabilities they need to lead, manage and develop people<br>People know what effective managers should be doing | Managers are effective and can describe how they lead, manage and develop their people | People believe they make a difference<br>People believe their contribution is valued | Ownership and responsibility are encouraged<br>People are involved in decision-making | People's learning and development needs are met | Investment in learning can be quantified<br>Impact can be demonstrated | Evaluation results in improvements to people strategies and management |
| **YOUR CHOICE** TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT: | | | | | | | | | |
| Clear core values relate to vision and strategy<br>Key performance indicators are used to improve performance<br>Social responsibility is taken into account in the strategy<br>People and stakeholders are involved in strategy development | The learning and development strategy builds capability<br>Plans take account of learning styles<br>People help make decisions about their own learning<br>Learning and development is innovative and flexible<br>There is a culture of continuous learning | The recruitment process is fair, efficient and effective<br>A diverse, talented workforce is created<br>A work-life balance strategy meets the needs of its people<br>Constructive feedback is valued<br>The structure makes the most of people's talents | Leadership and management capabilities for now and the future are defined<br>Managers are helped to acquire these capabilities<br>Leadership and management strategy link to business strategy, taking account of external good practice<br>Everyone is encouraged to develop leadership capabilities | Managers are role models of leadership, teamwork and knowledge sharing<br>Coaching is part of the culture<br>People are helped to develop their careers<br>There is a culture of openness and trust | Reward and recognition strategies link to business strategy and are externally benchmarked<br>Representative groups are consulted (where appropriate)<br>What motivates people is understood<br>Success is celebrated<br>Benefits strategy goes beyond legal requirements<br>Colleagues' achievements are recognised | Effective consultation and involvement is part of the culture<br>People are supported and trusted to make decisions<br>Knowledge and information are shared<br>People are committed to success<br>There is a culture of continuous improvement<br>People can challenge the way things work<br>There is a sense of ownership and pride in working for the organisation | Learning and development resources are used effectively<br>Learning is an everyday activity<br>Innovative and flexible approaches to learning and development are used<br>People are given the opportunity to achieve their full potential<br>All learning is valued and celebrated and is an everyday activity<br>Mentoring is used<br>Personal development is supported | The contribution of people strategies is measured and evaluated<br>Impact on key performance indicators can be described<br>Performance improves as a result<br>Career prospects improve<br>Flexible and effective approaches to measuring return on investment are used<br>Return on investment in people is reported to stakeholders | Self review and information from external review are used<br>Effective feedback methods are used to understand people's views on how they are managed<br>Internal and external benchmarking are used<br>People's views on how they are managed improves<br>People believe it's a great place to work |

Organisation Improvement Framework

# SHETLAND COMMUNITY CARE SERVICE

## Shetland

**Review Report**

**Commercial in Confidence**

***UNDERTAKEN BY***
**JOHN MIDDLEWICK**

**On behalf of Investors in People Scotland**

**Project Reference Number: 09/0986**
**Date: 5 March 2010**

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## INTRODUCTION

Shetland Community Care Service, (hereafter sometimes referred to as the Service), works in partnership with Shetland Islands Council (SIC) and NHS Shetland. The Partnership aims to work together to deliver a range of quality care services that are, where possible, based at local communities, designed in partnership with service users and carers and based on assessed needs.

The Service operates out of main office premises in Lerwick. However, most of the approximately nine hundred employees work out of thirty-two sites geographically dispersed throughout the Shetland Islands, (although many of these sites are within Lerwick). Staff members work in teams within six Services, (i.e., Community Care Fieldwork, Learning Disability Services, Community Care Resources, Mental Health Services, Occupational Therapy Services and Primary Care) and report, ultimately, to the appropriate Service Manager. The Service Managers report to the Head of the Community Care Service. In addition, there are teams of dedicated administration staff although some support services come from SIC's Central Services; (for example, those concerned with personnel, finance and legal issues).

The present Partnership structure has been the result of an evolutionary process but the Service now sits alongside the Schools Service and Children's Service in SIC's Education and Social Care Department.

Shetland Community Care Service was last Reviewed in February 2007.

There were nine hundred people in scope, fifty eight of whom were interviewed: this number represents 6.5% of the workforce and falls well within the 4% - 9% sample size recommended by Investors in People UK (IIPUK). The sample selection adequately reflected the diversity within the organisation.

## OUTCOME

Having carried out the Review process in accordance with the guidelines provided by IIPUK, the Specialist was satisfied beyond any doubt that Shetland Community Care Service continues to meet the requirements of the IIP Standard.

The number of evidence requirements that are deemed to be met means that the Service has achieved Bronze status.

## PRIORITIES/OBJECTIVES

As agreed during the planning discussion, the Review focused on the following key Objective:

- **To ensure that the Service meets the Objectives as driven by Shetlands Outcome Agreement: (i.e., quality standards relating to service delivery).**

## FINDINGS AGAINST THE OBJECTIVE

**To ensure that the Service meets the Objectives as driven by Shetlands Outcome Agreement: (i.e., quality standards relating to service delivery).**

The Specialist's discussions with the Head of Service regarding the Objective very quickly highlighted the fact that there were a number of critical and inter-dependent people-related issues that greatly influenced the Service's ability to deliver better services. For the purposes of this Review, the key people-related issues identified were categorised under the following main headings:

1. The Planning Process.
2. Clarity regarding Contributions.
3. Performance Monitoring and Review.
4. Management Behaviours.
5. Learning and Development.

Consequently, the Specialist's Findings are presented relative to these five headings.

### 1. The Planning Process.

There is a Community Health and Care Partnership (CHCP) Management Team, the Membership of which includes representation from all the community health, care and associated services and also seconded personnel as necessary. The Team is responsible for developing and maintaining a local partnership agreement and service plans for community health and care services, with strategic planning groups and sub-groups being at the heart of policy and service development. The resultant Strategic and Service Plans seek to provide a line of best fit that will accommodate the requirements of the various agencies. The Plans imperatively take account of national and local directives and priorities and guide and drive the development of the Care Service's Operational Plans and activities. Furthermore, when formulating the Plans it is ensured that constructive relationships with representative groups are maintained. The Specialist found the planning process to be professional, thorough and being applied in a most conscientious manner.

Interviewees believed that they are given a high level of opportunity and encouragement to contribute to the planning process. Inevitably, the extent to which people are directly involved in the planning processes or take up these opportunities to contribute tends to correlate with their level of seniority in the organisation; nevertheless, everyone believed that such communication channels did exist and that their views would not be dismissed without due consideration. The Specialist found that the highest level of active involvement in planning discussions occurred at an operational level and people were unanimous in their belief that, as appropriate to their role and responsibilities, they could input their opinions and influence the way in which the Service operated. The Specialist noted that various ways were used to encourage participation: for example, these included whole Unit meetings (although it had been found that people tended to be more comfortable contributing in smaller group forums), through Suggestion Boxes and during Supervision sessions. Thus, everyone explained that such consultation and involvement was part of the organisation's culture and it was believed that people could raise any matter at any time, even if this was critical of management activity or challenged current practices. Perhaps the most obvious recent example of employee involvement in development activity is the Lean Project in which a critical review of the care processes has been carried out. The Lean Team co-ordinating the Project has included representation from all parts of the Service who, in turn, have drawn on the views of the other service providers. Furthermore, and from the outset, the Head of Service has agreed to act upon the recommendations of the Lean Team.

The Partnership's Strategic Framework defines a range of community care outcomes, performance measures and targets that relate to improved dependence and responsibility, health, well-being and social inclusion. At an operational level, these are given further focus and day-to-day meaning by the application of a large number of sector-related Codes of Practice and best practice guidelines including Community Care Standards. Given that all people are actively involved in defining and implementing working practices and maintaining performance standards, everyone remains positive about their validity and the relevance of the outcome targets set.

So, the open and highly effective communication strategy that exists throughout the Service encourages everyone to have an input to day-to-day activities and the Specialist was particularly impressed by the commitment that all people gave to providing a quality care service. It was obvious that, at all levels, people are eager to do their best, both individually and collectively, to ensuring that the user groups are given first rate care and many respondents said that they were proud to be associated with such a caring and committed Service. Indeed, to go further, many felt proud that Shetland as a community placed such importance and devoted considerable resources to ensuring a high level of care and welfare for its older and more vulnerable residents.

Both during the planning, monitoring and review processes but also during daily routines, people at all levels considered that inter-agency relationships were of a high order and continually improving. At senior levels it was felt that the Partnership structure had matured to the extent that collaboration between the various services had become more open, constructive and less parochial in outlook. Likewise, at operational levels people explained that strong inter-agency links, (for example, with GPs and Nurses), were being developed so that the sharing of information and ease of referrals were now the norm. Furthermore, interviewees at all levels said that such experiences were enabling people to become increasingly aware of the potential of such integrated working opportunities and the consequent benefits for the service users.

**2. Clarity regarding Contributions.**

As intimated earlier, people's involvement in planning and implementing service delivery relative to well-defined performance standards and Codes of Practice means that everyone fully appreciates the relevance of their contribution, both as an individual but also as a member of a team. Such understanding and awareness is regularly reinforced informally through ongoing contact with colleagues and line Managers, during a range of formal meetings and also as a result of the frequent, one-to-one Supervision sessions.

The Head of Service explained that there is now a move towards providing people at all levels with more delegated responsibility and authority. People generally welcomed this development and could appreciate the advantages to be gained by so doing. However, whilst some people were thoroughly enthusiastic about these changes, there were a significant number who were concerned that they would not have time to fulfil these additional responsibilities and tasks without detriment to their primary care function. Despite Unit Managers allocating additional administration time each month, such respondents felt that they now could only deal with the immediate issues of the day and no more. Consequently, they were concerned that this was interfering with their ability to plan and consider longer-term development actions: they were anxious that, ultimately, service delivery would suffer. Given such a situation, it would be understandable if Managers tended to predominantly rely upon the people who had few anxieties. However, Managers are advised to guard against always taking the easier option of relying upon the 'can do' attitude of such employees, thereby loading (and, perhaps, overloading) the willing worker.

At Unit level the Specialist noted a number of imaginative and innovative developments, (for example, the use of team bonding sessions, Training Weeks and Days or changes to systems and supporting documentation). However, and again to some extent reflecting people's focus on merely getting through each day's pressing requirements, it was felt that few opportunities were available for people from different parts of the Service to come

together and share ideas and best practices. When such opportunities did fortuitously occur, (for example, on training courses), everyone thought that the benefits derived were considerable.

The Specialist also found that, in some cases, increased work pressures had interrupted the frequency of some people's Supervision meetings. Nevertheless, and despite such delays, there was unanimous belief that the sessions were essential in maintaining the provision of a quality service in that they helped people to focus upon and hone their contributions. Furthermore, everyone thought that the Supervision sessions added value to working practices and that Managers at all levels carried them out in a conscientious manner.

Service delivery is given structure and discipline by an extensive number of Codes of Practices, Care Standards, Policy and Procedure documents and the application of well tried and tested routines and protocols. The Specialist was impressed with the clarity and detail provided by these guides. In addition, people impressed upon him their view that the Service was well resourced and that this certainly helped them to provide the services as planned.

**3. Performance Monitoring and Review.**

Documentary evidence indicated that reporting mechanisms are in place relative to Partnership and Service outcomes and performance targets and that regular monitoring and reporting occurs. The more senior Managers were conscious of these; however, other people tended to relate more to local performance outcomes and reflect upon their meaning and implications for subsequent service delivery practices at individual Unit level. Attention is also given to Care Commission feedback. As a result, no-one felt that they were left wanting in terms of performance feedback and that the information that they did receive was relevant and pertinent to their working circumstances and that this, therefore, helped to inform subsequent or development actions.

On a day-to-day basis, performance monitoring and review occurs informally or during meetings and the Supervision process and, as already mentioned, all people said that they were active participants in any monitoring and review activities.

However, many of the internal reviews and external audits tend to primarily focus upon the quality and effectiveness of the care service delivery systems and the quality of care being provided. Less structured attention is given to the critical analysis of the people-management systems. Certainly, the attention given to continuous improvement has meant that some changes have been made to a number of the people-management systems but the Specialist considered that a more structured programme of process quality control could

be introduced including, perhaps, the greater use of Benchmarking.

Notwithstanding the above observation, the Specialist did note that some thought is being given to the development and implementation of a formal, annual Appraisal: it is intended that this will be used to supplement and certainly not replace the Supervision meetings. However, at present a number of development issues associated with its introduction are apparent, including:

- There is no common understanding of the system.
- It has been tentatively used in some parts of the Service and not others.
- The format and documentation is broadly based upon the SIC system which interviewees feel is not really appropriate to the Service.
- Some thought is being given as to how best amend the SIC format and documentation to make it more relevant; (for example, by linking performance measures with the National Care Standards). However, for now, this remains work in progress.
- Given the effectiveness of the Supervision process, not everyone is yet convinced of the need for the introduction of an additional Appraisal system.

**4. Management Behaviours.**

Opportunities to develop a Succession Management Strategy and to groom talent have been hampered by the lack throughout Shetland of people who are either already qualified or who have shown a desire to enter the care profession. However, steps are being taken to try and address the difficulty: these include a comprehensive recruitment and selection process, the promotion of the profession to impending school-leavers, the development of a structured Trainee Scheme, the encouragement of management behaviours by the greater delegation of responsibilities at all levels and by the provision of appropriate training and development opportunities. It is believed that these developments are already showing encouraging signs in terms of identifying and grooming talent and the Specialist noted many instances where internal promotion had occurred.

Managers at all levels have a general but clear appreciation of what constitutes good management behaviours with much of this appreciation and competence having been developed through years of experience in management roles. The further development of management competences occurs through a combination of informal practice exchange, the observation of role models, training activities (including the achievement of formal accreditations such as SVQs) and performance feedback from a variety of sources including the Supervision sessions.

Interviewees without exception said that they enjoyed working for the organisation and considered that, over recent years, the management culture had changed for the better in that it was now much more open and accessible. Consequently, there was almost unanimous praise for the abilities of the Managers. Everyone appreciated the management style employed throughout the Service: typically, it was felt that the Managers were accessible, supportive, understanding and responsive. Furthermore, (and particularly given the move towards increased delegated responsibility), people explained that they were respected and trusted by the Managers to apply their knowledge and skills without the need for micro-management. Consequently, people said that they were increasingly confident about making decisions in the knowledge that, should support or advice be needed, it would always be available and attention readily given to their concerns. In addition, people believed that in the event of a difficulty arising, Managers did not set out to apportion blame or seek a scapegoat but rather became intent upon working in collaboration to rectify the problem and use it as a learning and development experience.

Although there is no formal Reward and Recognition Strategy, people considered that the Managers at all levels appreciated the efforts being made in support of the service users with many interviewees saying that their line Manager often thanked them for their work and commitment. Furthermore, the efforts being made to provide people with more secure terms of employment and career prospects are much appreciated; for instance, within this context a number of people cited the introduction of the Trainee Scheme, the provision of formal training leading to nationally recognised qualifications, the move to employ people on permanent Contracts, the development of flexible working arrangements, the well-resourced working conditions and the fact that there are good pay scales, (with many people saying that the Single Status Agreement (SSA) had provided them with a financial benefit with the result that they now felt that their jobs were more valued and carried a degree of status in the community). That said, it was noticeable to the Specialist that many of the Social Workers now felt themselves to be financially disadvantaged as a result of the SSA; (in terms of, for example, being inadequately recompensed for out-of-hours call-out duty, their perception that a lesser value was being placed upon their qualifications and experience generally and that the rationale behind promotion decisions did not now so obviously appear to take account of their qualifications and experience). However, it should not be interpreted from this that the Social Workers are any less committed to their role but the Managers should not minimise the potential for such factors to chip away at morale or adversely impact upon recruitment and staff retention. Obviously, such factors link directly to issues such as people's work-life-balance and their feeling of well-being.

**5. Learning and Development.**

The recruitment and selection process has been improved and is now more robust; for

example, it and is now more tailored to the job profile, is more searching regarding the candidate's background, working methods and values and also might require them to give a presentation.

People who had been in post for over a year said that they had noticed an improvement to the Induction process; certainly, the Induction of the Trainees is well-structured and includes formal SVQ training, secondment opportunities, ongoing support and informal Mentoring from Managers and colleagues and regular Supervision meetings. On the other hand, comments about the Induction of Unit Managers were less favourable and it was believed that more work needed to be done to aid the familiarisation process and give a more structured transition into these posts.

The Specialist noted many examples of innovative and imaginative solutions being found at Unit level, (such as system developments, the use of team building and bonding days and the programming of designated training periods). However, many Managers, and particularly those geographically isolated from their peers, believed that more could be done to promote information sharing and practice exchange at all levels throughout the Service, despite it being acknowledged that the communication strategy included regular meetings with a defined agenda or purpose. However, it was felt that these were not always conducive to practice exchange discussions with their peers in the way that they would wish.

Nonetheless, and leaving the Induction aside, all interviewees were extremely complimentary about the high level of learning and development provision made available to all employees. Everyone said that the commitment given to training and the resources made available, (in terms of money, time and support), were excellent: no-one was excluded, Managers went out of their way to promote opportunities and employees were actively encouraged to take some responsibility for identifying their own learning and development. Furthermore, people said that emphasis was placed upon knowledge sharing and the Specialist was informed of instances where information had been cascaded, be that through formal systems of exchange or informally as people worked alongside one another as they went about their daily tasks. Such interaction and discussion ensures that the purpose of any training is well understood and can easily be linked to the provision of quality care and service provision. The evaluation of training is, for the most part, an informal process although there was evidence of Annual Unit Training Analyses being carried out. Certainly, everyone could readily explain how the training investment had provided benefits at all levels and included such things as improved personal knowledge, an enriched knowledge bank throughout the workforce, the provision of an improved or expanded service, the ability to meet statutory obligations, the implementation of health and safety practices, improved self-confidence, greater flexibility in the use of personnel … to mention but a few. In most cases these were defined in only qualitative terms but, nevertheless, everyone believed them to be

real and making the service delivery even more effective.

## STRENGTHS AND AREAS OF GOOD PRACTICE

Reference has been made throughout the Report, (either directly or indirectly), to some general strengths and areas of good practice. Nevertheless, the Specialist considers it worthy to re-iterate these below:

- The Strategic and Service Planning processes are thorough and professional in concept and conscientiously carried out. Much effort is made to consult with and involve all Stakeholders.

- The high level of inter-agency collaboration is to be applauded. Not only is this occurring at Partnership level but also people are using their initiative to develop their own inter-agency relationships in order to ensure that standards of care and service delivery is continually improved and made bespoke to each service user.

- The commitment given to the concept of continuous improvement is most strong; as demonstrated, for example, by the development of the Trainee Scheme and the move towards increasing delegated responsibility at all levels.

- The commitment and resources given throughout the Service to learning and development is most commendable.

- It is noticeable that every employee is totally committed to the purpose, values, aims and objectives of the Service. People possess a clarity of purpose and feel that their role is important to the community and take pride in being able to contribute to the care and well-being of the older and more vulnerable Shetland residents.

- The employees appreciate the open, accessible, supportive and trusting management style being employed by Managers at all levels.

- There is an obvious team working culture in which information sharing and practice exchange is encouraged.

## CONTINUOUS IMPROVEMENT ACTIONS

Some potential areas for development have already been touched upon earlier in the Report but are consolidated below for the Head of Service to consider. Although some attempt has

been made to define these as specific development points, the Specialist believes that many can be incorporated into considerations of competent leadership and management.

- The Service is undergoing a number of changes and the effective change management processes will require the Managers to apply sound leadership and management behaviours. Much learning and development activity is already taking place to support management understanding and competences but the Specialist considers that further attention needs to be given to the less tangible components of effective leadership as opposed to the more mechanical implementation of management systems. Such components include, for example, Managers' ability to adjust to different circumstances and people, the management profile being shown and the ability of Managers to motivate and inspire. Thus, it is recommended that a review of the current management training provision currently available be carried out in order to determine whether or not the issue of leadership development is being adequately addressed.

  A number of issues as shown below may be included in the scope of such consideration.

  - The desire for continuous improvement has inevitably resulted in some of the people management systems being refined and improved. However, as Service and environmental circumstances change there may be merit in the creation of a more systematic and all embracing programme of process quality control. In support of such a programme the greater use of Benchmarking may be considered; (although, in order to be truly effective, some key personnel may need specific training in the use of this management tool).

  - The Induction process for Unit Managers should be reviewed.

  - As part of any development process it might be beneficial to introduce a more formal Mentoring Strategy. However, potential Mentors may need training in this role if only to ensure an understanding regarding the differences between Mentoring, Coaching and Supervision.

  - The development of the proposed appraisal system, the way in which it is introduced to staff members and the manner in which it is to be implemented will require careful thought if people are to accept it as a valuable addition to the Service's procedures.

- Some attempt is already made to formally canvas the views of staff members. However, there may be merit in making more use of staff surveys; these could be used to provide a 'snapshot' of current views but might also, over time, provide Managers with a longitudinal indication of any perception changes that were occurring.

- The issue of how best to promote practice exchange and knowledge sharing between the dispersed Units should be given more thought.

- Although the Specialist found that, in most cases, the support workers are well integrated with their colleagues, Managers at all levels should be reminded that when formulating plans they should actively involve all people, including support workers, from the outset. In order to promote such involvement, it may be useful to introduce all people to the internal customer concept.

- Unit Managers are encouraged to support and facilitate contacts between the support workers and their professional Advisors based in the SIC centralised services; (for example, Catering and Administration).

## NEXT STEPS

### Additional support available

As part of the continuous development process the Head of Service is encouraged to retain an ongoing contact with IIP Scotland (IIPS) in order that she may source the support opportunities available. At IIPS it is realised that the needs of every organisation are not the same and will, therefore, call upon different continuous improvement strategies. Consequently, a range of development services are available from IIPS in order to help organisations, of all sizes and from different business sectors, draw the best from their people in order that they may better achieve their business objectives.

Organisations seeking guidance regarding the most appropriate support available should contact IIPS on 0131 625 0155 or the IIPS help-line (0845 606 6000) or access the web site www.iipscotland.co.uk. Secure on-line shopping is available for IIP publications through the TSO online bookshop.

Orders and advice on the publications can be obtained by the following means:

- Telephone: 0870 850 4477
- Fax: 0870 850 4488

- Email: iipuk@tso.co.uk
- Online: Investors in People catalogue
- Mail: TSO, PO Box 3062, Norwich, NR3 1ZB

It should also be noted that materials and merchandise used to promote IIP Recognition, (e.g., plaques), must be ordered through IIPS.

**Review options and Provisional date for next Investors in People Review**

During the feedback meeting the Specialist briefly explained the options available to the organisation regarding the frequency of subsequent Reviews. However, the Head of Service is reminded that whilst there is no minimum or recommended time period between Post-Recognition Reviews, the maximum time is three years. It was decided that the Head of Service would consider this matter with members of her senior management team.

In the meantime, it is suggested that they consider the development points noted and create and work through an Action Plan. However, it is recommended that the Action Plan should not be seen as a stand-alone set of activities but be integrated into the organisation's routine planning, monitoring and review processes.

Finally, the Specialist would like to express his thanks for the help that he received from all members of the Service and for the commitment that everyone gave to the Review process.

Name: John Middlewick
Investors in People Specialist
Investors in People Scotland

Date: 5 March 2010

**Key**

| | |
|---|---|
| √ | Areas of strength and meeting the requirements of the Standard |
| D | Met but with development areas |
| D | Not yet met but good practice is developing |
| X | Areas for development and not meeting the requirements of the Standard |
| n/a | Evidence not considered at this visit |

**The Framework**

| 01 | **Business Strategy**<br>*A strategy for improving the performance of the organisation is clearly defined and understood.* | | |
|---|---|---|---|
| **The Standard** | 1 | Top managers make sure the organisation has a clear purpose and vision supported by a strategy for improving its performance | √ |
| | 2 | Top managers make sure the organisation has a business plan with measurable performance objectives | √ |
| | 3 | Top managers make sure there are constructive relationships with representative groups (where they exist) and the groups are consulted when developing the organisation's business plan | √ |
| | 4 | Managers can describe how they involve people when developing the organisations business plan and when agreeing team and individual objectives | √ |
| | 5 | People who are members of representative groups can confirm that top managers make sure there are constructive relationships with the groups and they are consulted when developing the organisation's business plan | √ |
| | 6 | People can explain the objectives of their team and the organisation at a level that is appropriate to their role, and can describe how they are expected to contribute to developing and achieving them | √ |
| **Your Choice** | 7 | Top managers make sure the organisation has a clear set of core values that support its purpose and vision | √ |
| | 8 | Top managers make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources | √ |
| | 9 | Top managers make sure the organisation has key performance indicators to improve its performance | √ |

| 01 | **Business Strategy (Continued)**<br>*A strategy for improving the performance of the organisation is clearly defined and understood.* | | |
|---|---|---|---|
| **Your Choice** | 10 | Top managers can describe how social responsibilities are taken into account in the organisation's strategy | n/a |
| | 11 | Top managers make sure the core values are at the heart of the organisation's strategy and govern the way it operates | √ |
| | 12 | Top managers can describe how social responsibility is part of the culture of the organisation | n/a |
| | 13 | Managers can describe the organisation's core values and what this means to the way they are expected to manage | √ |
| | 14 | Managers can describe how they are involved in developing the organisation's strategy | √ |
| | 15 | Managers can describe the key performance indicators they use to improve the organisation's performance | √ |
| | 16 | Managers can describe the organisation's social responsibilities and what this means to the way they are expected to manage | n/a |
| | 17 | Managers can describe how they make sure the core values are at the heart of the way the organisation operates | √ |
| | 18 | Managers can describe how they make sure social responsibility is part of the culture of the organisation | n/a |
| | 19 | People can describe the organisation's core values and what this means to the way they are expected to work | √ |

| 01 | **Business Strategy (Continued)**<br>*A strategy for improving the performance of the organisation is clearly defined and understood.* | | |
|---|---|---|---|
| **Your Choice** | 20 | People can describe how they are involved in developing the organisation's strategy | D |
| | 21 | People can describe the key performance indicators used by the organisation to improve its performance | √ |
| | 22 | People can describe the organisation's social responsibilities and what this means to the way they are expected to work | n/a |
| | 23 | People believe the core values are at the heart of the way the organisation operates | √ |
| | 24 | People believe in and share the organisation's vision and values | √ |
| | 25 | People believe that social responsibility is part of the culture of the organisation | n/a |
| **Plan:** Develop strategies to improve performance | | | |

| 02 | **Learning & Development Strategy**<br>*Learning and development is planned to achieve the organisation's objectives.* | | |
|---|---|---|---|
| **The Standard** | 1 | Top managers can explain the organisation's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated | √ |
| | 2 | Managers can explain team learning and development needs, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated | √ |
| | 3 | People can describe how they are involved in identifying their learning and development needs and the activities planned to meet them | √ |
| | 4 | People can explain what their learning and development activities should achieve for them, their team and the organisation | √ |
| **Your Choice** | 5 | Top managers can describe the learning and development strategy they have in place to build the organisation's capability to achieve its vision | √ |
| | 6 | Top managers can describe how innovative and flexible ways of developing people are identified through internal and external sources, and how these are included in the organisation's learning and development strategy | n/a |
| | 7 | Top managers can describe how they have created a culture that encourages continuous learning and promotes the development of skills and knowledge at every level | n/a |
| | 8 | Managers can describe the plans they have in place to build their team's capability to contribute to achieving the organisation's vision | √ |
| | 9 | Managers can describe how they involve people in identifying the learning and development needs of their team and the activities planned to meet them | √ |
| | 10 | Managers can describe how they take account of people's different learning styles when planning learning and development | n/a |

| 02 | **Learning & Development Strategy (Continued)**<br>*Learning and development is planned to achieve the organisation's objectives.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can describe how they act as a role model for continuous learning | n/a |
| | 12 | People can confirm that their learning and development is planned to build their future capability to contribute to achieving the organisation's vision | √ |
| | 13 | People can describe how they are involved in identifying the learning and development needs of their team and the activities planned to meet them | √ |
| | 14 | People can describe what team learning and development activities should achieve for the team and the organisation | √ |
| | 15 | People can confirm that learning and development takes account of their preferred learning style | n/a |
| | 16 | People believe they have a responsibility for their own learning and development | √ |
| | 17 | People believe that continuous learning is at the heart of the culture of the organisation | n/a |
| **Plan:** Develop strategies to improve performance | | | |

| 03 | **People Management Strategy**<br>*Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.* | | |
|---|---|---|---|
| **The Standard** | 1 | Top managers can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance | √ |
| | 2 | Top managers recognise the different needs of people and can describe strategies they have in place to make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve the performance | √ |
| | 3 | Managers recognise the different needs of people and can describe how they make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance | √ |
| | 4 | People believe managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance | √ |
| | 5 | People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance | √ |
| **Your Choice** | 6 | Top managers can describe strategies they have in place to make sure recruitment and selection meets the needs of the organisation and is fair, efficient and effective | n/a |
| | 7 | Top managers can describe strategies they have in place to promote equality and manage diversity in the workplace | n/a |
| | 8 | Top managers can describe strategies they have in place to support work-life balance to meet the needs of the organisation and its people | n/a |
| | 9 | Top managers can describe how they have created an environment where giving and receiving constructive feedback is valued | √ |
| | 10 | Top managers can describe how the organisation's structure is designed to achieve its strategy and make the most of people's talents | n/a |

| 03 | **People Management Strategy (Continued)**<br>*Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Top managers can describe how the organisation's recruitment and selection strategies are linked to its business strategy and are designed to make sure there is a talented and diverse workforce that is able to achieve the organisation's vision | n/a |
| | 12 | Top managers can describe how the organisation's equality and diversity strategies are linked to its business strategy and applied throughout the organisation | n/a |
| | 13 | Top managers can describe how the organisation's work-life balance strategies are linked to its business strategy and applied throughout the organisation | n/a |
| | 14 | Managers can describe how they make sure recruitment and selection is fair, efficient and effective | n/a |
| | 15 | Managers can describe how they value people's differences and how they are effective in promoting equality and managing diversity in the workplace | n/a |
| | 16 | Managers can describe how they make sure work-life balance solutions are effective put into practice | n/a |
| | 17 | Managers can describe how they encourage people to give and receive constructive feedback | √ |
| | 18 | Managers can describe how they make sure people are given the opportunity to make the most of their talents within the organisation | n/a |
| | 19 | Managers can describe how they play an important role in recruiting and selecting people with values that match the organisation's values | n/a |
| | 20 | Managers can describe how they value diversity and create an environment where people can use their unique talents and achieve their potential | n/a |

| 03 | **People Management Strategy (Continued)**<br>*Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.* | | |
|---|---|---|---|
| **Your Choice** | 21 | Managers can describe how they value the work-life balance strategies and apply them creatively to benefit individuals, teams and the organisation | n/a |
| | 22 | People believe recruitment and selection is fair | n/a |
| | 23 | People believe managers value people's differences and can give examples of how they promote equality and manage diversity in the workplace | n/a |
| | 24 | People can describe how they are supported in balancing their work and personal lives | n/a |
| | 25 | People can describe how they give and receive constructive feedback to improve performance | √ |
| | 26 | People believe they are given the opportunity to make the most of their talents within the organisation | n/a |
| | 27 | People can describe how their views are taken into account when recruiting and selecting team members | n/a |
| | 28 | People believe everyone in the organisation values diversity | n/a |
| | 29 | People believe work-life balance is valued and part of the culture of the organisation | n/a |
| **Plan:** Develop strategies to improve performance | | | |

| 04 | **Leadership & Management Strategy**<br>*The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.* | | |
|---|---|---|---|
| **The Standard** | 1 | Top managers can describe the knowledge, skills and behaviours managers need to lead, manage and develop people effectively and the plans they have in place to make sure managers have these capabilities | D |
| | 2 | Managers can describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively. | D |
| | 3 | People can describe what their manager should be doing to lead, manage and develop them effectively | D |
| **Your Choice** | 4 | Top managers can describe how they define the current and future capabilities managers need in line with the organisation's purpose, vision and values | D |
| | 5 | Top managers make sure managers are regularly reviewed against the capabilities and receive constructive feedback on their performance | n/a |
| | 6 | Top managers make sure managers are provided with the help they need to develop the capabilities | n/a |
| | 7 | Top managers can describe how the organisation's leadership and management strategy is linked to its business strategy and takes account of external good practice | n/a |
| | 8 | Top managers can describe how they create an environment where everyone is encouraged to develop leadership capabilities | n/a |
| | 9 | Managers can describe how they are involved in defining the current and future capabilities all managers need | D |
| | 10 | Managers can confirm that they are regularly reviewed against the capabilities and receive constructive feedback on their performance | n/a |

| 04 | **Leadership & Management Strategy (Continued)**<br>*The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can confirm that they are provided with the help they need to develop the capabilities | n/a |
| | 12 | Managers can describe how they encourage everyone to develop leadership capabilities | n/a |
| | 13 | People can give examples of how they have been encouraged to develop leadership capabilities | n/a |
| **Plan:** Develop strategies to improve performance | | | |

| 05 | **Management Effectiveness**<br>*Managers are effective in leading, managing and developing people.* | | |
|---|---|---|---|
| **The Standard** | 1 | Managers can explain how they are effective in leading, managing and developing people | D |
| | 2 | Managers can give examples of how they give people constructive feedback on their performance regularly and when appropriate | √ |
| | 3 | People can explain how their managers are effective in leading, managing and developing them | D |
| | 4 | People can give examples of how they receive constructive feedback on their performance regularly and when appropriate | √ |
| **Your Choice** | 5 | Top managers can describe how they act as role models when demonstrating leadership and management capabilities in line with the organisation's values | n/a |
| | 6 | Top managers can describe how they act as role models when working as a team and sharing knowledge | n/a |
| | 7 | Top managers can describe how they act as role models for inspirational leadership and have an open, honest and trusting management style | D |
| | 8 | Top managers can describe how they have made coaching part of the organisation's culture | n/a |
| | 9 | Managers can describe how they lead, manage and develop people in line with the organisation's values | n/a |
| | 10 | Managers can describe how they encourage people to work together and share knowledge within and across teams | n/a |

| 05 | **Management Effectiveness (Continued)**<br>*Managers are effective in leading, managing and developing people.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can describe how they make sure people receive information, advice and guidance to help them plan and develop their career | √ |
| | 12 | Managers can describe how they use coaching skills to help people achieve their potential | n/a |
| | 13 | Managers can describe how they act on feedback from all levels in the organisation to improve the way they lead, manage and develop people | n/a |
| | 14 | Managers can describe how top managers inspire them to lead, manage and develop people effectively | D |
| | 15 | Managers can give examples of how they themselves act as inspirational leaders | D |
| | 16 | People can describe how their manager leads, manages and develops them in line with the organisation's values | n/a |
| | 17 | People can describe how they work together and share knowledge within and across teams | n/a |
| | 18 | People can confirm that they receive information, advice and guidance to help them plan and develop their career | √ |
| | 19 | People can describe how their managers use coaching skills to help them achieve their potential | n/a |
| | 20 | People can confirm that they are able to give constructive feedback to their manager, and believe it is well received and acted on | √ |

| 05 | **Management Effectiveness (Continued)**<br>*Managers are effective in leading, managing and developing people.* | | |
|---|---|---|---|
| **Your Choice** | 21 | People can confirm that they respect and trust their managers | √ |
| | 22 | People can confirm that they have confidence in the leadership and management capabilities of top managers | n/a |
| | 23 | People can describe how managers inspire and motivate them to achieve their full potential | D |
| | 24 | People believe the organisation has a culture of openness and trust | √ |
| | 25 | People believe that coaching is part of the organisation's culture | n/a |
| **Do:** Take action to improve performance | | | |

| 06 | **Recognition & Reward**<br>*People's contribution to the organisation is recognised and valued.* | | |
|---|---|---|---|
| **The Standard** | 1 | Managers can give examples of how they recognise and value people's individual contribution to the organisation | D |
| | 2 | People can describe how they contribute to the organisation and believe they make a positive difference to its performance | √ |
| | 3 | People can describe how their contribution to the organisation is recognised and valued | D |
| **Your Choice** | 4 | Top managers make sure the organisation has a clear and fair reward and recognition strategy which is used to motivate people to improve the organisation's performance | n/a |
| | 5 | Top managers can describe how they involve representative groups (where they exist) in developing the organisation's reward and recognition strategy | n/a |
| | 6 | Top managers can describe how the organisation's reward and recognition strategy is linked to its business strategy and externally benchmarked | n/a |
| | 7 | Top managers make sure the organisation has a forward-thinking benefits strategy with policies that go beyond legal requirements | n/a |
| | 8 | Managers can describe how they are involved in developing the organisation's reward and recognition strategy | n/a |
| | 9 | Managers can describe how they apply the organisation's reward and recognition strategy fairly | n/a |
| | 10 | Managers understand what motivates their people and take account of this when recognising and rewarding them | n/a |

| 06 | **Recognition & Reward (Continued)**<br>*People's contribution to the organisation is recognised and valued.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can describe how they reward and celebrate individual and team successes and achievements | n/a |
| | 12 | Managers can describe how they involve people in developing the organisation's reward and recognition strategy | n/a |
| | 13 | Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation | n/a |
| | 14 | People who are members of representative groups can confirm that the groups are involved in developing the organisation's reward and recognition strategy | n/a |
| | 15 | People can describe the organisation's reward and recognition strategy and what they need to do to be valued, recognised and rewarded | n/a |
| | 16 | People believe the organisation's reward and recognition strategy is fair and can give examples of how they are motivated by it | n/a |
| | 17 | People can describe how individual and team successes and achievements are rewarded and celebrated | n/a |
| | 18 | People can describe how they are involved in developing the organisation's reward and recognition strategy | n/a |
| | 19 | People can describe how they recognise the contribution their colleagues make to the organisation | n/a |
| **Do:** Take action to improve performance | | | |

| 07 | **Involvement & Empowerment**<br>*People are encouraged to take ownership and responsibility by being involved in decision-making.* | | |
|---|---|---|---|
| **The Standard** | 1 | Managers can describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision-making, both individually and through representative groups, where they exist | √ |
| | 2 | People can describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the organisation, at a level that is appropriate to their role | √ |
| | 3 | People can describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role | √ |
| **Your Choice** | 4 | Top managers can describe the consultation arrangements they have in place to encourage people to take part in decision-making at both an individual and a representative level | √ |
| | 5 | Top managers make sure the organisation has effective internal communication systems to encourage knowledge and information to be shared throughout the organisation | D |
| | 6 | Top managers can describe how consultation and involvement is part of the organisation's culture | D |
| | 7 | Top managers can describe how they involve people in designing consultation arrangements | D |
| | 8 | Top managers can describe how they have created a culture where people aim for continuous improvement | n/a |
| | 9 | Managers can describe how they make sure people receive the support they need to make decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role | D |
| | 10 | Managers can describe how they encourage knowledge and information to be shared throughout the organisation | D |

| 07 | **Involvement & Empowerment (Continued)**<br>*People are encouraged to take ownership and responsibility by being involved in decision-making.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can give examples of how they have created an environment where people aim for continuous improvement and openly challenge the way the organisation works to improve performance | √ |
| | 12 | People can give examples of how they take ownership for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role | √ |
| | 13 | People believe that the consultation arrangements are effective and allow them to take part in decision-making | D |
| | 14 | People can confirm that they have access to the knowledge and information and receive the support they need to make decisions and improve performance | D |
| | 15 | People believe their managers trust them to make decisions that improve performance | √ |
| | 16 | People can confirm that they are committed to the success of the organisation | n/a |
| | 17 | People can confirm that they are involved in designing consultation arrangements | D |
| | 18 | People believe they can challenge the way the organisation works to improve performance and can give examples of how they or others have done so | √ |
| | 19 | People can describe what gives them sense of ownership and pride in working for the organisation | n/a |
| **Do:** Take action to improve performance | | | |

| 08 | **Learning & Development**<br>*People learn and develop effectively.* | | |
|---|---|---|---|
| **The Standard** | 1 | Managers can describe how they make sure people's learning and development needs are met | √ |
| | 2 | People can describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role | √ |
| | 3 | People who are new to the organisation, and those new to a role, can describe how their induction has helped them to perform effectively | D |
| **Your Choice** | 4 | Top managers make sure the organisation makes effective use of internal and external resources for learning and development | √ |
| | 5 | Top managers can describe how the organisation is flexible in the way it develops people, using innovative and cost-effective solutions that meet learning and development needs | n/a |
| | 6 | Top managers can describe how they have created a culture where all learning is valued | n/a |
| | 7 | Top managers can describe how they make sure mentoring opportunities are available | n/a |
| | 8 | Managers can describe how they make sure knowledge and learning is shared across the organisation | D |
| | 9 | Managers can describe how they provide learning and development opportunities for people to achieve their full potential for mutual benefit | n/a |
| | 10 | Managers can describe how they recognise and celebrate learning and development achievements | n/a |

| 08 | **Learning & Development (Continued)**<br>*People learn and develop effectively.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can describe how they make sure learning and development is an everyday activity | n/a |
| | 12 | Managers can describe how they support people in their personal development actives and encourage them to broaden their knowledge and skills through learning | n/a |
| | 13 | People can confirm that knowledge and learning is shared across the organisation | D |
| | 14 | People can describe how they are encouraged to try new approaches and learn from their efforts, mistakes and successes | n/a |
| | 15 | People can confirm that they are motivated to learn and enjoy putting their learning into practice | n/a |
| | 16 | People can confirm that they are well supported after learning and development activities, and have clear objectives for putting the new skills and knowledge into practice | n/a |
| | 17 | People can describe how learning and development achievements are recognised and celebrated | n/a |
| | 18 | People can confirm that learning and development is an everyday activity | n/a |
| | 19 | People can describe how they are supported in their personal development activities | n/a |
| | 20 | People can confirm that mentoring opportunities are available | n/a |
| **Do:** Take action to improve performance | | | |

| 09 | **Performance Measurement**<br>*Investment in people improves the performance of the organisation.* | | |
|---|---|---|---|
| **The Standard** | 1 | Top managers can describe the organisation's overall investment of time, money and resources in learning and development | √ |
| | 2 | Top managers can explain, and quantify where appropriate, how learning and development has improved the performance of the organisation | √ |
| | 3 | Top managers can describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the organisation | D |
| | 4 | Managers can give examples of how learning and development has improved the performance of their team and the organisation | √ |
| | 5 | People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation | √ |
| **Your Choice** | 6 | Top managers can describe how the organisation measures and evaluates how its strategies for managing people contribute to the organisation's performance | n/a |
| | 7 | Top managers can describe the impact of their investment in people on achieving key performance indicators | D |
| | 8 | Top managers make sure the organisation has a flexible and effective approach to measuring and reporting the return on investment on its people strategies | n/a |
| | 9 | Top managers make sure that the return on investment on its people strategies is reported clearly to all stakeholders | n/a |
| | 10 | Managers can describe how they are involved in measuring and evaluating how the organisation's people strategies contribute to its performance | D |

| 09 | **Performance Measurement (Continued)**<br>*Investment in people improves the performance of the organisation.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can give examples of improvements in the performance of individuals, their team and the organisation as a result of people management activities | n/a |
| | 12 | People can describe how their career prospects have improved as a result of their learning and development and the way they have been managed | n/a |
| | 13 | People can give examples of improvements in the performance of the team as a result of people management and development activities | n/a |
| | 14 | People can describe how the organisation's investment in people has improved its performance | n/a |
| **Review:** Evaluate and improve performance | | | |

| 10 | **Continuous Improvement**<br>*Improvements and continually made to the way people are managed and developed.* | | |
|---|---|---|---|
| **The Standard** | 1 | Top managers can give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing people | √ |
| | 2 | Managers can give examples of improvements they have made to the way they manage and develop people | √ |
| | 3 | People can give examples of improvements that have been made to the way the organisation manages and develops its people | √ |
| **Your Choice** | 4 | Top managers can describe how the organisation has used self-review techniques to improve its strategies for managing and developing people. | D |
| | 5 | Top managers can describe how the organisation has used information from external reviews, including previous Investors in People assessment or review, to improve strategies for managing and developing people | D |
| | 6 | Top managers make sure effective feedback methods are used to understand people's needs and expectations and to highlight improvements needed to the way they are managed and developed | n/a |
| | 7 | Top managers can describe the range of measures used to monitor and understand people's view of how they are managed and developed | n/a |
| | 8 | Top managers can describe how the organisation has used Internal and external benchmarking to review and improve its strategies for managing and developing people | n/a |
| | 9 | Top managers can demonstrate an improvement in people's views of how they are managed and developed | n/a |
| | 10 | Managers can describe how they review and evaluate people management and development and use this learning to shape future activity | n/a |

| 10 | **Continuous Improvement (Continued)**<br>*Improvements and continually made to the way people are managed and developed.* | | |
|---|---|---|---|
| **Your Choice** | 11 | Managers can describe how they involve people in identifying improvements to the way they are managed and developed | n/a |
| | 12 | People can give examples of how they are involved in identifying improvements to the way they are managed and developed | n/a |
| | 13 | People believe that managers are genuinely committed to improving the way they manage and develop them | n/a |
| | 14 | People can describe improvements that have been made, as a result of their feedback, to the way the organisation manages and develops people | n/a |
| | 15 | People believe that the organisation is a great place to work as a result of ongoing improvements made to the way they are managed and developed | √ |
| **Review:** Evaluate and improve performance | | | |

NHS Shetland

Shetland Islands Council

# REPORT

**To:** **CHP Committee** **Date** **29 April 2010**
**Services Committee** **6 May 2010**

**From:** **Head of Community Care**

**Report No: SC-06-10-F**
**National Study of Community Health Partnerships**

## 1. Introduction

1.1 This report presents a summary of the discussions at the Findings and Reflections Event hosted by the Scottish Government at the Beardmore Conference Centre on 9 March 2010.

1.2 The report is for noting and comment.

## 2. Links to Corporate Priorities

2.1 The work of Shetland's Community Health and Care Partnership contributes to key corporate objectives of both NHS Shetland & Shetland Islands Council set out in the Single Outcome Agreement, specifically: -

"We will support and protect the most vulnerable members of the community, promoting independence and ensuring services are targeted at those most in need."

## 3. Risks

3.1 Risks relating to the work of the Community Health and Care Partnership are documented in the CHP Risk Register which is updated on a regular basis and links to the Corporate Risk Registers of both NHS Shetland and the Council. The Risk Register is available separately.

3.2 There are no risks arising specifically from this report. However, if the findings of the National Study which is now coming to conclusion or the study by Audit Scotland, which is just starting, mean a change in the structure or requirements of CHPs, then there would be an impact on resources locally and the capacity to complete planned work programmes. This risk has been added to the CHP Risk Register.

## 4. Background

4.1 Shetland's CHP was established in April 2005 having received approval of Ministers of the Scottish Government for the Scheme of Establishment.

4.2 Following a review of the CHP arrangements in Shetland in September 2007, revised governance and management structures were implemented in May 2008. Full details are available in the CHCP Agreement, which is updated annually.

4.3 The Scheme of Establishment for Shetland's CHP needs to be updated to reflect the changes made, however, work on this has been delayed pending the outcome of the National Study.

## 5. Findings of National Study

5.1 Kathleen Bessos, Deputy Director of the Scottish Government with lead responsibility for the work at a national level on CHPs and the Shifting the Balance of Care Agenda introduced the Findings and Reflections Event. She reminded everyone that CHPs are set out in primary legislation and that the Scottish Government are fully committed to their continuing development as the key to delivering sustainable health care in the community. She introduced Glenys Watt, the Director of Blake Stevenson Ltd who had been commissioned to undertake the study.

5.2 The remit and main findings were presented using Powerpoint and a copy of the presentation is included below at Appendix 1.

5.3 The purpose of the study was to gather information and views of stakeholders in order to enable the Scottish Government to help partnership to go forward in ways that suit their local contexts. This had not been an evaluation of performance as such.

5.4 The study noted the different characteristics of CHPs across Scotland including:-
- size: population & distribution;
- relationships / co-terminosity with NHS Boards and local authorities; and
- the context in terms of policy and guidance since 2005

5.5 The study notes that there is huge variation across CHPs and that they are constantly evolving to meet national and local policy direction.

5.6 Key facilitative factors include:-
- effective engagement of stakeholders;
- quality of the CHP management team;
- positioning of the CHP: e.g. regarding links with NHS Boards and local authorities; and
- quality of partnership working and leadership.

5.7 Challenges and barriers to progress include:-
- structures and governance e.g. duplication of effort, reporting to several meetings and the complexity of structures linking diverse partner agencies;
- relationships; change in local authority membership following 2007 elections, issues between primary and secondary care, particularly regarding the allocation of resources;
- resources in an ageing population; and
- addressing health inequalities where resources are not an integral part of the CHP.

5.8 Feedback from workshop sessions held on the day will help inform the final version of the study. A summary of the discussions from the workshops is appended below at Appendix 2.

## 6. Financial Implications

There are no financial implications arising from this report.

## 7. Policy & Delegated Authority [1]

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 with approved policy and for which there is a budget.

[1] For Shetland Islands Council Services Committee only

NHS Shetland

Shetland Islands Council

## 8. Conclusions

8.1 There is a huge variety in the way that CHPs have been set up and developed in different parts of Scotland.

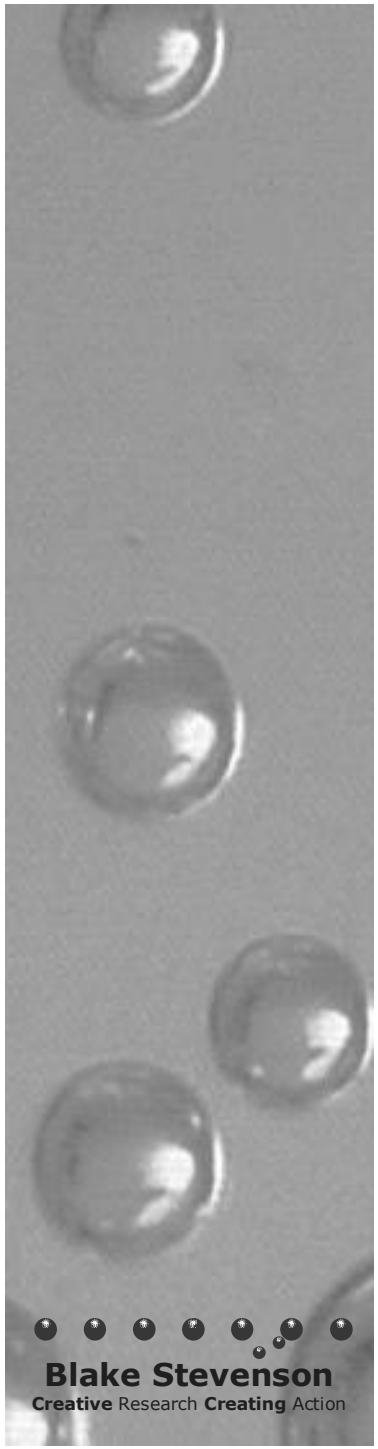
8.2 No one model is being promoted as best practice, however, the study is seen as an opportunity for CHPs to learn from each other.

8.3 The final version of the study will be published later in the year.

## 9. Recommendation

9.1 It is recommended that members of the CHP Committee and SIC Services Committee note the content of this report and its appendices and comment if they so wish.

Date: 28 April 2010 Report No: SC-06-10-F
Ref: CF/AN/SC-06-10-F




# Study of Community Health Partnerships

# Findings and Reflection Events

**March 2010**

# The research aims

- consider progress made
- identify facilitators and barriers
- identify ways in which the CHPs' capacity and capability can be improved to maximise their potential

Blake Stevenson
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# The research process

- **Stage One:** **overview and perceptions**
- **Stage Two:** **in-depth work in six areas**
- **Stage Three:** **these events – an opportunity for further reflection**

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# Some facts

- 40 CHPs: populations range from 496,732 to 19,245
- Of the 40, eight are CHCPs and two CHSCPs
- Most established in 2005
- Range of performance measurement tools

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| Types of CHP Structures in relation to Health Board and local authorities | | | |
|---|---|---|---|
| **Model** | **Health Board** | **No. of Local Authorities** | **No. of CHPs** |
| A | • Borders | 1 | 1 |
| | • Dumfries & Galloway | 1 | 1 |
| | • Shetland | 1 | 1 |
| | • Orkney | 1 | 1 |
| | • Western Isles | 1 | 1 |
| B | • Fife | 1 | 3 |
| C | • Greater Glasgow & Clyde | 6 | 10 |
| | • Highland | 2 | 4 |
| D | • Ayrshire and | 3 | 3 |
| | • Grampian | 3 | 3 |
| | • Forth Valley | 3 | 3 |
| | • Lanarkshire* | 2 | 2 |
| | • Lothian^ | 4 | 4 |
| | • Tayside | 3 | 3 |

*A small area of Lanarkshire receives clinical services from Greater Glasgow & Clyde NHS Board area.
^ East Lothian and Midlothian are currently managed by one General Manager.

# Context: Key Changes since 2005

- The Concordat and the Single Outcome Agreements
- The elections (local and national) in 2007
- Developments in health policy
- The recession and budget constraints

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# Setting the scene

huge variety (not surprising)

constantly evolving

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# Progress made

- **Shifting the balance of care:**
  - **prevention**
  - **who delivers**
  - **the location of services**

- **Health improvement and tackling health inequalities**

- **Reported achievements:**
  - **partnership working**
  - **linking health and social care**
  - **listening and responding to local needs**
  - **redesign and development of services**
  - **improved access and availability for service users**

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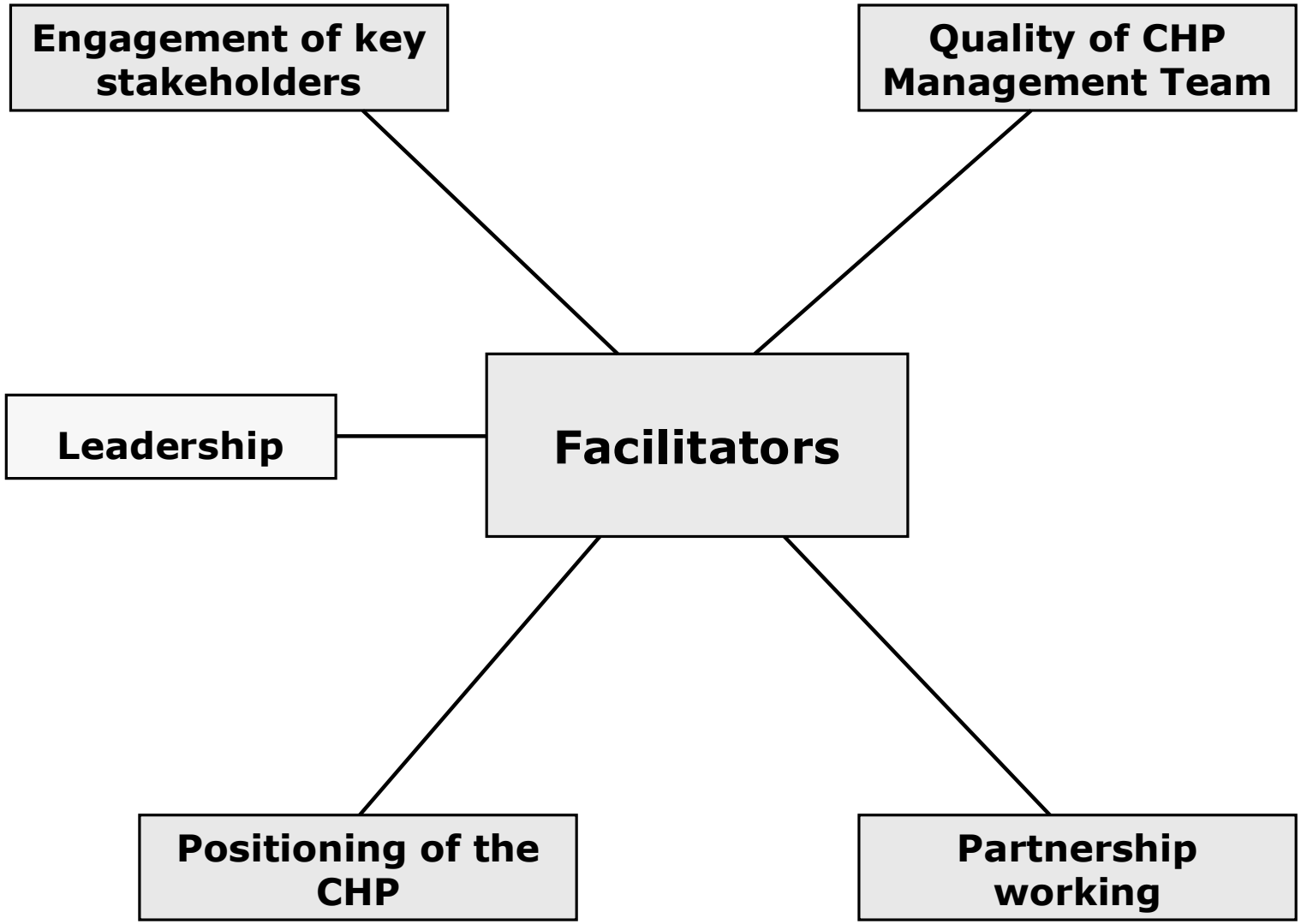
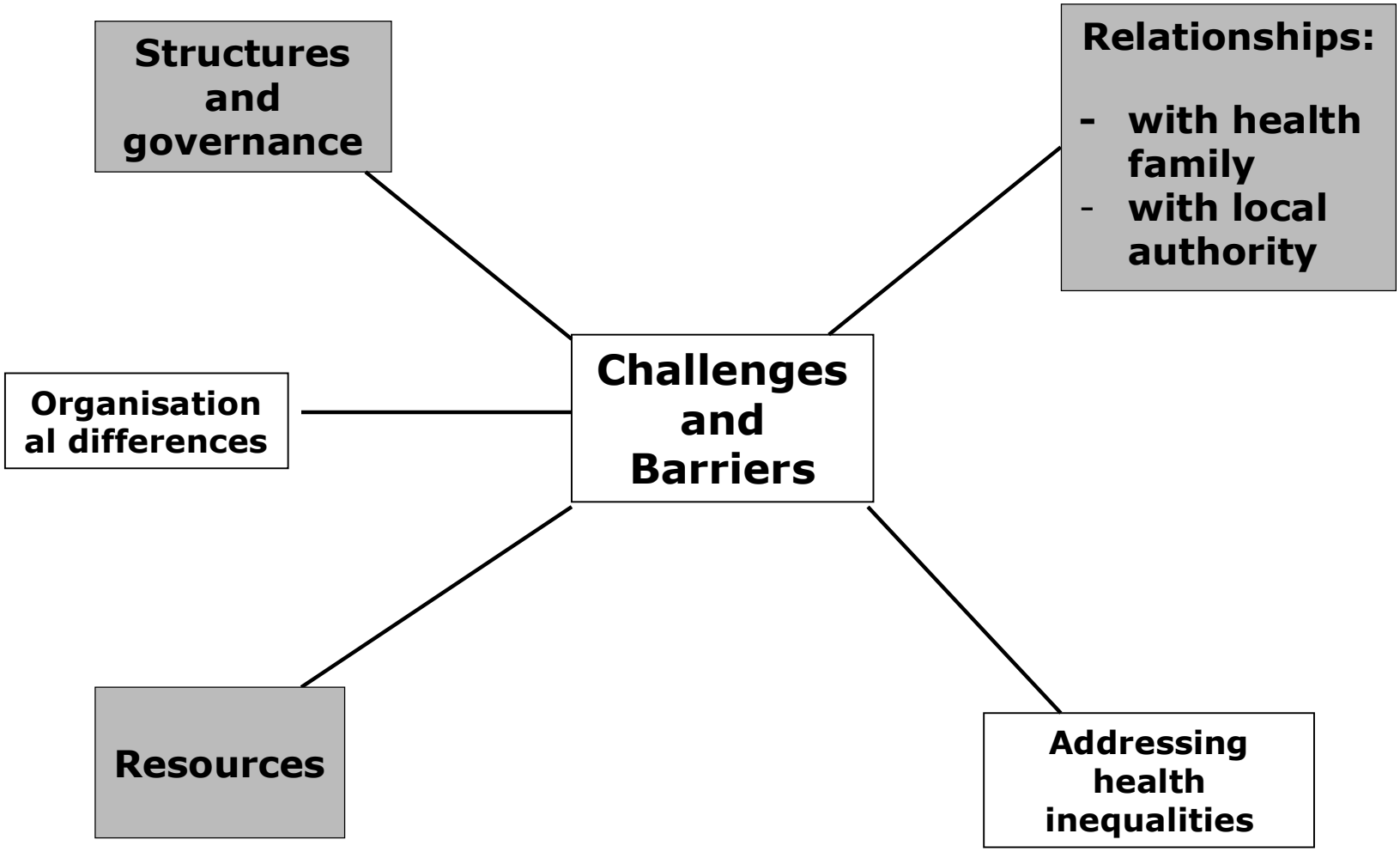
# Facilitators



# Challenges and Barriers



# Maximising CHPs capacity and capability

- **Some of the many suggestions made so far include:**

  - **review structures at local level and reduce duplication where it exists**
  - **strengthen relationship with independent contractors, particularly GPs**
  - **consider sharing services across CHP boundaries**
  - **greater transparency and use of partnership monies**
  - **streamlining management activity**

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# Today's questions

1. How the role and effectiveness of CHPs can be enhanced in their relationships with the health board and the wider health family?

2. How the role and effectiveness of CHPs can be enhanced in their relationships with the local authority and the community planning partnership?

3. What should the balance be between local flexibility and national direction?

4. How can CHPs play a realistic role in how they contribute to addressing health inequalities?

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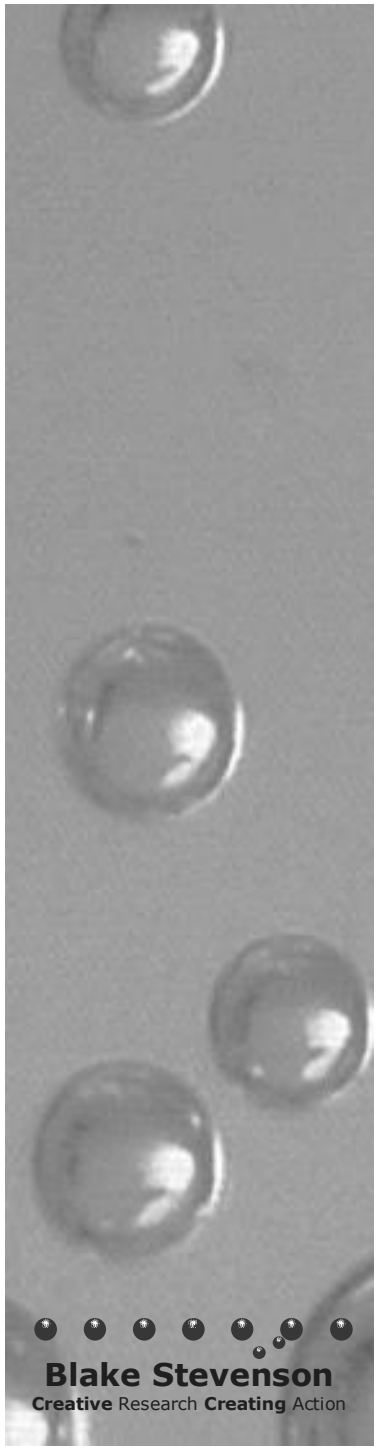


**Blake Stevenson**

**Creative** Research **Creating** Action

**Telephone:**
**Edinburgh: 0131 335 370**
**Newcastle: 0191 250 196**
**Email: admin@blakestevenson**

# Summary of Workshops

Q 1 ***How can the role and effectiveness of CHPs be further enhanced through their relationship with the wider health family?***

- Rationalisation of HEAT and QOF targets
- Promote specific projects to meet joint objectives
- Remote partnership working with independent contractors e.g. GPs
- Promote partnership working with the voluntary sector through collective agreements
- Review funding arrangements

Q2 ***How can the role and effectiveness of CHPs be enhanced through their relationships with the local authority and Community Planning Partnership?***

- More joint workforce planning.
- Aligning / pooling NHS and local authority budgets and targeting these on joint priorities e.g. Telehealthcare.
- Take a longer term view in setting CHP priorities
- Strengthen the role of elected members on CHP Committees

Q3 ***What should the balance be between local flexibility and national direction?***

- Arbuthnott needs to sit alongside findings of the CHP study and promote local plans and solutions
- Streamlining of local joint management and governance arrangements mirrored by better joint management and governance at a national level
- Put CHPs at the core of work on clinical pathways.

Q4 ***How can CHPs play a realistic role in how they contribute to addressing health inequalities?***

- Need strong community engagement
- Promote community solutions e.g. not necessarily services as solutions
- Training and workforce development promoting an holistic approach to the needs of individuals

# Shetland
## Islands Council

# REPORT

**To:** **Services Committee** **Date:** **6 May 2010**

**From:** **Chief Social Work Officer**

**Report No: SC 05-10-F**

**Care Commission:**
**The Grading of Regulated Services - Inspection Reports - 2009/2010**

## 1. Introduction

1.1 This report seeks to advise the Services Committee on the grading system, which is applied by the Care Commission, when inspecting Social Work Regulated Services.

1.2 The report seeks to advise the Services Committee of the "Making the Grade" report, which was published by the Care Commission on the 20th March 2010.

1.3 The report, by the way of an extract from the Chief Social Work Officers' Annual Report for 2009/10, seeks to advise the Services Committee of Inspections, which have taken place within the time frame of 1 April 2009 to 31 March 2010.

1.4 A copy of "Making the Grade" is available on the internet **http://www.carecommission.com/images/stories/documents/publications/reviewsofqualitycare/making_the_grade_-_08-09_final.pdf**

## 2. Links to Corporate Policy

2.1 Effective and efficient Social Work Services are key in ensuring the most vulnerable on our community are cared for safely and in their own homes or a homely environment.

Child protection is a principal priority of the Services Committee.

2.2 *Risks*
There are no significant risks arising directly from this report. Details of risks associated with Social Care Services are set out in the Council's risk register. Work is on-going to ensure these are complete

and up to date. Risk Assessment is a key part of social care service delivery and is addressed by the Care Commission reports.

## 3. Background

3.1 Since the Regulation of Care (Scotland) Act 2001 came into effect, a range of services require to be registered with the Care Commission and inspected against National Standards. Both Community Care and Children's Services are subject to registration.

3.1.2 On 1 April 2008, a new grading system was introduced. At each inspection, care services are graded for a number of quality themes.

The Themes are:

- Quality of Care and Support - how the service meets the needs of each individual in its care.
- Quality of Environment – the environment with the service both physical and atmospheric.
- Quality of Staffing – The quality of care staff, including their qualifications and training.
- Quality of leadership and Management – how the service is managed and how it develops to meet the needs of the people it cares for.
- Quality of Information – how the service looks after information.

3.1.3 Each of the themes is graded on a 6 point scale.

| 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Excellent | Very Good | Good | Adequate | Weak | Unsatisfactory |

3.1.4 Any grading below 3 is considered not to be good enough and the service will be asked to make improvements. The Care Commission will either make recommendations or requirements for improvements. In the most serious cases, enforcement action can be taken.

Grade 6 can only be awarded if Grade 5 is sustained over a period of time.

3.1.5 In order to ensure proportionality, the Care Commission uses and applies the Regulatory Support Assessment (RSA), which helps determine how much time should be spent on each inspection and which areas should be targeted, as well as frequency. The RSA uses a range of information about the service, including what is already known about how the service has performed in the past.

3.1.6 Within each grade, there are a number of quality statements against which each area is scored. The lowest score will be given as the final grade, e.g. In Appendix 1, Edward Thomason House, shows in three of the four areas, graded as 4 (good), the quality statements show a number of 5s (very good) but the grade awarded is 4 (the lowest).

3.1.7 Inspections are on a planned (Announced) and unplanned (Unannounced) basis.

3.2 Making the Grade

3.2.1 'Making the Grade' reports on the results from the first year of grading registered services – 2008/2009. This will allow a baseline against which future gradings can be compared. Examples of good practice are also included in the report, unfortunately Shetland does not feature.

3.2.2 There are plans to publish a follow up report, which looks in more depth at the availability and quality of regulated care services across Scotland. This will be based on data from grading awarded in 2008/2009 and 2009/2010.

3.2.3 In April 2011, a new regulator will take on the work currently undertaken by the Care Commission, the Social Work Inspection Agency (SWIA) and the joint inspection of services to protect children, HMIe. The new regulator, Social Care and Social Work Improvement Scotland (SCSWIS) will carry forward the service improvements, which have been initiated by the introduction of grades.

3.2.4 A full extract of tables are included in Appendix 2. However, the undernoted will give some indication of how Shetland scored on each of the quality indicators, with the national gradings acting as a benchmark.

- These are expressed by percentage of services achieving the grade

- Quality of Care and Support

| Grade | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Shetland Islands | 0.0 | 2.8 | 8.5 | 52.1 | 36.6 | 0.0 |
| Scotland | 0.3 | 2.5 | 12.0 | 41.7 | 40.3 | 3.2 |

- Quality of Environment

| Grade | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Shetland Islands | 0.0 | 1.7 | 10.0 | 70.0 | 18.3 | 0.0 |
| Scotland | 0.3 | 2.6 | 14.6 | 45.2 | 35.0 | 2.3 |

- Quality of Staffing

| Grade | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Shetland Islands | 0.0 | 1.4 | 14.1 | 73.2 | 11.3 | 0.0 |
| Scotland | 0.4 | 2.4 | 14.9 | 47.3 | 32.9 | 2.2 |

- Quality of Management and Leadership

| Grade | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Shetland Islands | 0.0 | 1.4 | 23.2 | 60.9 | 14.5 | 0.0 |
| Scotland | 0.4 | 3.3 | 19.1 | 47.1 | 28.5 | 1.6 |

3.3 Inspection Reports for 2009/2010

3.3.1 During this period all Community Care Centres were inspected, along with the majority of Day Care Facilities, as well as the Eric Gray Resource Centre and Newcraigielea.

For most of the establishments, a pattern of Announced Inspections, followed by an Unannounced visit was the norm, although there were some exceptions. The unannounced inspections tended to focus on a theme and did not necessarily cover all the quality indicators.

3.3.2 It is noteworthy that all improvement was seen to be deliverable through Recommendations only. Neither Requirements nor Enforcement activity were deemed necessary.

Appendix 3 includes all the grades awarded for Community Care Services.

3.3.4 A number of Recommendations were made as part of the inspection process, which have been converted into an Action Plan on which the improvement activity is based.

These are drafted by the Manager of the Service and agreed with the Care Commission.

3.3.5 It is possible to identify some common themes throughout the recommendations:

- The provider should update the Education and Social Care Procedures – Disclosure Scotland Application and to detail what action should be taken when forms are not returned by staff

- Management and staff, should make sure the hobbies and interests section in each care plan are regularly renewed

- Senior staff should continue to monitor and amend care plans regularly, ensuring all charts are properly completed

- Ensure that service users and carers continue to be involved with assessing and improving the Service

- Details of how the Service helps service users with activities and interests should be highlighted in the Services information pack.

3.3.6 Although each of the inspection reports carries a number of recommendations, it is perhaps worth noting that these are very low

numbers. The majority across both Care Centres and Day Care included three or four recommendations. A number had made only 2 recommendations and one report made six recommendations. (This was the exception).

3.3.7 Services relating to Children and Families were also inspected, which included Leog House, Laburnum House and the Adoption and Fostering Services. Similarly, a small number of recommendations were made in these inspection reports. Leog had one, Laburnum had seven, Fostering four and Adoption had three recommendations.

Appendix 4 shows the gradings for Children's Services.

3.3.8 Commonalities of themes are more difficult to identify, as the services are more diverse. However, the theme related to the Disclosure Scotland Application procedures was evident and this has now been addressed by the Chief Social Work Officer and Human Resources Staffing Section will be issuing renewed guidelines.

- For both the Adoption and Fostering Service, it was recommended that the provider should develop a Participation Strategy, which ensures that people using the service and those planning to use the service, can give their views on all aspects of the service.

This will be taken forward by the Head of Children's Services through the development of a Participation Strategy for the Fostering and Adoption Service.

## 4. Proposals

4.1 It is proposed to use The Care Commission Reports as one means of ensuring continuous service improvements.

4.2 On a broader scale, the National Data will afford a useful benchmarking mechanism and will allow Education and Social Care Department to link with areas which are similar to Shetland.

4.3 The application of the Employee Appraisal and Development Form would be used as a mechanism for personal development plans to be drawn up in respect of managers and senior staff, where leadership and management fall to adequate (3) or below.

4.4 Care Commission Reports and relevant Action Plans will continue to be monitored by the Chief Social Work Officer and will form part of the Annual Report.

## 5 Financial Implications

5.1 There are no financial implications arising directly from this report.

## 6 Policy and Delegated Authority

6.1 In accordance with Section 13 of the 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.

## 7 Conclusions

7.1 The fact that the Care Commission have not found it necessary to make any requirements as a result of their inspections, would indicate that generally services are of a high standard.

7.2 A significant number of gradings show improvement on their previous inspection report.

7.3 None of the recommendations have major implications for the service, in that improvement can be achieved through supervision, additional training and redrafting internal procedures.

7.4 Staff teams continue to work to provide high quality care across all services, and while none has yet achieved excellence, given that there is an increasing number of services achieving grade 5, it is only a matter of time until these are consolidated into the top grade.

## 8 Recommendation

8.1 I recommend that the Services Committee note the information presented in this report.

| **Quality of Care and Support – 4 – Good** | |
|---|---|
| Statement 1 | 5 – Very Good |
| Statement 2 | 4 – Good |
| Statement 3 | 5 – Very Good |
| **Quality of Environment – 4 – Good** | |
| Statement 1 | 5 – Very Good |
| Statement 2 | 4 – Good |
| **Quality of Staffing – 4 Good** | |
| Statement 1 | 4 – Good |
| Statement 2 | 5 – Very Good |
| **Quality of Management and Leadership – 4 – Good** | |
| Statement 1 | 4 – Good |
| Statement 4 | 4 - Good |

Quality of care and support – percentages of services achieving each grade by local authority area

| | Grade | | | | | |
|---|---|---|---|---|---|---|
| Local Authority Area | 1 | 2 | 3 | 4 | 5 | 6 |
| Aberdeen City | 0.6 | 2.5 | 14.3 | 44.9 | 35.5 | 2.2 |
| Aberdeenshire | 0.0 | 2.6 | 17.0 | 42.3 | 36.8 | 1.4 |
| Angus | 0.5 | 4.1 | 16.4 | 44.3 | 32.4 | 2.3 |
| Argyll & Bute | 0.0 | 5.7 | 20.0 | 42.9 | 29.8 | 1.6 |
| Clackmannanshire | 0.0 | 2.1 | 5.3 | 45.7 | 42.6 | 4.3 |
| Dumfries & Galloway | 1.0 | 3.5 | 15.8 | 43.7 | 34.1 | 1.9 |
| Dundee City | 0.4 | 2.8 | 14.6 | 41.3 | 37.4 | 3.5 |
| East Ayrshire | 0.3 | 1.7 | 8.8 | 34.5 | 51.4 | 3.4 |
| East Dunbartonshire | 0.0 | 1.4 | 8.8 | 30.6 | 57.4 | 1.9 |
| East Lothian | 0.0 | 1.5 | 11.9 | 40.2 | 39.2 | 7.2 |
| East Renfrewshire | 0.0 | 1.5 | 6.0 | 45.0 | 47.0 | 0.5 |
| Edinburgh, City of | 0.7 | 2.2 | 10.6 | 38.0 | 41.7 | 6.8 |
| Eilean Siar | 0.0 | 5.6 | 7.0 | 40.8 | 39.4 | 7.0 |
| Falkirk | 0.3 | 1.9 | 12.1 | 34.4 | 45.9 | 5.4 |
| Fife | 0.0 | 0.7 | 7.9 | 32.8 | 52.3 | 6.3 |
| Glasgow City | 0.6 | 4.7 | 16.3 | 45.3 | 31.4 | 1.8 |
| Highland | 0.2 | 1.3 | 8.2 | 51.2 | 35.4 | 3.8 |
| Inverclyde | 1.1 | 2.3 | 9.1 | 39.4 | 44.6 | 3.4 |
| Midlothian | 0.0 | 1.6 | 13.0 | 45.9 | 35.7 | 3.8 |
| Moray | 0.0 | 2.5 | 10.8 | 43.8 | 42.4 | 0.5 |
| North Ayrshire | 0.7 | 2.9 | 9.5 | 43.1 | 42.2 | 1.6 |
| North Lanarkshire | 0.2 | 2.1 | 14.0 | 45.4 | 38.1 | 0.2 |
| Orkney Islands | 0.0 | 2.7 | 18.7 | 66.7 | 12.0 | 0.0 |
| Perth & Kinross | 0.0 | 2.7 | 8.3 | 43.3 | 41.9 | 3.8 |
| Renfrewshire | 0.4 | 3.6 | 16.0 | 44.0 | 36.0 | 0.0 |
| Scottish Borders | 0.0 | 1.1 | 9.9 | 47.3 | 37.7 | 4.0 |
| Shetland Islands | 0.0 | 2.8 | 8.5 | 52.1 | 36.6 | 0.0 |
| South Ayrshire | 0.0 | 1.5 | 8.6 | 34.2 | 51.5 | 4.1 |
| South Lanarkshire | 0.0 | 2.9 | 13.5 | 38.3 | 43.7 | 1.7 |
| Stirling | 0.5 | 0.5 | 11.0 | 35.6 | 44.5 | 7.9 |
| West Dunbartonshire | 0.7 | 5.0 | 12.1 | 42.9 | 37.1 | 2.1 |
| West Lothian | 0.3 | 4.2 | 12.2 | 42.2 | 38.8 | 2.3 |
| Scotland | 0.3 | 2.5 | 12.0 | 41.7 | 40.3 | 3.2 |

Quality of environment – percentages of services achieving each grade by local authority area

| | Grade | | | | | |
|---|---|---|---|---|---|---|
| Local Authority Area | 1 | 2 | 3 | 4 | 5 | 6 |
| Aberdeen City | 0.3 | 2.0 | 18.6 | 47.2 | 30.9 | 1.0 |
| Aberdeenshire | 0.2 | 2.3 | 15.8 | 46.5 | 34.1 | 1.1 |
| Angus | 0.5 | 3.0 | 19.8 | 44.1 | 31.7 | 1.0 |
| Argyll & Bute | 0.5 | 8.5 | 25.0 | 46.8 | 18.1 | 1.1 |
| Clackmannanshire | 0.0 | 1.3 | 13.0 | 39.0 | 39.0 | 7.8 |
| Dumfries & Galloway | 0.9 | 2.6 | 18.8 | 47.0 | 29.5 | 1.3 |
| Dundee City | 0.0 | 4.4 | 18.9 | 43.9 | 30.7 | 2.2 |
| East Ayrshire | 0.4 | 1.8 | 9.2 | 36.9 | 49.1 | 2.6 |
| East Dunbartonshire | 0.5 | 1.6 | 16.8 | 39.8 | 40.3 | 1.0 |
| East Lothian | 0.0 | 1.9 | 16.0 | 42.0 | 35.8 | 4.3 |
| East Renfrewshire | 0.0 | 0.0 | 7.2 | 55.2 | 37.0 | 0.6 |
| Edinburgh, City of | 0.5 | 2.2 | 14.2 | 43.2 | 35.5 | 4.5 |
| Eilean Siar | 0.0 | 5.6 | 9.3 | 55.6 | 27.8 | 1.9 |
| Falkirk | 0.8 | 3.4 | 11.8 | 43.1 | 37.0 | 3.8 |
| Fife | 0.1 | 0.7 | 8.0 | 35.3 | 50.5 | 5.4 |
| Glasgow City | 0.3 | 6.0 | 23.0 | 45.5 | 24.2 | 0.9 |
| Highland | 0.0 | 1.6 | 12.8 | 53.6 | 29.1 | 2.9 |
| Inverclyde | 0.0 | 4.7 | 9.3 | 39.5 | 44.2 | 2.3 |
| Midlothian | 0.0 | 1.2 | 12.9 | 50.3 | 32.5 | 3.1 |
| Moray | 0.6 | 0.6 | 6.9 | 56.6 | 34.7 | 0.6 |
| North Ayrshire | 0.4 | 2.6 | 13.2 | 48.5 | 35.0 | 0.4 |
| North Lanarkshire | 0.2 | 4.0 | 14.3 | 44.1 | 37.2 | 0.2 |
| Orkney Islands | 0.0 | 1.6 | 25.0 | 67.2 | 6.3 | 0.0 |
| Perth & Kinross | 0.0 | 3.1 | 12.7 | 40.7 | 39.8 | 3.7 |
| Renfrewshire | 0.4 | 3.1 | 18.8 | 46.7 | 31.0 | 0.0 |
| Scottish Borders | 0.0 | 1.8 | 9.3 | 53.3 | 32.0 | 3.6 |
| Shetland Islands | 0.0 | 1.7 | 10.0 | 70.0 | 18.3 | 0.0 |
| South Ayrshire | 0.0 | 1.0 | 8.8 | 39.2 | 48.5 | 2.5 |
| South Lanarkshire | 0.5 | 3.0 | 14.7 | 47.2 | 33.6 | 0.9 |
| Stirling | 0.6 | 0.6 | 16.0 | 37.9 | 39.6 | 5.3 |
| West Dunbartonshire | 0.0 | 2.7 | 17.3 | 44.5 | 35.5 | 0.0 |
| West Lothian | 0.0 | 1.9 | 17.9 | 45.5 | 31.4 | 3.2 |
| Scotland | 0.3 | 2.6 | 14.6 | 45.2 | 35.0 | 2.3 |

Quality of staffing – percentages of services achieving each grade by local authority area

| | Grade | | | | | |
|---|---|---|---|---|---|---|
| Local Authority Area | 1 | 2 | 3 | 4 | 5 | 6 |
| Aberdeen City | 0.3 | 1.7 | 17.1 | 55.2 | 25.1 | 0.6 |
| Aberdeenshire | 0.4 | 2.4 | 18.4 | 48.1 | 29.1 | 1.6 |
| Angus | 0.5 | 3.2 | 18.3 | 47.0 | 28.8 | 2.3 |
| Argyll & Bute | 0.0 | 5.7 | 23.7 | 49.0 | 20.0 | 1.6 |
| Clackmannanshire | 0.0 | 2.1 | 16.0 | 42.6 | 36.2 | 3.2 |
| Dumfries & Galloway | 1.3 | 4.2 | 17.4 | 45.0 | 30.5 | 1.6 |
| Dundee City | 0.4 | 4.3 | 16.5 | 49.6 | 28.0 | 1.2 |
| East Ayrshire | 0.3 | 1.7 | 10.4 | 36.0 | 49.8 | 1.7 |
| East Dunbartonshire | 0.0 | 2.8 | 12.5 | 44.9 | 38.4 | 1.4 |
| East Lothian | 0.0 | 1.5 | 16.0 | 42.8 | 36.1 | 3.6 |
| East Renfrewshire | 0.0 | 0.5 | 8.5 | 62.0 | 29.0 | 0.0 |
| Edinburgh, City of | 0.6 | 2.8 | 13.5 | 43.7 | 34.0 | 5.4 |
| Eilean Siar | 0.0 | 7.0 | 9.9 | 47.9 | 31.0 | 4.2 |
| Falkirk | 0.6 | 2.2 | 15.0 | 43.9 | 34.4 | 3.8 |
| Fife | 0.0 | 1.0 | 7.6 | 41.4 | 45.4 | 4.7 |
| Glasgow City | 0.6 | 3.7 | 19.0 | 50.1 | 25.6 | 1.1 |
| Highland | 0.2 | 1.3 | 9.8 | 58.2 | 26.8 | 3.8 |
| Inverclyde | 0.0 | 2.9 | 9.7 | 44.6 | 41.7 | 1.1 |
| Midlothian | 0.0 | 1.1 | 16.2 | 43.8 | 35.7 | 3.2 |
| Moray | 0.0 | 1.0 | 13.8 | 49.3 | 36.0 | 0.0 |
| North Ayrshire | 0.3 | 2.0 | 10.5 | 48.9 | 37.4 | 1.0 |
| North Lanarkshire | 0.4 | 2.8 | 20.6 | 44.3 | 32.0 | 0.0 |
| Orkney Islands | 0.0 | 1.3 | 24.0 | 65.3 | 9.3 | 0.0 |
| Perth & Kinross | 0.3 | 1.9 | 11.8 | 47.7 | 35.7 | 2.7 |
| Renfrewshire | 0.4 | 4.4 | 22.5 | 48.4 | 24.4 | 0.0 |
| Scottish Borders | 0.0 | 0.7 | 11.0 | 49.1 | 35.9 | 3.3 |
| Shetland Islands | 0.0 | 1.4 | 14.1 | 73.2 | 11.3 | 0.0 |
| South Ayrshire | 0.0 | 1.5 | 12.0 | 40.6 | 44.0 | 1.9 |
| South Lanarkshire | 0.6 | 1.9 | 18.5 | 43.7 | 34.3 | 1.0 |
| Stirling | 2.1 | 0.5 | 16.2 | 37.2 | 40.8 | 3.1 |
| West Dunbartonshire | 0.7 | 1.4 | 17.9 | 51.4 | 27.9 | 0.7 |
| West Lothian | 0.3 | 4.0 | 14.4 | 48.4 | 30.9 | 2.0 |
| Scotland | 0.4 | 2.4 | 14.9 | 47.3 | 32.9 | 2.2 |

Quality of Management and leadership – percentages of services achieving each grade by local authority area

| | Grade | | | | | |
|---|---|---|---|---|---|---|
| Local Authority Area | 1 | 2 | 3 | 4 | 5 | 6 |
| Aberdeen City | 0.3 | 4.1 | 22.8 | 50.3 | 21.4 | 1.0 |
| Aberdeenshire | 0.5 | 3.8 | 28.2 | 48.2 | 19.2 | 0.0 |
| Angus | 0.6 | 3.4 | 23.4 | 49.1 | 23.4 | 0.0 |
| Argyll & Bute | 0.5 | 5.4 | 28.4 | 46.4 | 17.6 | 1.8 |
| Clackmannanshire | 0.0 | 3.7 | 23.2 | 41.5 | 29.3 | 2.4 |
| Dumfries & Galloway | 1.5 | 3.3 | 29.5 | 39.9 | 25.1 | 0.7 |
| Dundee City | 0.5 | 4.5 | 20.9 | 52.7 | 21.4 | 0.0 |
| East Ayrshire | 0.5 | 1.4 | 13.0 | 40.3 | 44.0 | 0.9 |
| East Dunbartonshire | 0.0 | 2.2 | 18.6 | 44.8 | 33.9 | 0.5 |
| East Lothian | 0.0 | 1.2 | 21.5 | 43.6 | 31.4 | 2.3 |
| East Renfrewshire | 0.0 | 0.6 | 12.4 | 58.0 | 29.0 | 0.0 |
| Edinburgh, City of | 0.5 | 3.0 | 16.0 | 43.1 | 32.2 | 5.2 |
| Eilean Siar | 0.0 | 4.3 | 12.9 | 48.6 | 30.0 | 4.3 |
| Falkirk | 0.8 | 6.2 | 16.3 | 43.0 | 31.4 | 2.3 |
| Fife | 0.0 | 2.2 | 10.4 | 42.4 | 41.9 | 3.1 |
| Glasgow City | 0.6 | 3.8 | 27.1 | 45.5 | 22.2 | 0.8 |
| Highland | 0.2 | 0.9 | 11.5 | 57.3 | 28.1 | 2.0 |
| Inverclyde | 0.0 | 1.3 | 11.3 | 48.8 | 38.8 | 0.0 |
| Midlothian | 0.0 | 1.2 | 20.7 | 44.5 | 29.3 | 4.3 |
| Moray | 0.7 | 2.7 | 18.8 | 47.7 | 30.2 | 0.0 |
| North Ayrshire | 0.8 | 3.2 | 15.2 | 48.4 | 32.0 | 0.4 |
| North Lanarkshire | 0.2 | 5.5 | 22.6 | 43.6 | 28.1 | 0.0 |
| Orkney Islands | 0.0 | 2.8 | 26.8 | 63.4 | 7.0 | 0.0 |
| Perth & Kinross | 0.7 | 2.9 | 20.3 | 45.1 | 28.8 | 2.3 |
| Renfrewshire | 0.4 | 4.3 | 19.0 | 54.3 | 21.7 | 0.4 |
| Scottish Borders | 0.0 | 2.7 | 12.6 | 53.3 | 28.4 | 3.1 |
| Shetland Islands | 0.0 | 1.4 | 23.2 | 60.9 | 14.5 | 0.0 |
| South Ayrshire | 0.0 | 1.3 | 16.0 | 44.5 | 37.4 | 0.8 |
| South Lanarkshire | 0.0 | 5.9 | 19.6 | 46.9 | 26.8 | 0.8 |
| Stirling | 0.6 | 3.0 | 16.1 | 44.0 | 32.7 | 3.6 |
| West Dunbartonshire | 0.8 | 5.4 | 15.4 | 49.2 | 28.5 | 0.8 |
| West Lothian | 0.0 | 3.9 | 19.8 | 48.4 | 26.6 | 1.3 |
| Scotland | 0.4 | 3.3 | 19.1 | 47.1 | 28.5 | 1.6 |

| Centre | Quality Of Life | Quality of Environment | Quality Of Staffing | Leadership & Management |
|---|---|---|---|---|
| **Nordalea** 2008/09 | 4 | 5 | 4 | 4 |
| 2009/10 | 4 | 5 | 4 | 4 |
| Day Care 2008/09 | 4 | 5 | 4 | 4 |
| 2009/10 | 5 | 5 | 4 | 4 |
| **Fernlea** 2008/09 | 5 | 4 | 4 | 4 |
| 2009/10 | 5 | 4 | 5 | 4 |
| Day Care 2008/09 | 3 | 4 | 4 | 4 |
| 2009/10 | 4 | 4 | 4 | 4 |
| **Isleshavn** 2008/09 | 4 | 4 | 4 | 4 |
| 2009/10 | 4 | 4 | 4 | 4 |
| Day Care 2008/09 | 5 | 4 | 4 | 4 |
| 2009/10 | 4 | 4 | 4 | 4 |
| **North Haven** 2008/09 | 4 | 4 | 4 | 4 |
| 2009/10 | 4 | 4 | 4 | 4 |
| Day Care 2008/09 | 4 | 4 | 4 | 3 |
| 2009/10 | 5 | 4 | 4 | 4 |
| **Wastview** 2008/09 | 4 | 4 | 4 | 4 |
| 2009/10 | 3 | 4 | 4 | 3 |
| **Overtonlea** 2008/09 | 4 | 4 | 4 | 3 |
| 2009/10 | 4 | 5 | 4 | 4 |
| **Edward Thomason** 2008/09 | 2 | 4 | 4 | 3 |
| 2009/10 | 4 | 4 | 4 | 4 |
| **Taing House** 2008/09 | 4 | 4 | 4 | 4 |
| 2009/10 | 4 | 4 | 4 | 4 |

| Centre | Quality Of Life | Quality of Environment | Quality Of Staffing | Leadership & Management |
|---|---|---|---|---|
| **Viewforth** House 2008/09 | 4 | 4 | 4 | 4 |
| 2009/10 | 4 | 4 | 4 | 4 |
| Day Care 2008/09 | 5 | 4 | 4 | 4 |
| Day Care 2009/10 | 4 | 4 | 4 | 4 |
| **Eric Gray Resource Centre** 2008/09 | 5 | 5 | 4 | 4 |
| 2009/10 | 5 | 5 | 5 | 5 |
| **Newcragielea** 08/09 | 4 | 4 | 4 | 4 |
| 09/10 | 5 | 5 | 4 | 5 |
| Support Service 08/09 | 5 | 4 | 4 | 4 |
| Support Service 09/10 | 5 | 5 | 4 | 5 |

**Appendix 4**

| Children & Families | Quality of Care & Support | Quality Environment | Quality of Staffing | Leadership & Management |
|---|---|---|---|---|
| **Leog House** 2008/09 | 4 | 4 | 4 | 4 |
| 2009/10 | 5 | 5 | 5 | 5 |

| | | | | |
|---|---|---|---|---|
| **Laburnum House** 2008/09 | 4 | 4 | 4 | 4 |
| 2009/10 | 4 | 5 | 5 | 3 |
| Day Care 2008/09 | 4 | 4 | 4 | 4 |
| Day Care 2009/10 | 5 | 5 | 5 | 3 |

| | | | | |
|---|---|---|---|---|
| **Adoption Service** 2008/09 | 3 | | 3 | 3 |
| 2009/10 | 4 | | 4 | 3 |

| | | | | |
|---|---|---|---|---|
| **Fostering Service** 2008/09 | 3 | | 3 | 3 |
| 2009/10 | 4 | | 4 | 3 |

# Shetland
## Islands Council

# MINUTE A & B

**Shetland College/Train Shetland Board of Management**
**Room 4, Train Shetland, Gremista, Lerwick**
**Wednesday 21 April 2010 at 2 p.m.**

**Present:**
A J Hughson
L F Baisley
L Angus
W H Manson
A Carter
J Irvine
J L B Smith

**Apologies**:
R C Nickerson
G Robinson
W H Manson (for lateness)

**In attendance (Officers):**
G Smith, Director
L Murray, Management Accountant
L Gair, Committee Officer
R Macleod, 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.

**Minute**
The minute of the meeting held on 24 February 2010 was confirmed.

12/10 **Presentation by James Fraser, Principal UHI**
The Board noted a report by the Director, Shetland College, attached as Appendix 1.

The Board were informed that this item had been postponed due to the continued disruption with air travel. James Fraser has rescheduled his visit to coincide with the next meeting of the Board in June.

13/10 **Director's Report**

The Board noted a report by the Director, Shetland College, attached as Appendix 2.

Funding 2010/11

The Director advised that the Scottish Funding Council core grant figures had been received and the monies to be awarded to Shetland College have increased from £1,669,154 to £1,696,672 compared to the sum received during the last financial year. The Board acknowledged the increase of approximately £27,500 and agreed that this was an advantage to the College.

Further discussions will take place with the Scottish Funding Council regarding the funding of cadet courses.

The UHI/HIE funding allocation should be known by the end of this week and Members will be advised of up-to-date information at the next meeting of the Board in June.

The Director confirmed that the Shetland College budget projections would also be available for Members to consider at the June meeting.

Open Evening

Members were informed that attendance figures had improved at the second College Open Evening held on 15 April 2010.

Members acknowledged the recent awards presented to Simon Clarke including awards for 'Greatest Expertise in Video Conferencing' and 'Best Feedback from Students'. Ms L F Baisley commented that advances in video conferencing were key to new ways of delivering subjects.

Phase 3

Following confirmation that funding is in place for this project, the Director advised that two Members of the Board should be included in the membership of the Project Board to oversee progress. It was suggested that the Chairperson and one other Board member be nominated.

(Mr W H Manson attended the meeting.)

The Chairperson moved to nominate himself and Mr W H Manson, seconded by Mr L Angus. Mr W H Manson confirmed his acceptance of the nomination.

Mr L Angus stated that the Planning Service should be involved at an early stage to avoid delaying progression.

Music Courses

The Board were informed that the financial position would not be known until the end of May 2010. The Director advised that it may be

prudent to wait until the completion of the Mareel project before progressing with the development of the music courses.

UHI

James Fraser, Principal UHI will attend the June meeting of the Board where Members will be informed of current UHI initiatives.

14/10 **Shetland College Financial Update, February 2010**

The Board considered a report by the Director, Shetland College, attached as Appendix 3.

The Director summarised the main terms of the report and Members noted the financial position of the College.

Following a query from Ms L F Baisley, discussion took place regarding the possibility of collecting course fees in advance of enrolment. However, the Director explained the process in place for collecting course fees. Members noted that students have the option of applying for SAAS or ILA funding or for a fee waiver. Problems have arisen with fee waivers due to the condition that fee waivers need only be in place by the course completion date. However, if a student is found to be ineligible for a fee waiver, this leaves a very short period of time for the fees to be settled.

15/10 **Shetland College Student Enrolments - March 2010**

The Board noted a report by the Director, Shetland College, attached as Appendix 4.

Members noted that the total SUMS target of 5740 includes those allocated to the NAFC.

16/10 **Shetland College Operational Plan 6-Month Update**

The Board noted a report by the Director, Shetland College, attached as Appendix 5.

Mr L Angus highlighted the need to develop meaningful vocational pathways for every school pupil. To progress this, dialogue should be entered into between the College and schools. Referring to the level of resources required to develop this, the Chairperson advised that the completion of the Phase 3 project would go some way to resolve the current capacity issues.

The Director provided more information regarding the Vocational Pathways Programme and following discussion the Board agreed that a common timetable between the College and schools is critical to the success of this programme. Mr J Irvine also commented that an improvement in integration would also aid the success.

Mr J Irvine highlighted an error on page 4 of the appendix and the Board noted that it should refer to “Whalsay Junior High School” and not “Symbister Junior High School”.

Mr W H Manson commented that the Blueprint for Education is concerned with organising education for the future and once it is satisfactorily implemented, attention should turn to integration and timetabling. Mr L Angus added that the Blueprint for Education seems to be school focused and not education focused.

Following discussion, Mr W H Manson questioned what level of support is given to students with less developed reading and writing skills who choose to pursue vocational learning. The Director advised that school pupils should come to college with their school learning support staff and college students had access to learning support staff in the college, thus providing additional opportunity to improve the level of academic learning achieved.

Further discussion took place regarding the various mentoring roles that are undertaken by guidance staff, 16+ Leaving Co-ordinators and the Careers Service to provide a co-ordinated approach to learning.

The Board agreed that the financial position of the College and the Council as a whole would have a bearing on future decisions.

17/10 **Student Perception Analysis Report 2009/2010**

The Board noted a report by the Director, Shetland College, attached as Appendix 6.

The Director summarised the main terms of the report and Members noted the following points:-

- The trends identified from the survey results are reasonably similar to those of previous years.

- The induction process has been amended to provide students with more information regarding the role of staff members. The Director will also present a welcome speech, giving an over of the College.

- The completion of the Phase 3 project will go some way to resolve the classroom issues highlighted by respondents. However, it has been suggested that acoustic panelling could be used to provide flexibility of classroom sizes.

Some discussion took place regarding the disposal of cigarette ends and their impact on the appearance and cleanliness of the College. Mr J Irvine asked for clarity on the Council's smoking policy regarding where smokers are permitted to smoke. A compromise had been reached with the construction of a smoking shelter but many smokers do not make use of the facility, simply discarding their cigarette ends on the pavement. The Board were advised that the situation would continue to be monitored.

18/10 **UHI – The Way Ahead, Values and Behaviour - The 2009 Compact**

The Board considered a report by the Director, Shetland College, attached as Appendix 7.

Following discussion, Mr L Angus moved that the Board approve the recommendation contained within the report, in addition to an annual review of the Compact being conducted. Ms L F Baisley seconded.

19/10 **Scottish Funding Council Circular Scottish Funding Council 31/09**

The Board considered a report by the Director, Shetland College, attached as Appendix 8.

The Board were informed that discussions would continue between the College and the Scottish Funding Council regarding the formulaic approach to funding. Mr L Angus moved that the Board approve the recommendation contained within the report. Ms L F Baisley seconded.

20/10 **Shetland College Term Dates 2010/11**

The Board considered a report by the Director, Shetland College, attached as Appendix 9.

The Director advised that the proposed term dates for the academic year 2010/11 present a slight variance to the school term dates already in place. However, the Board noted that this should not pose a problem for students attending the College. Mr J L B Smith moved that the Board approve the recommendation contained within the report. Mr J Irvine seconded.

The meeting concluded at 3.00pm.

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A J Hughson
CHAIRPERSON

# Shetland
## Islands Council

# REPORT

**To:** **Development Committee** **29 April 2010**
**Services Committee** **6 May 2010**

**From:** **Head of Economic Development, and Head of Community Care.**

**Report No: DV035-F**
**COPE - Interim Lifeline Funding for 2010**

## 1.0 Introduction

1.1 The purpose of this report is to seek approval by Members for surplus payments made to COPE during 2009/10 by SDT, and inform Members on the current position regarding COPE, with regard to immediate and short term funding needs over the next six months.

1.2 Funding beyond this period needs to be linked to a longer-term strategic plan, which will be presented by COPE within the next six months. The strategic report and an ensuing funding report will be presented to Council and will deal with major issues surrounding the long term development of COPE, and decide on the nature and source of funding to facilitate best service delivery and value for money.

## 2.0 Links to Corporate Plan

2.1 The report helps to achieve the Sustainable Economy Action Area of the Corporate Plan, by encouraging enterprise and sustainable economic growth, by supporting projects engaged in community enterprises.

2.2 It also satisfies the Sustainable Society Area of the Corporate Plan by supporting individuals to help them to reach their full potential. It supports the commitment to continue to promote partnership working with the voluntary sector and the commitment to implement the review of services for people with learning disabilities. This work is being taken forward through Shetland Community Health and Care Partnership."

## 3.0 Risk Management

3.1 There are risks associated with the lack of funds or insufficient funding for COPE to meet its service objectives. These include the risk of large scale redundancies, serious curtailment of service ability, possible consequences for the Council regarding delivery of its statutory duties, possibly putting strain on other Council services, and finally but not least, damage to the morale of participants.

## 4.0 Background

4.1 The annual core-funding requirement of COPE is approximately £609,000. Up to now this has been provided by (gross) SDT surplus of £350,000, SCT management costs subsidy of £155,000, and SIC support payments of £104,000.

4.2 The 2009/10 annual budget setting process identified that the SDT had sufficient surplus to remove the need for inclusion of a grant totalling £350,000 from the EDU budget submission to the Reserve Fund. The 2009/10 core-funding for COPE has therefore already been met from distributable surplus of the SDT. Members should note that all four 2009/10 quarterly instalments have already been made from SDT surplus earned up to March 2009.

4.3 The arrangement where SDT provided unconditional funding from Surplus cannot continue, as this may be in conflict with the need to follow the Public Pound and achieve best value. This, and achievement of best value may be better served through some form of grant funding, which would have conditions attached to it. In recognition of this, the current arrangements for surplus funding have ceased with effect from 1 April 2010, however this, if unaddressed, will leave an unacceptable vacuum of funding to COPE.

## 5.0 Proposal

5.1 The purpose of this report is to seek ratification of Surplus payments made for 2009/10 and to propose an initial series of six monthly lifeline funding payments totalling £175,000. Longer term funding will be the subject of a later report.

5.2 With reference to short term funding, I asked the Operations Manager of COPE to prepare a paper in support of lifeline funding. This has been approved by the directors of COPE and is attached as Appendix 1. This provides background information on COPE and a current overview of the organisation. Reference is made specifically within this document to capacity limitations, efficiencies achieved, aspirations for the future, successful accomplishments and the ever-increasing requirements being expected of COPE regarding service delivery. It is worth commenting that income from trading activities of COPE has increased from £568,808 (48%) for 2008/9 to £620,204 (50%) of COPE's projected total income for the year ended 31 March 2010.

5.3 COPE's Operations Manager has also provided a cash flow projection covering the current and next three years. This is attached as Appendix 2 and clearly shows the need to continue core funding at the present levels in order to sustain projected activities and other financial commitments. The projections indicate funding from SDT and SIC, however the Charitable Trust funding is contained within the SIC figure. The projection and support statement also indicate the intention of COPE to engage in a service level agreement with the Council / SCT for certain elements of service delivery.

5.4 It is the intention of this report to seek lifeline funding, which has arisen through a combination of factors. These revolve primarily around two very important issues, which have impeded the strategic development of COPE and possibly damaged COPE's credibility in the eyes of stakeholders and Council Members. The first involves the protracted and as yet unsuccessful attempts by the COPE Board of Directors to secure and maintain the services of a permanent General Manager, to replace the previous one that has been gone for around two years. The second issue, largely because of this, has been the consequent inability to conclude the process of formulating the long awaited strategic plan, to address and clarify development and funding issues for the longer term.

5.5 I would propose that any lifeline funding is conditional on the COPE Board demonstrating commitment to recruit to the post of General Manager without delay, and to submit a draft strategic plan to Council within three months. A further expectation will be that the draft will be agreed by SIC, SCT and COPE, and finalised by the end of the six month lifeline funding period.

5.6 I would also comment that the existing Board may have difficulty in keeping up with the pace of development, and further propose that the existing Board should be increased to include a better balance of Social Care, commercial and financial expertise. This would reduce the strain on individual Board members and improve the overall effectiveness of the Board.

## 6.0 Financial Implications

6.1 Interim lifeline funding will be at the level of £175,000 over six monthly instalments

6.2 Funds will need to be vired into Cost Centre RRD1563 from within existing resources to meet the cost of Interim Life line funding. Any funding for the remainder of 2010/11 and future years will be dealt with in a future report and will be subject to the Revenue Estimates process for that year and the availability of funds.

## 7.0 Policy and Delegated Authority

7.1 This proposal conforms to the Economic Development Policy Statement 2007 – 2011 document, Sections E, People and Community, policy areas 26 and 27.

7.2 In accordance with Section 11.0 of the Council's Scheme of Delegations, the Development Committee has delegated authority to implement decisions within its remit for which the overall objectives have been approved by the Council, in addition to appropriate budget provision, including:

Economic Strategy
Europe

7.3 In accordance with Section 11 of the Council's Scheme of Delegation, management of the Shetland Development Trust, on behalf of the Council as sole Trustee, is delegated to the Development Committee.

## 8.0 Conclusion

8.1 There is an urgent need to secure short term funding for COPE to provide stability and allow service delivery to be maintained at the current level.

8.2 There is a need to establish the long term funding requirements of COPE; given that there have been organisational changes both within COPE and the Council's Development Agencies. COPE's long- term funding requirements must be reviewed, based on a strategic review, properly scoped to clarify strategic issues which could include, but not be limited to, management succession, marketing, future client referrals and fund raising strategies. The question of which Agencies should provide core funding and for what purpose should be identified from such a review.

## 9.0 Recommendation

9.1 I recommend that Members ratify the payments made for 2009/10, from surplus generated by the SDT up to 31 March 2009.

9.2 I further recommend that Members provide interim lifeline funding for 2010/11, by six equal monthly instalments, starting retrospectively from 1 April 2010, totalling £175,000, subject to the following:-

9.2.1 lifeline funding is conditional on the COPE Board confirming in writing their agreement to:

- recruit to the post of General Manager without delay,
- submit a draft strategic plan to Council within three months,
- agree the final strategic plan with the Council and other funding bodies within six months, and,
- review and strengthen the present Board structure in tandem with development of the final strategic plan

**Appendix 1**

# Statement in Support of Interim Lifeline Funding

## March 2010

## Introduction

C.O.P.E. (Community Opportunities for Participation in Enterprise) is located in Lerwick and is a company limited by guarantee. It has been a registered charity since June 1998.

COPE's primary purpose is to provide employment and training opportunities for those individuals that really need them. It operates a commercially viable social business which promotes equality of access via a range of enterprises in Lerwick. These range from Shetland Soap Company; COPE Catering; COPE Pet Supplies; Karibuni Delicatessen; COPE Trees & Shrubs; Cards from the Heart; and the Shetland Scrapstore.

COPE continues to fulfil a diverse range of social, environmental and economic aims and is able to achieve this through a variety of trading activities in the market place. As a Social Enterprise, COPE continues to offer training, support and employment opportunities to those who, because of the nature of their disability, are excluded from making an economical contribution to the local economy. COPE is not just an enterprise; it is built around a number of values and has a specific dual mission. The enterprise is a working community in which employees with and without a disability work together.

There is a strong sense of solidarity among the employees, a commitment to the development of skills and the continuation of new and innovative enterprise activities. All our small businesses offer encouragement and opportunities to both staff with and without a disability and community volunteers to develop both professionally and personally. Our business practice, and professional and personal development skills all play an important role in the daily operations and this is reflected in our Investors in People status which we have successfully renewed for another three year period.

## Our Vision

"Everyone regardless of disability should have the opportunity to work if they so wish. Given the right conditions, all adults have the potential to contribute to our local economy and in doing so will learn to value themselves and others. To this end COPE will focus on the abilities and experience of the individual rather than their 'special needs'".

## Our Mission

COPE is committed to supporting adults with learning difficulties, to fulfil their expressed need to participate in productive community enterprises. These enterprises enable the target group to realise their full potential as members of the community, and thereby help to change perceptions about 'disability'.

**Success to Date**

The organisation has experienced positive year-on-year growth. Between April 2008 and March 2009, the combined commercial turnover of these social firm initiatives was £568,808, representing 48% of COPE's total income. The projected figures for the current financial year are £620,204, representing 50% of COPE's total income.

The period April 2009 to March 2010 has also been very productive for all areas within COPE Ltd. All areas of the business, in terms of commercial activity have been extremely busy and participant involvement has been unprecedented in terms of hours worked and increased tangible work opportunities.

Sales across all business units within COPE Ltd in comparison to sales last year is well up and this is in no doubt partly due to the senior management team focussing their energies and direction on providing quality products and services.

The Scrapstore, Karibuni and COPE Catering have all exceeded expectations over the last year. They are all now working at capacity for their resources and premises. The catering and Karibuni are two departments that we are keen to expand and this will enable us to provide a better service and more work placements. We have secured funding for a bigger van for the Scrapstore which will enable us expand our recycling activities considerably.

The senior management team have dedicated significant resources and time to the prudent financial management of these projects as they are potentially areas where risk can be averted if COPE Ltd maintains a tighter control of the projects income and expenditure. This has certainly been done and COPE Ltd is now in a much more stable position than what it was 12-18 months ago. This financial prudence is now allowing COPE Ltd to look again at its "Vision" and "Mission" so as the aims and objectives can be enhanced and delivered upon by increasing the levels of participants and projects.

It is planned that in 2010/11 appropriate financial targets and budgets will be set which should improve efficiency.

We continue to employ 50 people, 11 of whom have a disability, and provide training and supported work placements for an additional 50 adults with learning disabilities. In addition COPE provides opportunities for volunteers (currently 12) who assist the organisation and the participants as well as gaining key work skills for themselves.

**Strategic Development**

The strategic development plan which we are working on, will show that COPE will continue to be at least 50% self-funding through the generation of sales from its enterprise activities. Confirmation of core funding from the Shetland Development Trust provides COPE with the financial security required to enable the organisation to

implement the developmental changes that will enable it to position itself for continued growth into the next decade. Coupled to this, the organisation will engage in 2010-11 with SIC in order to work to formalise a mutually acceptable per capita funding arrangement, providing the organisation with the next key pillar stone in achieving a lasting, sustainable business model. Similarly, the organisation will enter into discussion with SDT(SIC) with the aim of converting the £350,000 award into a service level agreement with agreed deliverables and outcomes.

With a firm revenue funding plan in place, the organisation will move to secure the necessary capital development funding from on and off-island sources in order to complete the development of its much needed expanded premises, thus providing the organisation with the key enabler to achieve future, sustained growth beyond 2012.

**Proposed Development Plans**

Based on the success and growth it has had to date, in the coming 2`-years COPE is seeking to consolidate its existing enterprise activities as well as putting in place the necessary organisational infrastructure to enable future organisational growth, beyond 2012. At the same time it is looking to expand its operations beyond Lerwick.

**Whalsay**

The Whalsay project will transform the derelict 'Net Store' at Symbister harbour into a vibrant cafe and enterprise centre creating a hub of activity and engaging all members of the island community. This is an island led initiative partnering with COPE Ltd to create a resource that will offer new opportunities in training and work placements for adults with disabilities. The café will service both locals and tourists and there will be an additional area for enterprise projects. There are also plans to have a small shop for local crafts and a tourist information point.

**Weisdale**

The building at Weisdale is to be used to expand COPE's existing activities. We are presently looking at a storage/distribution facility for the COPE family of businesses. We are also exploring the possibility of some light furniture repair and flat pack furniture assembly activity. The building will need minimal modifications for this to happen. This will create much needed work placements for the organisation.

By implementing these development plans, COPE aims at the end of the 2-year planning period to have put in place steps that will allow it to significantly develop its organisational capacity, to have strengthened and grown its existing service range, to have strengthened its governance and management team, and to have extended its service provision beyond Lerwick. All of this will allow the organisation to grow, both meeting the needs of its key funders and stakeholders as well strengthening the organisation for future growth thereafter.

**Growth Potential**

COPE believes that opportunities exist across a number of their existing enterprises for future growth, supporting an increase in turnover and providing a number of additional employment and training opportunities for people with disabilities. The key factor to enable future growth will be dependant on the organisation being able to secure additional premises and funding, which is likely to take a number of years and will likely take the organisation beyond the current 2-year planning horizon.

The expansion of COPE's main site is paramount to the ability of the organisation to grow its business levels, employ and support more employees and participants with learning disabilities and increase its turnover. **Failure to identify a suitable solution to its premises dilemma will mean, quite simply, that the organisation will be unable to grow, unable to achieve its potential and will be unable to meet the ever increasing needs for its service.**

To this point, the identification of a suitable solution to its premises challenge will be one of the foremost priorities for the new General Manager and the Board in the coming 2-year period. During this time, the organisation will continue to explore all available solutions, be they located at the current site or elsewhere, and once a suitable site is located, the organisation will then work to identify and secure the grant funding – projected at £1.6 million - to support the build and then complete the construction.

It is for these reasons that, within the 2-year planning period ahead, COPE is forecasting only limited service growth facilitated by growth out with Lerwick, and not centred on its existing, core service range. Having said this, activities related to the identification of a site, securing funding and progressing construction will all occur during this period, leading to core service growth in the post-2012 timeframe.

**Conclusion**

COPE is an efficient and competitive provider of day opportunities for adults with learning disabilities. Demand for the service provided by COPE will be ever increasing, year-on-year, through to 2020. In order to meet this demand, COPE will work in the coming 2-years to put in place the necessary organisational structure and capacity that will position it to be the foremost provider of employment and training opportunities in Shetland.

It should be noted that COPE is recognised around the world as a leader in Social Enterprise. As a small community it is essential that Shetland continues to lead in this field and to support others looking to adopt similar models in support of adults with disabilities. By sharing best practice and taking an innovative approach in identifying new business opportunities then Shetland can remain at the forefront and support the positive reputation of Shetland.

Updated 24/03/10

## COPE Ltd: 3-Year Cashflow Projections

| Reference | COPE: 3-Year Income Forecast | Current 2009-10 £ | Projections Year 2 2010-11 £ | Year 3 2011-12 £ | Year 4 2012-13 £ |
|---|---|---|---|---|---|
| | ***Revenue Income*** | | | | |
| 1 | Generated Income: Shetland Soap Company | £266,311 | £271,637 | £279,786 | £288,180 |
| 2 | Generated Income: COPE Catering & Karibuni | £175,546 | £179,057 | £184,428 | £189,961 |
| 3 | Generated Income: Horticultural | £24,944 | £25,443 | £27,988 | £30,786 |
| 4 | Generated Income: Scrapstore & Recycling | £68,152 | £69,515 | £72,991 | £76,640 |
| 5 | Generated Income: Last Ditchology | £14,742 | £15,036 | £15,488 | £15,952 |
| 6 | Generated Income: COPE Pet Supplies | £66,861 | £68,199 | £70,244 | £72,352 |
| 7 | Generated Income: Projects | £2,050 | £2,091 | £2,153 | £2,218 |
| 8 | Generated Income: Service Sales | £1,598 | £1,630 | £1,679 | £1,729 |
| 9 | Generated Income: Other | £0 | £0 | £0 | £0 |
| 10 | Grant Funder: Shetland Development Trust | £350,000 | £350,000 | £350,000 | £350,000 |
| 11 | Grant Funder: Shetland Islands Council | £258,993 | £104,026 | £104,026 | £104,026 |
| 12 | Grant funder: Others | £0 | £0 | £0 | £0 |
| 11 | Service Level Agreement: Shetland Islands Council | | £154,967 | £154,967 | £154,967 |
| | **Cash receipts from Core funding and trading** | **£1,229,197** | **£1,241,601** | **£1,263,751** | **£1,286,812** |
| | ***Other Income*** | | | | |
| 13 | Other Income: Sale of Assets | £0 | £0 | £0 | £0 |
| 14 | Other Income: Non-trading income | £19,800 | £19,800 | £19,800 | £19,800 |
| 15 | Other Income: Insurance Claims | £0 | £0 | £0 | £0 |
| 16 | Other Income: Miscellaneous | £1,185 | £1,200 | £1,200 | £1,200 |
| 17 | Other Income: Bank Interest | £116 | £114 | £114 | £114 |
| | **Total Other Cash receipts** | **£21,101** | **£21,114** | **£21,114** | **£21,114** |
| | **Total Cash receipts** | **£1,250,298** | **£1,262,715** | **£1,284,865** | **£1,307,926** |

| Reference | COPE: 3-Year Expenditure Forecast | Current 2009-10 £ | Projections Year 2 2010-11 £ | Year 3 2011-12 £ | Year 4 2012-13 £ |
|---|---|---|---|---|---|
| | **Revenue Expenditure - Staff & Volunteer Costs** | | | | |
| 21 | Salaries (incl. National Insurance Contributions) | £661,784 | £708,774 | £730,037 | £751,938 |
| | Company Pension Contribution | | | £16,817 | £34,642 |
| 22 | Training | £1,260 | £1,800 | £2,160 | £2,592 |
| 23 | Staff, Participant & Volunteer Expenses | £18,207 | £19,500 | £20,085 | £20,688 |
| 24 | Student Placements | £0 | £0 | £0 | £0 |
| 25 | Redundancy Payments | £0 | £0 | £0 | £0 |
| 26 | Recruitment Costs | £5,425 | £4,870 | £887 | £887 |
| 27 | Other Staff Costs | £2,390 | £2,438 | £2,511 | £2,587 |
| | **Total Staff Costs** | **£689,066** | **£737,382** | **£772,497** | **£813,333** |
| | ***Revenue Expenditure - Direct Costs*** | | | | |
| 28 | Shetland & Orkney Soap Purchases | £42,244 | £42,793 | £44,077 | £45,399 |
| 28 | Catering Purchases | £62,076 | £63,317 | £65,217 | £67,173 |
| 28 | Shetland Coffee Purchases | £2,452 | £2,501 | £2,576 | £2,654 |
| 28 | Karibuni Purchases | £19,772 | £20,168 | £20,773 | £21,396 |
| 28 | COPE Pet Supplies Purchases | £35,071 | £35,773 | £36,846 | £37,951 |
| 28 | Horticultural Purchases | £3,219 | £3,283 | £3,382 | £3,483 |
| 28 | Project Costs | £1,073 | £75 | £77 | £80 |
| 28 | Scrapstore & Last Ditchology Costs | £4,929 | £5,505 | £5,670 | £5,840 |
| 28 | Other | £0 | £0 | £0 | £0 |
| | **Total Direct Costs** | **£170,837** | **£173,415** | **£178,617** | **£183,976** |
| | ***Revenue Expenditure - Production Costs*** | | | | |
| 29 | Production Costs | £35,244 | £35,949 | £37,027 | £38,138 |
| 30 | Protective Clothing & Cleaning Costs | £10,939 | £11,157 | £11,492 | £11,837 |
| | **Total Production Costs** | **£46,183** | **£47,106** | **£48,519** | **£49,975** |
| | ***Revenue Expenditure - Property Costs*** | | | | |
| 31 | Rent & Rates | £55,651 | £55,732 | £57,404 | £59,126 |
| 32 | Heating, Lighting & Power | £17,680 | £19,448 | £21,393 | £23,532 |
| 33 | Insurance | £24,601 | £25,093 | £25,846 | £26,621 |
| 34 | Repairs & Maintenance | £12,186 | £12,430 | £13,051 | £13,704 |
| 35 | Telephone & Broadband | £6,208 | £6,518 | £6,714 | £6,915 |
| | **Total Property Costs** | **£116,326** | **£119,220** | **£124,407** | **£129,898** |
| | ***Revenue Expenditure - Administration Costs*** | | | | |
| 36 | Office Supplies | £5,968 | £6,088 | £6,270 | £6,458 |
| 37 | Computer Expenses | £3,080 | £3,142 | £3,236 | £3,333 |
| 38 | Office Postage Expenses | £954 | £973 | £1,003 | £1,033 |
| | **Total Administration Costs** | **£10,003** | **£10,203** | **£10,509** | **£10,825** |
| | ***Revenue Expenditure - Vehicle & Transport Costs*** | | | | |
| 39 | Motor Expenses | £9,333 | £9,800 | £10,094 | £10,397 |
| 40 | Freight & Delivery Costs | £11,411 | £11,639 | £11,988 | £12,348 |
| | **Total Vehicle & Transport Costs** | **£20,744** | **£21,439** | **£22,082** | **£22,745** |
| | ***Revenue Expenditure - Marketing Costs*** | | | | |
| 41 | Marketing Costs | £2,657 | £2,710 | £2,792 | £2,875 |
| | **Total Marketing Costs** | **£2,657** | **£2,710** | **£2,792** | **£2,875** |
| | ***Revenue Expenditure - Other Costs*** | | | | |
| 42 | Travel & Entertainment | £2,900 | £2,958 | £3,047 | £3,138 |
| 43 | Professional Fees | £44,762 | £43,440 | £32,050 | £33,012 |
| 44 | Leasing & Higher Purchase Costs | £5,965 | £6,448 | £6,641 | £6,840 |
| 45 | Loan Interest | £1,303 | £1,329 | £1,369 | £1,410 |
| 46 | Bank Interest & Charges | £3,467 | £3,540 | £3,646 | £3,756 |
| 47 | Miscellaneous Costs | £2,652 | £2,705 | £2,786 | £2,870 |
| | Loss on Sale of Asset | £1,400 | £0 | £0 | £0 |
| 48 | Insurance Claim Expenses | £0 | £0 | £0 | £0 |
| | **Total Other Costs** | **£62,449** | **£60,420** | **£49,540** | **£51,026** |
| | **Total Expenditure - Cash Payments** | **£1,118,265** | **£1,171,896** | **£1,208,963** | **£1,264,652** |
| | **Total Cash Surplus/Deficit** | **£132,034** | **£90,819** | **£75,901** | **£43,274** |
| 49 | **Depreciation** | **£26,595** | **£21,848** | **£16,038** | **£16,038** |
| | **Trading Surplus/Deficit** | **£105,439** | **£68,971** | **£59,863** | **£27,236** |
| | ***Cash commitments*** | | | | |
| 18 | Mortgage Repayments | £15,985 | £16,410 | £15,097 | £15,097 |
| 19 | Fixed Asset Additions | £18,986 | £14,400 | £15,000 | £15,000 |
| 20 | Committed Costs - Scrapstore Van, IT Upgrade | £26,400 | 0 | £0 | £0 |
| 20 | Committed Costs - Factory Upgrade, Whalsay | £42,000 | £30,000 | £24,000 | £0 |
| | **Total cash commitments** | **£103,372** | **£60,810** | **£54,097** | **£30,097** |
| | **Uncommitted funds** | **£2,067** | **£8,161** | **£5,766** | **-£2,861** |

21 Increase above inflation due to 4 additional part-time postitions - 3 positions in the garden for new placements requiring one to one support and 1 retail assistant/support worker for the Scrapstore.

# Shetland
## Islands Council

# REPORT

**To:** Services Committee 6 May 2010

**From:** Head of Schools

**Policy for Instrumental Music Instruction in Schools**

## 1. Introduction

1.1 This report is to establish a policy for Instrumental Music Instruction (see Appendix A).

## 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. Risk

3.1 There is a political risk in not proceeding with adoption of the policy proposed in this report, as the Service needs to hold a policy to ensure that pupils in all schools receive equality of provision.

## 4. Background

4.1 The Policy for Instrumental Music Instruction originally written in January 2003 was never presented to Council.

4.2 This revised policy has been written in consultation with the Instrumental Panel / Representatives.

## 5. Current Situation

5.1 In the past three years the following pupils have been presented for music qualifications. Figures below are noted as a percentage of the total number of pupils in the year group.

| Secondary 4 | 2007 | 2008 | 2009 |
|---|---|---|---|
| Standard Grade Music | 14% | 12% | 13% |
| Intermediate 1 Music | 2% | 2% | 4% |
| Intermediate 2 Music | 6% | 7% | 11% |

| Secondary 5 | 2007 | 2008 | 2009 |
|---|---|---|---|
| Higher Music | 8% | 8% | 9% |
| Advanced Higher Music | 3% | 3% | 3% |

5.2 The Schools Service recognises the benefit the pupils gain from instrumental music instruction and therefore do not wish to reduce the service. The policy provides direction on the service which Instrumental Music Instructors will provide.

## 6. Emerging Issues

6.1 The Schools Service still has to reduce the activities it undertakes to come within the budget set for 2010/2011. To assist with this a scheme for charging towards the cost of instrumental music instruction is being developed in partnership with Instrumental Music Instructors.

6.2 Appendix A makes allowance for a charging scheme to be developed. This will be presented to the next Council cycle and the outcome included in the Policy for Instrumental Music Instruction.

6.3 An initial meeting with Instrumental Music Instructors was held on 20 April 2010, and a further meeting is planned to finalise the detail of the scheme in May 2010.

## 7. Proposals

7.1 It is proposed that the attached policy (Appendix A) is approved for Instrumental Music Instruction.

## 8. Financial Implications

8.1 A report will be presented to Services Committee on 17 June 2010, with a Scheme of Provision for Instrumental Music Instruction, which will include detail on how charges for instruction may be implemented.

## 9. Policy and Delegated Authority

9.1 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.

## 10. Recommendation

I recommend that Services Committee approve:

10.1 the policy for Instrumental Music Instruction.

April 2010

Our Ref: HB/JE/sm

Report No: ED-05-F

Appendix A

# Shetland Islands Council

# Policy For Instrumental Music Instruction

DRAFT
April 2010

# Schools Service

**26 April 2010**
**Date of Review May 2013**

Contents

1. Organisation of Instrumental Instruction Service

2. Pupil Access to Instrumental Instruction

3. Charges for Musical Instrumental Instruction

4. Access to Instruments

5. Instrument Maintenance and Repair

6. Change of Instrument

7. Termination of Instruction

8. Reporting to Parents

9. Staff Returns

10. Sheet Music

11. External Exams

12. Administration

## 1. Organisation of Instrumental Instruction Service

1.1 The deployment of instrumental instructors takes account of a number of criteria:

- The need to maximise the benefit to pupils of instruction time available;
- The need to offer musical instrument instruction as fairly as possible in all catchment areas;
- Varying levels of demand for musical instrument instruction within schools;
- The aspiration to offer instruction to as many people as possible;
- School pupil population.

1.2 At primary level, pupils should not receive instruction within school on more than one instrument. At secondary level, pupils following National Qualification courses will be required to study a second instrument.

1.3 To maximise access for pupils to musical instrument instruction, group tuition may be used in the initial stages of learning the instrument. The size of groups, however, should take account of:

- the aspiration to offer instrumental tuition to as many pupils as possible;
- availability of resources and accommodation.

1.4 It is not permitted for pupils to have regular lessons on the same instrument with more than one instructor.

## 2 Pupil Access to Instrumental Instruction

2.1 It is recommended that instrumental instruction is not offered to pupils before P5.

2.2 Pupil access to tuition will depend on availability of instruments and instructors. On occasions demand for lessons may exceed provision therefore some process of selection will necessarily be required.

2.3 Whenever possible, pupils should have the opportunity to hear and see a demonstration of instruments available for tuition in the school.

2.4 The procedure to be followed in allocating pupils is as follows:

- Parents will be asked in the summer term of primary four whether their child wishes to be placed on a waiting list for instruction on a particular instrument.
- When vacancies arise, the appropriate instructor will assess pupils on the waiting list for suitability, having discussed it with the class teacher and specialist music teacher if one works in the school.
- The final decision on offers will be agreed between the Instructor, the Principal Teacher of Music if appropriate and the Head Teacher.
- The school will retain clear records of the rationale behind decisions taken.

2.5 An information booklet will be sent to the parents or carers of all children who are offered tuition. Tuition will commence once a signed acceptance of the conditions of instruction has been received.

2.6 Each lesson will normally be 30 minutes in duration.

2.7 Pupils who are unsuccessful in accessing instrumental instruction whilst in primary may still be offered tuition whilst in secondary education. Details of pupils remaining on waiting lists should be passed from primary departments to secondary departments as part of the transition arrangements.

2.8 Instrumental Instruction offered to secondary pupils would be dependent on availability of a suitable instructor. This could either be as part of a broad general education or in support of a course of study leading to a National Qualification in music.

## 3 Charges for Musical Instrumental Instruction

3.1 Complete details of this can be found in the Schools Service Scheme of Provision for Instrumental Instruction published separately from this document.

## 4 Access to Instruments

4.1 The Schools Service stock of musical instruments is for use of pupils. These will be used in the assessment of instrumental suitability. Some instruments may be available for long-term loan. The Schools Service reserves the right to recall any instrument at any time. Pupils receiving piano lessons must have access to a piano or digital piano. Other electronic keyboards are not suitable.

4.2 Following a reasonable period of instruction, parents should be encouraged to explore the rental or purchase of a suitable musical instrument for their child.

4.3 Pupils receiving tuition in violin/fiddle will be required to purchase their own instrument. School-owned instruments may be available to borrow for a trial period.

4.4 Instruments owned by the Schools Service are covered by the Council's Insurance Policy.

## 5 Instrument Maintenance and Repair

5.1 Parents may have to pay for any repairs or replacement of any instrument, which has been damaged as a result of negligence or mistreatment.

5.2 Under devolved school management, the purchase of school resources has been devolved to schools. Schools can therefore fund additions to the Schools Service stock of musical instruments or costs associated with repairs to existing stock. Instructors will be able to offer advice on this.

5.3 Shetland Islands Council owned instruments will be supplied complete with strings, reed etc. Thereafter any replacements will be the responsibility of the parents.

5.4 Tuning of pianos in schools will be funded by the Schools Service.

## 6 Change of Instrument

6.1 A change of instrument may be advised by an Instructor or requested by the pupil.

6.2 Full consultation between instructor, the child, the child's parent or carer and the head teacher should be undertaken to explore whether or not a change would be beneficial to the pupil.

## 7 Termination of Instruction

7.1 Instrumental instruction may terminate when:

- a pupil moves to a different school where continuity of provision is not possible;
- a pupil leaves school;
- a pupil decides to stop instruction;
- the school, in consultation with Instructor, decides to terminate instrumental instruction.

## 8 Reporting to Parents

8.1 Reporting to parents will be in accordance with the practice of each individual school.

## 9 Staff Returns

9.1 Instructors will send names of those transferring from primary to secondary school to secondary instructors by 1 June of the appropriate year.

9.2 Instructors' timetables and pupil details will be submitted to the Schools Service by 30 September of each new session.

9.3 Instructors will be expected to retain details of any Shetland Islands Council owned instrument issued to pupils

9.4 Any proposed alteration to the timetable during the session must be agreed with appropriate Head Teachers and then notified to the Schools Service as soon as possible.

## 10 Sheet Music

10.1 Parents will be asked to purchase all music for instrumental lessons. Instrumental Instructors will advise parents as to the most appropriate materials.

## 11 External Exams

11.1 Instrumental Instructors will encourage their pupils to enter for external examinations wherever they feel that this is appropriate. All fees and expenses associated with the examination process will be the responsibility of the parents/carers.

## 12 Administration

12.1 The timetabling and strategic direction of Instrumental Instructors is the responsibility of the Schools Service through the Creative Links Officer.

12.2 Individual Instrumental Instructors are directly line managed by the Head Teacher of their base school. In larger schools this role may be delegated to a Depute Head or Principal Teacher.

12.3 Peripatetic Instructors conditions of service are detailed in the Shetland Local Negotiating Committee for Teaching Staff (LNCT) agreement and additionally in the Scottish Negotiating Committee for Teachers (SNCT) handbook.

NHS Shetland

Shetland Islands Council

# Report

**To:** **Services Committee** **6 May 2010**

**From:** **Head of Community Care**

**Report No: SC-10-10-F**
**Community Health &Care Partnership (CHCP) Agreement 2010 - 2013**

## 1. Introduction

1.1 This report presents the annual revision of the CHCP Agreement for approval.

1.2 The CHCP Agreement 2010 – 2013 will be presented for approval by Shetland NHS Board on 11 May 2010.

## 2. Links to Corporate Priorities

2.1 The CHCP Agreement supports the priority targets articulated in Shetland's Single Outcome Agreement under the National Priority Area: Healthier, specifically:-
"We will support and protect the most vulnerable members of the community, promoting independence and ensuring services are targeted at those most in need."

## 3. Risks

3.1 Risks relating to community health and care services are set out in the CHCP Risk Register, which is available separately. The main risk associated with this report is that the pace of change required to ensure that we have sustainable solutions in place to meet the growing needs of an ageing population is not achieved, leading to poorer outcomes for vulnerable people in the community, particularly older people.

## 4. Background

4.1 The format of the CHCP Agreement has evolved over the last three years. It is the main reference document for all activities within the CHCP. It sets out the governance arrangements; the financial framework; community health and care service plans by care group; the communications strategy; the CHP Risk Register and CHP Commissioning Strategy.

4.2 The annual review draws on the consultation exercises undertaken during the year through a number of strategic planning groups and detailed consultation on individual projects e.g. Isleshavn feasibility study, SSA LEAN Review.

4.3 The Agreement includes information regarding key development activities undertaken in 2009/2010. This is summarised in the CHP Main Priorities Action Plan, which is attached at Appendix 1.

4.4 The work programme is monitored by the CHCP Management Team chaired by the Head of Community Care and progress is reported routinely to the CHP Committee.

4.5 This year the section on the single shared assessment process has been rewritten to present the new “With You For You” process, which went live on 5 April 2010.

4.6 Other significant changes are that the Long Term Conditions Action Plan is included in the section on Primary Care and the section on Older People has been changed to include key messages from the national “Reshaping Care for Older People” initiative which is the subject of a separate report on today’s agenda.

4.8 A full copy of the CHCP Agreement 2010 – 2013 is available in the Members room.

NHS Shetland

Shetland Islands Council

## 5. Proposals

5.1 The development priorities proposed for 2010/2011 are:-

1. To maintain the reported position of zero discharges from hospital delayed by more than six weeks against national HEAT targets;

2. To reduce the number of people coded 71X to zero and maintain this position;
   Note: Code "71X" is used in reporting delayed discharge numbers to the Scottish Government in :-

   - "limited cases where an interim move under the choice of accommodation guidance is deemed to be unreasonable for the patient. This may be where reasons of extreme distances or transport infrastructures make visiting residents impossible. This code should only be applied where remaining in a hospital setting is the only viable alternative. In all other choice cases (code 71) the underlying principle remains that remaining in hospital is not an option"; and
   - cases where a patient is "exercising statutory right of choice – where an interim placement is not possible or reasonable."[1]

3. To implement the actions arising from the Interim Placement Services Review;

4. To support increasing numbers of older people to remain in their own homes or in homely environments in their local communities. The local target is for 46% of all older people receiving intensive care services long term to be supported at home;

5. To maintain progress on the approved work programme for additional long term care places, meeting all target deadlines;

6. To open the temporary-based care home at Montfield in July 2010;

[1] Extracts from the Scottish Government Delayed Discharges Definitions and data recording manual regarding Delayed Discharge.

7. To continue to promote Local Service Delivery Groups (LSDGs) and the Public Partnership Forum Network across Shetland with a view to having on-going dialogue with the community on health and care issues;

8. To promote public engagement on the national programme "Reshaping Care for Older People" through all service developments using existing consultation methods and the Public Partnership Forum;

9. To complete a review of services for younger adults with physical disabilities including supported accommodation and services provided at Montfield Hospital;

10. To develop a Joint Respite Strategy;

11. To implement the "With You For You" Quality Assurance Framework including the Customer Relations function;

12. To continue the implementation of the Telecare work programme to support more people at home or in extra care housing, including a number of pilot projects to inform the rollout of Telehealthcare solutions;

13. To complete all pilot projects recommended in the Sheltered Housing Review;

14. To complete work on the Primary Care Strategy as an integral part of NHS Shetland's Clinical Strategy;

15. To complete the work on the Long Term Conditions Action Plan ensuring all work strands are transferred to mainstream service delivery models e.g. anticipatory care and case management; and

16. To build on the IiP Bronze Award achieved in March 2010; supporting the workforce and taking forward the recommendations of the IiP Assessor's report;

17. To develop proposals for better integration of Children's Services in the organisation and work of the Community Health & Care Partnership;

18. To review the governance arrangements for the CHP in light of the reviews of Scotland's CHPs undertaken by the Scottish

Government and Audit Scotland, both due to be published in 2010.

5.2 Progress will be monitored by the CHCP Management Team and reported to CHP Committee and Services Committee usually on a quarterly basis.

## 6. Financial Implications

6.1 There are no financial implications arising directly from this report.

6.2 The funding streams for all Community Health and Care Services are set out in the CHCP Agreement bringing together the approved budgets for both Council and NHS Shetland Community Health and Care Services.

## 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 with approved policy and for which there is a budget.

## 8. Conclusions

8.1 The CHCP Agreement is the main reference document for all community health and care services in Shetland.

8.2 The revised agreement reflects the culmination of a lot of hard work by staff across the CHCP in particular regarding the redesign of Shetland's Single Shared Assessment process.

8.3 The plans for 2010/2011 are ambitious and include a number of projects that are designed to ensure that we develop services that are fit for purpose and sustainable in the long term.

NHS Shetland

Shetland Islands Council

9. **Recommendation**

9.1 I recommend that the Services Committee approve the CHCP Agreement 2010 – 2013 including the service development priorities set out in section 5 above.

Date: 26 April 2010 Report No SC-10-10-F
Ref: CF/AN/SC-10-10-F

**Action Plan on Main Priorities from Community Health & Care Partnership Agreement – 2009-2012** **Appendix 1**

| Objectives | Lead Responsibility | Action Required | Timescale | Desired Outcome | Progress |
|---|---|---|---|---|---|
| 1. To maintain the position of zero discharges from hospital delayed by more than six weeks | DCS | • To implement actions in the Discharge Action Plan.<br>• To continue to explore innovative solutions.<br>• To reduce all delayed discharges to zero by April 2010 | April 2010 | No one is inappropriately placed in hospital | **Numbers have reduced to 9 at 31 March 2010 from 24 in May 2009. It is anticipated that by the end of April 2010, there will be no one placed in the IPU at Montfield Hospital. The work in this area is directed by the IPS Review Project Board** |
| 2. To complete a review of Interim Placement Services in Shetland, i.e. services for people waiting for support to return home or move to a community based care setting following discharge from hospital | DCS | • To co-ordinate and drive forward work in the Discharge Action Plan, linked to 1 above. | Dec 2009 | No one is inappropriately placed in hospital | **A detailed update on progress was presented to CHP Committee in Jan 2010. A further update will be presented to CHP Committee in April 2010. Work to implement the agreed actions from the Review is being taken forward through 5 workstreams and is directed by the IPS Review Project Board. Full details are available separately.** |

**Action Plan on Main Priorities from Community Health & Care Partnership Agreement – 2009-2012**
**Appendix 1**

| Objectives | Lead Responsibility | Action Required | Timescale | Desired Outcome | Progress |
|---|---|---|---|---|---|
| 3. To support increasing numbers of older people to remain in their own homes or in homely environments in their local communities. The local target is for 40% of all older people receiving care services long term to be supported at home; | H of CC | •To continue to develop flexible, responsive care at home services across Shetland.<br>•To promote self-care and self-managed care.<br>•To develop anticipatory care programmes linked to the work of the Long Term Conditions Collaborative. | On-going<br><br>Dec 2009 | Better outcomes for patients. Reduction in emergency admissions to hospital and inappropriate admissions to hospital and residential care. | Long Term conditions and Anticipatory Care is a key strand in the Interim Placement Services Review<br>Support from jit provides links with partnerships successfully using new care models in other parts of Scotland. **Locally 46% of all older people receiving intensive support are now supported at home.** |
| 4. To complete the detailed design work for replacement facilities for Viewforth and Isleshavn | SM Community Care Resources (Wolfgang Weis) | •To complete the detailed design work and costings for options identified and present to SIC for inclusion in the capital programme | Sept 2009 | To increase capacity and meet national care standards | Full Council approved the report and recommendations for the re-development of the current Mid Yell High School into a Residential Care Centre with Extra Care Housing provision on site. Work on developing more detailed plans are on-going according to the approved recommendations. |

| Objectives | Lead Responsibility | Action Required | Timescale | Desired Outcome | Progress |
|---|---|---|---|---|---|
| 5. To complete the construction of a temporary-based care home at Montfield | H of CC | •To complete the construction phase<br>•To develop the services that will operate from Montfield | May 2010 | To reduce the number of people waiting for residential care | Construction work has started and progress is in line with the project plan. **Capital works will be completed in July 2010.** It is expected that the commissioning process and familiarisation will be completed in time for the home to open by mid August 2010. |
| 6. To continue to promote Local Service Delivery Groups (LSDGs) and the Public Partnership Forum Network across Shetland with a view to having on-going dialogue with the community on health and care issues | H of CC | •To establish the reporting structures that link PPF & CHP governance arrangements.<br>•To promote the work of the LSDGs<br>•To re-invigorate LSDGs that have been less active | Sept 2009 | To have on-going dialogue with communities on health and care issues.<br>To develop a community led health model | A temporary Project Manager, funded from Scottish Government is working with the PFPI Steering Group, NHS100 and the Planning in Localities Steering Group (PILSG) to develop the PPF Core Group. PILSG continues to support LSDGs in a practical way. A draft Working Agreement for the PPF describing the relationship between the PPF and the CHP was presented to the CHP Committee on 28 January. The draft has been revised in light of the Committees discussions and has been circulated again for comment from stakeholders. |

**Action Plan on Main Priorities from Community Health & Care Partnership Agreement – 2009-2012**
**Appendix 1**

| Objectives | Lead Responsibility | Action Required | Timescale | Desired Outcome | Progress |
|---|---|---|---|---|---|
| 7. To complete a review of services for younger adults with physical disabilities including supported accommodation and services provided at Montfield Hospital | DCS | This review will be taken forward through the Interim Placement Services Review, which will look at all long stay hospital provision | Dec 2009 | Plans to increase community based support for people with physical disabilities | Work is linked with 2 above. Reports to the Council and NHS Board have noted that the 4 hospital beds designated for this care group have not been used for a number of years. |
| 8. To develop a Joint Respite Strategy | H of CC | Terms of Reference required.<br>Project team to be established and project manager identified | 2010 | Equitable framework for respite care.<br>More flexible responsive respite care provision | Start delayed due to lack of capacity at management level to lead this review. Expect review to start by end of 2009.<br>Research into the background and policy drivers has started |
| 9. To complete a LEAN review of the SSA processes and implement electronic sharing of the Single Shared Assessment through the work of the Data Sharing Partnership | SM Community Care Fieldwork | • To undertake a LEAN review of the SSA process | Summer 2009 | Efficiency savings leading to faster access for services for patients. | A LEAN consultant has been commissioned to lead the review process. A team of staff from across the Council and NHS Shetland has been established. A Kaizen Blitz exercise was completed on 5 Sept 2009. The project has made good progress, **and the With You For You process was implemented on 5 April 2010**. The process reflects the new eligibility criteria for Community Care Services |

| Objectives | Lead Responsibility | Action Required | Timescale | Desired Outcome | Progress |
|---|---|---|---|---|---|
| | | | | | which were implemented in October 2009. |
| 10. To develop proposals for better integration of Children's Services in the organisation and work of the Community Health & Care Partnership | TBA | •Look at different models for CHP & CHCP structures and governance regarding children's services.<br>• Present proposals for agreement to the Board and SIC | April 2010 | Better Integration of Services and seamless transition from Children's to Adult Services | Start delayed due to lack of capacity at management level to undertake this review. |
| 11. To implement Telecare solutions to support more people at home or in extra care housing | SM OT | •To develop detailed proposals covering processes and criteria for Telecare solutions.<br>•To implement Telecare solutions linked to health and community care service models | 2009/10 | More people supported at home through promoting independent, self-caring solutions, supported by flexible response. Efficiency savings. | A dedicated project manager has been appointed and took up post on 18 January 2010. 3 pilot projects will be developed during 2010 and then Telehealthcare solutions mainstreamed. **The Scottish Government have provided a further £120K to support work in this area in 2010/11.** |
| 12. To take forward the recommendations from the Sheltered Housing Review | Executive Director Education & Social Care | •To take forward the pilot project identified and work on implementation of solutions across Shetland based on the findings | 2009/10 | More people supported at home in their own homes | Work on the pilots is in hand. Pilot regarding the provision of Extra Care Housing in Unst has started on the 11 January. 3 houses are occupied and feedback from tenants and carers is very positive. There were open days held on 28/29 Nov 2010. |

TBA: To be advised

**Action Plan on Main Priorities from Community Health & Care Partnership Agreement – 2009-2012**
**Appendix 1**

| Objectives | Lead Responsibility | Action Required | Timescale | Desired Outcome | Progress |
|---|---|---|---|---|---|

# Shetland
## Islands Council

# REPORT

**To:** Services Committee 6 May 2010
Employees Joint Consultative Committee 17 May 2010

**From:** Head of Schools

**Knitting Instruction in Schools**

## 1. Introduction

1.1 The Schools Service is under financial pressure and over the past three years has had to reduce budgets. It is becoming increasingly difficult to do so without considering reducing discretionary service areas.

1.2 Knitting instruction is delivered across primary schools in Shetland for both boys and girls. The children benefit from this area of service but it is not part of our statutory service.

1.3 This report asks the Services Committee to consider ending this discretionary service and for a process of redeployment for the fourteen part time staff (4.4 FTE) to commence.

## 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.

2.3 As this report is for decision, there are risks associated with its recommendations:

- Political risk, as ceasing knitting instruction in schools could be seen as detrimental to the cultural tradition of Shetland.
- Financial risk as, locally, if we proceed as in previous years, the Schools Service budget for 2010/2011 will have to be increased.

## 3. Background

3.1 Knitting instruction was introduced as a service in the early 1970's. Previously domestic science teachers had undertaken some knitting instruction with children as part of their course work.

3.2 An art teacher recognised the benefit of introducing knitting instruction as an area to be taught to all girls. This was to assist with the modernisation of the knitting industry in Shetland at the time. It was with a view to ensuring the continuation of a traditional craft which was one of the mainstays of the economy of Shetland at the time. Appendix A provides more detail and was produced by the knitting instructors.

3.3 By 1977 most schools in Shetland were offering knitting to girls and the boys had craft activities at the same time.

3.4 It was recognised that boys should have the opportunity to learn to knit as well as girls due to equal opportunities and they were introduced to knitting instruction.

3.5 The Schools Service meets on an annual basis with the Head Teachers and there is a discussion on areas for savings. Over the past few years knitting instruction has come up as an area for consideration for savings. In 2009, this area was again highlighted as an area which could be considered for savings.

3.6 In 2005 the Finance Working Group rejected it as an area which the Members wanted to consider for savings. Since then other areas of discretionary Schools Service have ceased, including Foreign Language Assistants in secondary schools.

3.7 Schools Service staff met with the knitting instructors and their representatives on 25 March 2010 to inform them that this report was being presented Committee.

## 4 Proposals

4.1 It is proposed that knitting instruction cease in schools and exit strategies be explored that will support the impact of this on the staff concerned.

4.2 The fourteen part time staff will be offered redeployment in accordance with the Redeployment Policy or voluntary redundancy and some may chose to retire. Initial discussions have already taken place and some of the staff have indicated a willingness to be re-deployed.

4.3 A special Employees Joint Consultative Committee will be held before Shetland Islands Council meet in May and this report will be presented to further engage with the Unions on this matter.

4.4 Knitting instruction is part of the craft and design curriculum. The Schools Service will continue to deliver textile craft activities through the Creative Links Service.

4.5 There will be opportunities for the Museum Service and the Arts Trust to be involved in this development.

4.6 The Creative Links Service has a small budget to assist with this, and also has the opportunity to apply for external funding for projects.

## 5. Financial Implications

5.1 There are financial implications arising from this report. The budget for Knitting Instruction for 2010/2011 is £128,365. This amount represents the total saving to Shetland Islands Council should the service cease.

5.2 However, full savings will only be realised once the staff involved have been offered and accepted which ever of the options, described in paragraph 4.2, which most suits their needs.

5.3 Costs arising from undertaking this exercise will be set against savings made in this financial year.

## 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

The recommendation to the Services Committee is that they recommend to Shetland Islands Council that

7.1 Knitting instruction cease in schools across Shetland and that the relevant options, as described in paragraph 4.2, be followed for the fourteen part time staff.

April 2010

HB/sm ED-06-F

# KNITTING INSTRUCTION

Knitting is taught in Shetland's Primary Schools with a view to ensuring the continuation of a traditional craft which has been, is and, hopefully, will be one of the mainstays of Shetland's tripartite traditional economy, together with crofting and fishing. Shetland's name is synonymous with Fair Isle and lace knitting and it would be unthinkable that this craft be allowed to die.

The aim is, therefore, to instil some knowledge and appreciation of the traditional aspects of this craft whilst providing an opportunity for the pupils to learn the basic skills of knitting with some emphasis on traditional designs and styles with an eye to adapting these to suit the times.

A craft will only be pursued by someone who is interested and enjoys that craft. It is, therefore, essential that knitting is fun and all efforts are made to make the lessons as varied and enjoyable as possible.

By studying the traditional aspects of Shetland knitting excellent opportunities are raised for passing on information about other areas of traditional life and culture in Shetland.

Apart from the traditional aspects of this subject, knitting instruction also has the following benefits for pupils:

1. learning a useful craft;
2. learning that a project is to be prepared, executed and completed;
3. learning a craft which, in today's stress-filled lifestyle, offers a soothing and relaxing pastime;
4. a repetitive action is involved which is beneficial to pupils with motor difficulties;
5. non-academic pupils often have a chance to shine in the knitting class;
6. pupils have an ideal situation to learn and practice social skills that is so important at this time when children are becoming increasingly isolated by sitting for hours in front of a computer, loss of family mealtimes, own TV in room etc.

# Shetland
## Islands Council

# REPORT

**To:** Services Committee 6 May 2010

**From:** Executive Director of Education and Social Care

**New Anderson High School Capital Project – Progress Report**

## 1 Introduction and Key Decisions

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 Risk Management

3.1 This project is recognised as one of the most high-risk capital investment projects for this Council. It is regularly referenced by Audit Scotland, in their audit work and in their strategic risk assessments. As part of the Independent Review of this project, carried out in the summer of 2009, Zurich Municipal was commissioned by the Council to prepare a Project Risk Report which highlighted a number of potential significant risks for this project in the areas of: political; professional; competitive; physical assets; customers/service users; and contractual. Good Project Management arrangements will ensure that these risks are well managed, as the project develops.

## 4 Background

4.1 At Services Committee on 3 September 2009, Members agreed the following parameters for the new Anderson High School (minute ref: SC 75/09): –

- Confirm the earlier decision to build the new Anderson High School on the Lower Staney Hill (Clickimin) site;
- Set an indicative budget for the project of no more than the current estimate for the Knab Road site;
- Revise the design of the project in line with the recommendations of the educational and architectural consultants;
- Recommend that the Council consider reverting to traditional procurement by competitive tender rather than Early Contractor Involvement.

4.2 These were confirmed at the Council meeting on 16 September 2009 (minute ref: SIC 114/09).

4.3 In November 2009, Members considered a Report on the legal requirement to consult on the site location and agreed (Minute Reference SC111/09) to:

a) note the requirement to comply with the Statutory Consultation Requirements, set out in Appendix 1, with regard to the desire of the Council to locate the new Anderson High School on the Lower Staney Hill site, as it changes the site of a school; and

b) note that for the purpose of the Statutory Consultation Requirements, the Committee confirms the move to the lower Staney Hill Site as the Council's preferred option.

4.4 The timescale agreed was to undertake the statutory consultation in the spring of 2010 (to fit in with the Education Blueprint consultation programme) and for the overall work to be completed by December 2010.

4.5 In February 2010, Members agreed to work up a revised Brief and undertake a Feasibility Study for the Halls of Residence project, alongside the new Anderson High School project (Minute Reference SC14/10).

## 5 Progress Report

5.1 This section describes the current work programme and progress with key activities.

5.2 Site / Architecture and Design Scotland (A+DS) Workshop

5.2.1 A planning meeting of all interested parties was held on 12 February 2010. The workshop session was facilitated by Architecture and Design Scotland (A+DS) and was attended by most Council services, one Councillor and two representatives from Lerwick Community Council. The session explored the siting of the school on the Lower Staney Hill site, what the overall objectives for the proposal might be and connections with other facilities with Lerwick (e.g. the Town Centre and Shetland College).

5.2.2 A Report on the outcome of the day was prepared by A+DS, and is included at Appendix 1. The next stage, a workshop session for Council Members, is currently being planned.

5.2.3 The key issues identified by A+DS are set out below.

> "It seems to us that there are a few really key issues which emerged from the workshop. These can be summarised as follows:
>
> Life-long learning
>
> The relationship between the school and the college is an important issue that needs to be resolved in terms of education and investment
>
> Site
>
> A potential move to the western part of the town should consider the Clickimin area as a whole – i.e. all the land between the Hill and North/South Lochside. The topographical challenges presented by the site at Staney Hill, particularly with regard to light, needs to be recognised.
>
> Assets
>
> It is not really possible to evaluate the Staney Hill (or any other) site as a location for the school without looking also at the impact that such a proposal would have on the Knab Hill site or on other sites / places in the town, and on other facilities in Lerwick and throughout the Islands, e.g. sports, libraries, culture, etc.

Planning

There are wider implications of this project, for instance with regard to housing, transport, retail provision etc. That will need to be addressed through the local development plan."

5.3 Site / Concept Drawings

5.3.1 PJP Architects LLP was appointed on 16 February 2010 to develop sketch proposals exploring a number of possible options for a new school at Lower Staney Hill. These options were to be based on the Existing Design Brief and Accommodation Schedule, together with possible amendments to reflect further considerations by the Schools Service and educational consultants. Furthermore, each variation of the brief was to be developed as two options: one with integrated PE facilities and one with PE provision in conjunction with Shetland Recreational Trust. Each option should also consider the provision of new halls of residence.

5.3.2 It was later agreed in discussion with the Head of Capital Programming that the study need not be restricted to the area zoned for educational use but could also include examination of other sites in the Lower Staney Hill/ Clickimin area.

5.3.3 The sketch proposals presented are preliminary outline drawings showing basic site layouts, access roads and parking in relation to existing buildings, roads, etc.

5.3.4 The areas considered can be summarised as:

- the area of Lower Staney Hill currently zoned for educational use;
- Clickimin north;
- Clickimin south; and
- the campsite and the education zone.

5.3.5 The concept drawings are included for each option at Appendix 2. It must be emphasised that these should not be regarded as 'designs' at this stage, however each option is an accurate representation of the area and mass a new school in compliance with the brief would occupy on the site.

5.3.6 The conclusions reached by PJP Architects LLP are that:

"The Education Zone area to the north of the old Staney Hill road can be developed to provide a new school in accordance with the Existing Design Brief and Accommodation Schedule, integrated ASN and PE facilities. This would be in conjunction with

construction of the proposed new access road to serve the proposed new housing developments in the Staney Hill area. It would however appear unlikely that this area could also accommodate new Halls of Residence which would more likely have to be located elsewhere, possibly on a site yet to be confirmed within the proposed new housing development area.

Alternative sites to the north and south of Clickimin Leisure Complex both appear to be feasible options, subject to review of current planning policy and further detailed site investigation. With either of these options it would be possible to develop new Halls of Residence in the Education Zone.

The site to the south of Clickimin Leisure Complex offers the best opportunity for integrated facilities and shared car parking."

5.4 Consultation on Relocation of the School to the Council's preferred site

5.4.1 In November 2009, Members considered in detail the requirements of the Schools (Consultation) (Scotland) Bill, whereby the Council is required to consult on the relocation of the school. The Council's Legal Services provided an Advice Note summarising the new consultation process which is attached as Appendix 3 to this Report. Members were mindful of the need to take care to link this work with the significant consultation exercise regarding the Education Blueprint exercise, which was undertaken in the first 3 months of 2010. The outcome of the Education Blueprint exercise will be reported through Services Committee in June 2010.

5.4.2 Already, the Schools Service has received feedback, commenting on the need to link the new Anderson High School with the Education Blueprint proposals. People are interested in understanding the links with the Halls of Residence, the size of the school, opportunities for accessing other services and transport arrangements. It is important for the Council not to pre-empt any of the consultation, which may yet come from decisions taken in June 2010 on the Education Blueprint. At the same time, there is a need to stay focused on securing a new Anderson High School in a reasonable timeframe, to replace the existing facilities.

5.4.3 In order to progress the projects in parallel, without one disrupting or pre-empting the other, it is proposed to present the relocation of the preferred site at Lower Staney Hill as a "like for like" replacement. In this regard, it might not be possible to answer all detailed questions from the community with regard to, for example, shared use of PE facilities, where the Halls or Residence might be located, and so on.

Instead, questions of detail will be addressed through the detailed design stages of the project.

5.4.4 In November 2009, a provisional timetable was drawn up. It is now proposed to undertake the statutory consultation through predominantly written communication with interested stakeholders, supported by public meetings as necessary. The Education Blueprint consultation and the Anderson High School relocation proposal will merge together, where possible. The timeline for this work has been amended and is set out below. The overall timeline of reporting by the end of 2010 is maintained.

Consultation Timetable

| **Task** | **Original Timescale** | **Revised Timescale** |
|---|---|---|
| Publication of Proposal | February 2010 | June 2010 |
| Formal Consultation Period | Minimum 6 weeks, including 30 School Days, so in spring 2010 | June 2010 – September 2010 |
| Collation of Feedback from Consultation and preparation of the Summary of Representations | June 2010 | September 2010 |
| Review and feedback | July 2010 | October – November 2010 |
| Final Report | November 2010. | December 2010 |

5.4.5 The Schools Service engaged with an educational consultant whose background is in schools and timetabling. He was tasked with developing three models of accommodation schedules based on possible pupil populations. He shared his findings with the Chair and Vice Chair of Services Committee and the Spokesperson for Education. His models were developed from a starting position of pupil population and the education provision offered. The consultant considered how this would be timetabled and from this exercise a proposed accommodation schedule for teaching spaces was reached. A final report has recently been received by the School Service.

## 6 Financial Implications

6.1 There are no direct financial implications arising from this Progress Report.

## 7 Policy and Delegated Authority

7.1 Shetland Islands Council, at its meeting in June 2008 (minute reference SIC 94/08) made a specific recommendation to remit the detailed development of the Anderson High School project to Services Committee. This was ratified at the Council meeting on 16 September 2009 (minute reference: SIC 114/09).

7.2 However, the 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 that the Council:

(a) note the key issues raised by A+DS from the first workshop, at paragraph 5.2, and welcome their continued involvement in developing the site and project proposals through dialogue with Members; and

(b) note that the updated concept drawings prepared for the site has concluded that, for two scenarios, the Lower Staney Hill / Clickimin site can accommodate the school and the Halls of Residence, and for one scenario, the Halls or Residence might be located nearby at the Staney Hill; and

(c) note the proposed timetable for the consultation exercise on the relocation of the school to the preferred site at the Lower Staney Hill, that the detailed proposal for consultation will be presented to the next meeting of Services Committee on 17 June and that the work is scheduled to complement the reporting timescale for the Education Blueprint.

Ref: HAS/sa Report no: ESCD-12-F

**Appendix 1**
**Workshop Notes from Architecture and Design Scotland**

## Our Ambition

*'a part of the mental geography of Shetland'*

This building is far more than our school. It is an iconic expression of our place, our history, how we have used our land, our skills, and our pride: "I went there. That's our school."

So, it needs to be inspirational, aspirational, and accessible for all the people in Lerwick and Shetland. We need community ownership and involvement, and real synergy with other facilities.

And it needs to integrate with its setting - with the sea, the land, the climate - as well as being sustainable and adaptable.

*' fit for whatever the future may be . . . '*

## Our Assets

To meet our learning needs we already have a wide range of existing facilities. In addition to the provision of halls and schools across Shetland, Lerwick is already well provided with learning assets in addition to the school campus itself - such as the Museum, the Library, the Leisure Centre, Isleburgh House, and the further education facilities. Outdoors we have Gilbertson and Jubilee Parks as well as opportunities at places like Clickimin Loch – plus our waterfront, our harbour, the sea, and the town itself.

In addition there are many other locations and buildings which could play an important role in enabling the learning future of the town – ranging from commercial and council offices to vacated and potential sites, or the emerging cultural facilities at Mareel._

But our schools, assets and land are not all used all the time and perhaps we should only build what we currently don't have.

## Our Criteria

*'vibrancy and vitality'*

We are looking for design solutions which are an expression of this place, in central locations which are easily accessible for Shetland's communities, open to the people, and near to the population. They should be well connected and well linked, 24/7 multiple use facilities for the whole community. And they should sustain the population through socially inclusive learning – for the maximum benefit of Shetland's future.

They need to be flexible and adaptable – which means being fit for purpose, fit for the Curriculum for Excellence, and fit for educational change. But the school also needs to be viewed in the context of its impact on, and synergy with, the other facilities and services in Lerwick and throughout Shetland. This 'opportunity cost' matters in terms of capacity and wider added value, including not only educational benefits, but also health, housing, wellbeing, infrastructure and economic consequences.

We need a school which is affordable not only in capital terms but also revenue, and which considers the whole life costs of both the school itself and of the other facilities affected. The environmental impact in terms of carbon footprint, energy and transport needs to be seen as part of an investment in the whole system and in learning - taking advantage of the lessons of light and climate in Shetland.

*'green as a whole island paradigm'*

## Our Action

We need early discussions and consultation with Members, staff and pupils of the school itself, other agencies, and the Public to develop a joint vision and development brief. This means a hard look at the network of linked sites and options, and an appraisal of each project's impact and its relationship to: The Single Outcome Agreement, Corporate Planning, Development Plan, Education Blueprint, and new investment decisions throughout the capital programme.

# Appendices 2a to 2i
# Pre-Consultation Study: Concept Drawings

**Appendix 3**
**Advice Note from SIC Legal Services**

## Statutory Consultation Requirements
## Proposal to Change the Site of Any School

### The Legal Duty

The Education (Scotland) Act 1980 places a duty on education authorities to follow a prescribed consultation process when proposing certain changes in educational matters (Section 22A). Education authorities shall not reach a decision on it without having regard to any representations made to them on it under the prescribed consultation process.

The prescribed consultation process is currently set out in The Education (Publication and Consultation Etc.) (Scotland) Regulations 1981. A proposal to change the site of any school is subject to the prescribed consultation process. (Schedule 1, Proposal (b))

However, the consultation process is due to change on 1st April 2010 with the implementation of the Schools (Consultation) (Scotland) Bill.

The Bill introduces a new duty on education authorities to comply with a set of initial and subsequent requirements before proceeding with certain proposals relating to educational matters. A proposal to relocate a school is subject to the requirements of the Bill.

### Initial Requirements

Before proceeding with any proposal that is subject to the provisions of the Bill, the Schools Service must:-

(i) Prepare an Educational Benefits Statement.
(ii) Prepare and publish a Proposal Paper.
(iii) Give notice of the proposal to the relevant consultees.
(iv) Hold a public meeting.
(v) Involve HMIE.

### Educational Benefits Statement

The Educational Benefits Statement sets out the Schools Service assessment of the likely effects of the proposal, if it were implemented, on the pupils and other users of the facilities at any affected school, children who would be likely to attend the school, and other pupils in Shetland. The Schools Service must

also explain the benefits that it believes will accrue from the proposal and why, and any ways in which it would minimise or avoid any adverse consequences which it has identified.

There must be a separate educational benefits statement for each proposal.

**Proposal Paper**

The Schools Service is required to prepare and publish a proposal paper which must contain certain specified information:-

- Details of the relevant proposal.
- A proposed date for implementation of the proposal.
- The educational benefits statement.
- A summary of the statutory consultation process to be undertaken.
- Supporting evidence and information as is appropriate in connection with the views, conclusions, arguments and proposals set out in the paper.
- If the proposal is to close a rural school, there must be an explanation as to how the Schools Service had special regard to the three factors associated with such proposals – viable alternatives, effect on local community and transport and travel arrangements.

**Notice and Consultation Period**

The Schools Service must give notice to the relevant consultees of the proposal that is being consulted on. The Bill sets out who must be consulted. This notice must contain certain specified information:-

- A summary of the proposal.
- Information as to where to obtain a copy of the Proposal Paper.
- How to make written representations, and to whom, about the proposal.
- The date by which written representations must be received.
- The date, time and place of the public meeting.

The consultation period must be at least 6 weeks and must include at least 30 “school days”. The consultation period may fall within a single school term or straddle two terms. However, weekends, public holidays and other days on which the school is not open to pupils will not count towards the 30 days minimum.

**Relevant Consultees**

- The Parent Council of any affected school.
- The parents of the pupils at any affected school.
- The parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper.

- The pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity).
- The staff (teaching and other) at any affected school.
- Any trade union representing the staff.
- The community council.
- Community Planning Board
- Any other users of any affected school that the education authority considers relevant.

**Public Meeting**

The Schools Service must hold a public meeting about the relevant proposal during the consultation period.

**Involvement of Her Majesty's Inspectorate of Education (HMIE)**

The Schools Service must send to HMIE a copy of the proposal paper, a summary of the representations made at the public meeting, copies of relevant written representations received by the Schools Service and a copy of any related documentation.

HMIE must prepare a report on the educational aspects of the proposal, having particular regard to the educational benefits statement, the written representations and a summary of the oral representations forwarded by the authority.

HMIE must submit their report to the Schools Service within three weeks of receiving all the relevant information. That three week period cannot start until the consultation period has finished.

**First Review Period**

The Schools Service must review the proposals consulted on, having particular regard to the written and oral representations received and to HMIE's report.

**Consultation Report**

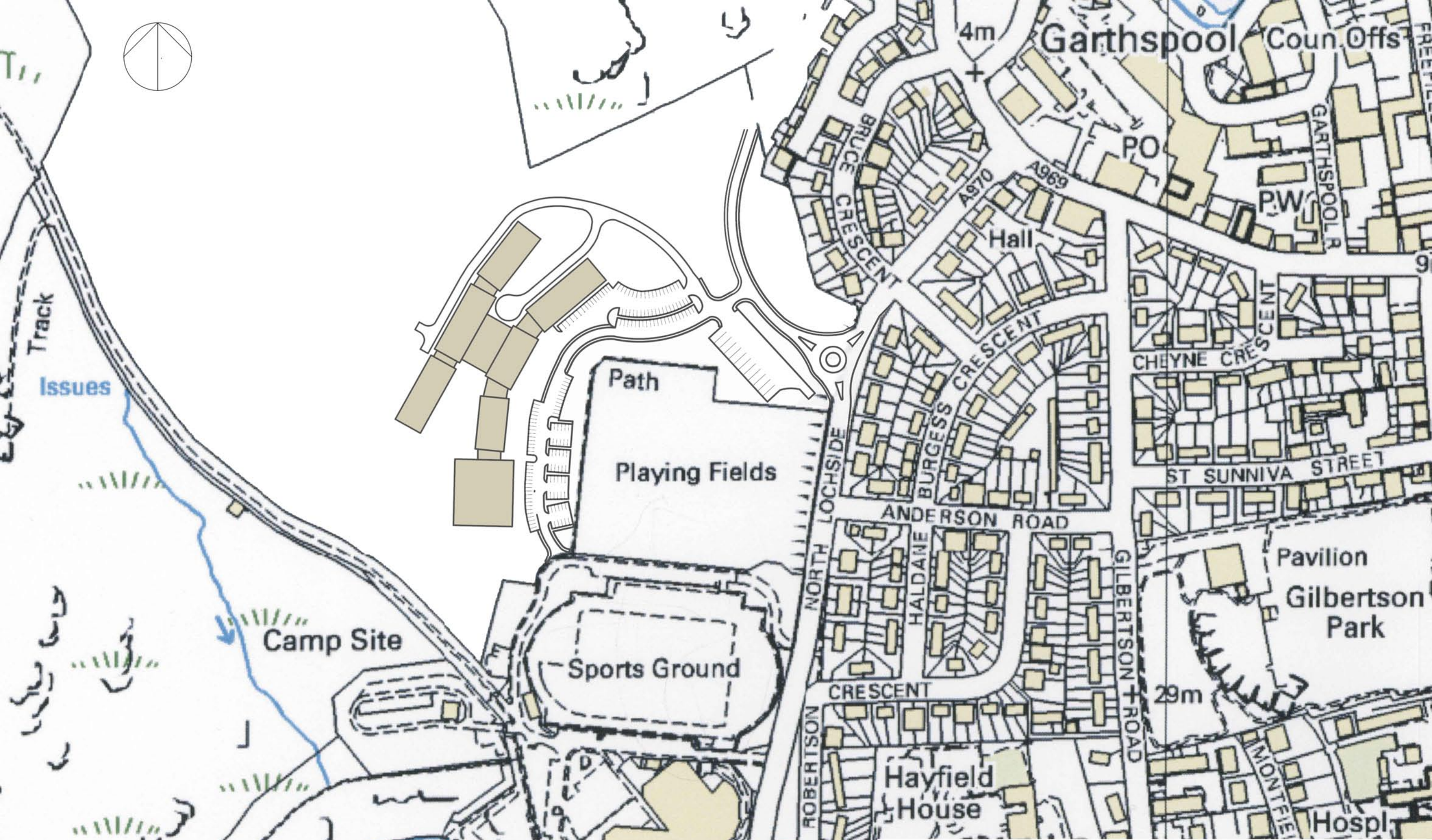
The Schools Service must prepare and publish a Consultation Report. The Consultation Report must contain certain specified information:-

- The number of and a summary of written representations received during the consultation period.
- A summary of the representations made during the course of the public meeting.
- A statement of the Schools Service response to those written and oral representations.

- A statement of the Schools Service response to the HMIE report.
- A copy of HMIE's report.
- A statement setting out how the authority has reviewed the proposal.
- If the proposal is to close a rural school, an explanation of how in reviewing the proposal, the Schools Service applied the three factors associated with such proposals – viable alternatives, effect on local community and transport and travel arrangements.
- Details of any inaccuracy alleged or found within the proposal paper.
- If the proposal is a closure proposal – the right to make representations to Scottish Ministers must be clearly detailed.

**Second Review Period**

The Schools Service may not proceed either to decide to implement the proposal or indeed to implement it, until a period of three weeks has elapsed since the day on which it published the Consultation Report.

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| **AHS PRE-CONSULTATION STUDY** | **OPTION 1 LOCATION PLAN** | Date March 2010 |
| | | Drawn PLJ |
| | | **704 01** |

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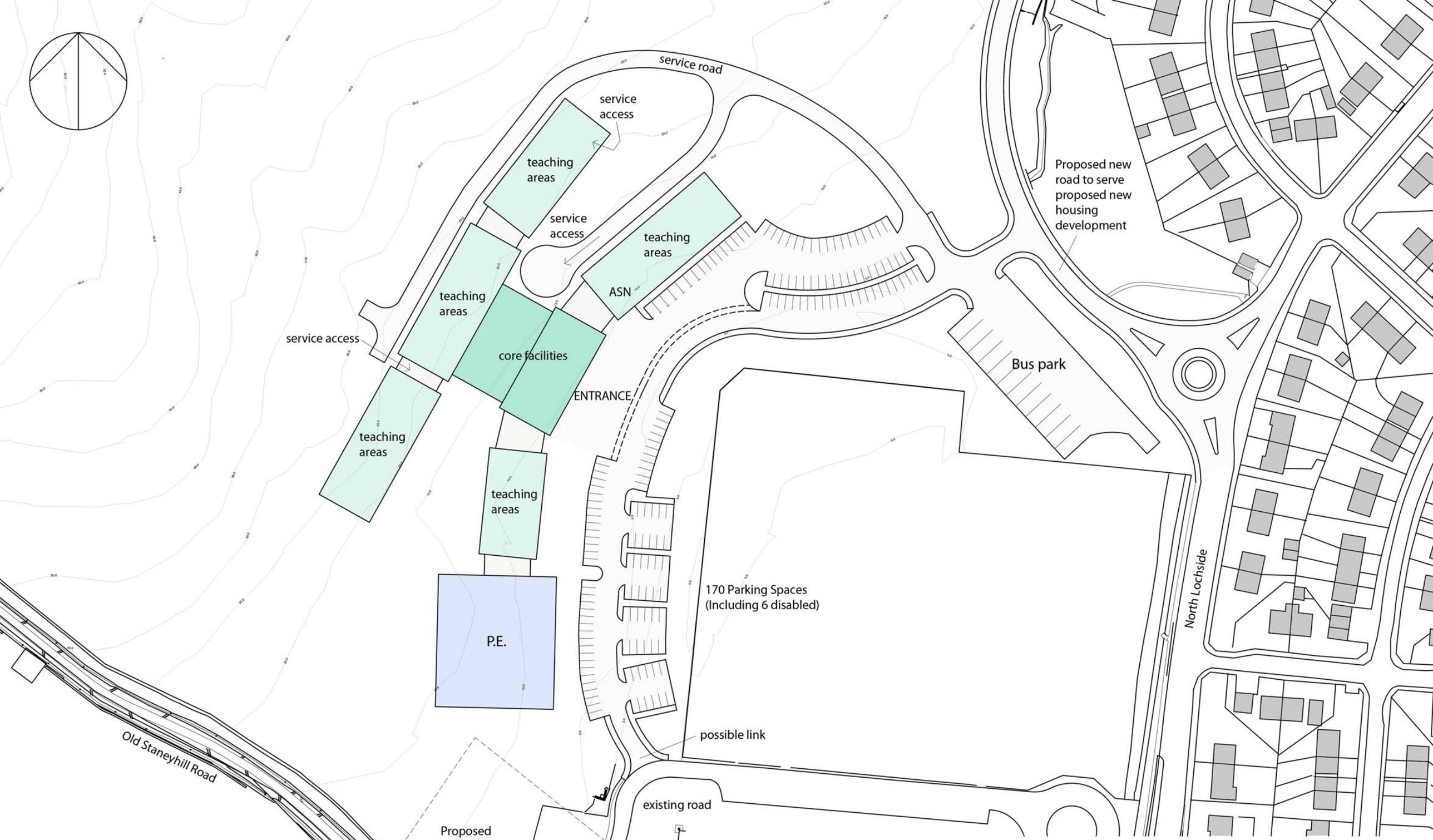


Total Floor Area:
17,341 sq. m

- Please refer to Typical Site Section

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| | | Drawn PLJ |
| | | **704 02** |

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| Job title | Drawing title | Scale 1:2500 |
|---|---|---|
| **AHS PRE-CONSULTATION STUDY** | **OPTION 2 LOCATION PLAN** | Date March 2010 |
| | | Drawn PLJ |
| | | **704 03** |

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| Job title | Drawing title | Scale 1:2500 |
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| **AHS PRE-CONSULTATION STUDY** | **ALTERNATIVE OPTION : CLICKIMIN NORTH, LOCATION PLAN** | Date March 2010<br>Drawn PLJ<br>**704 06** |

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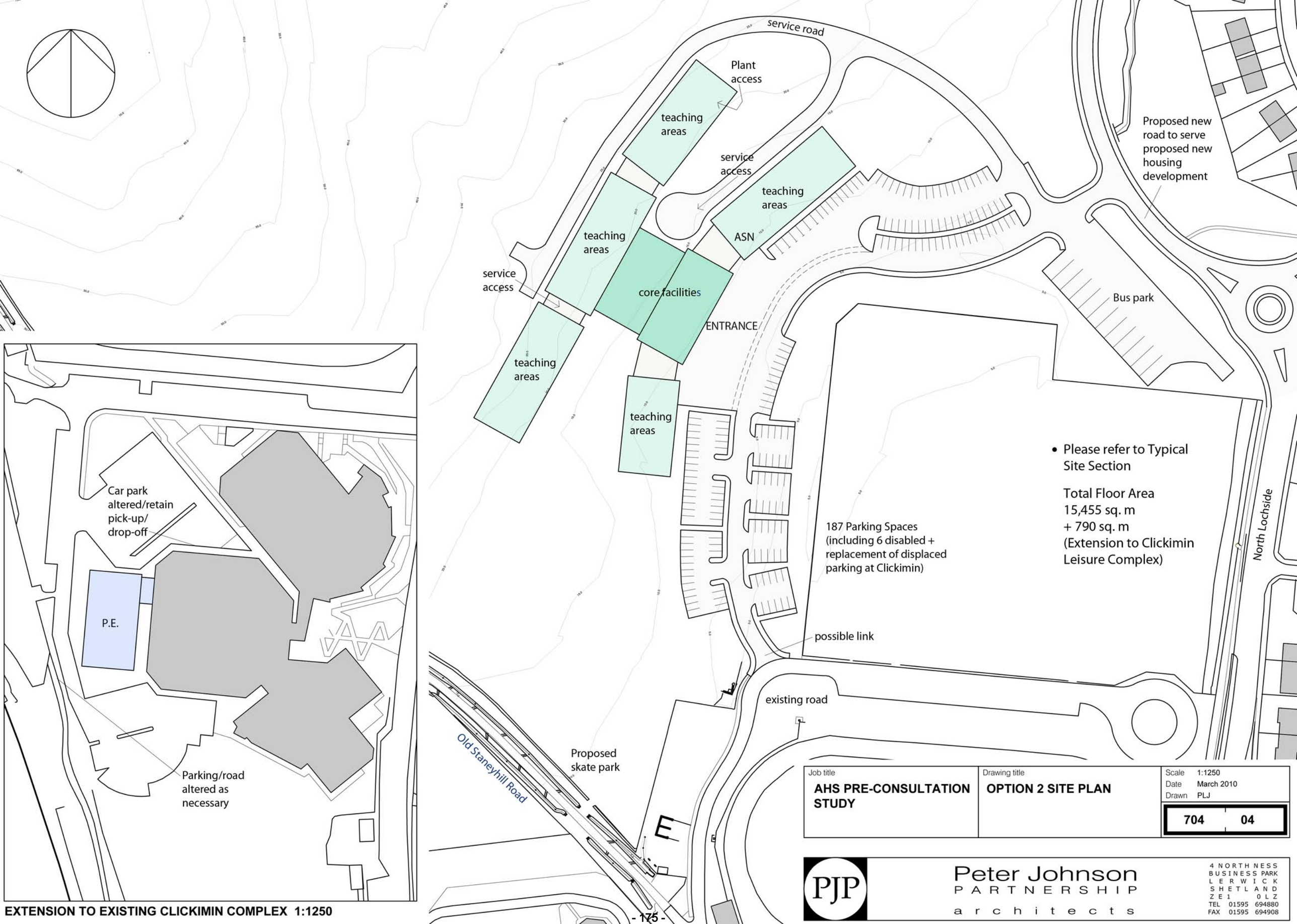
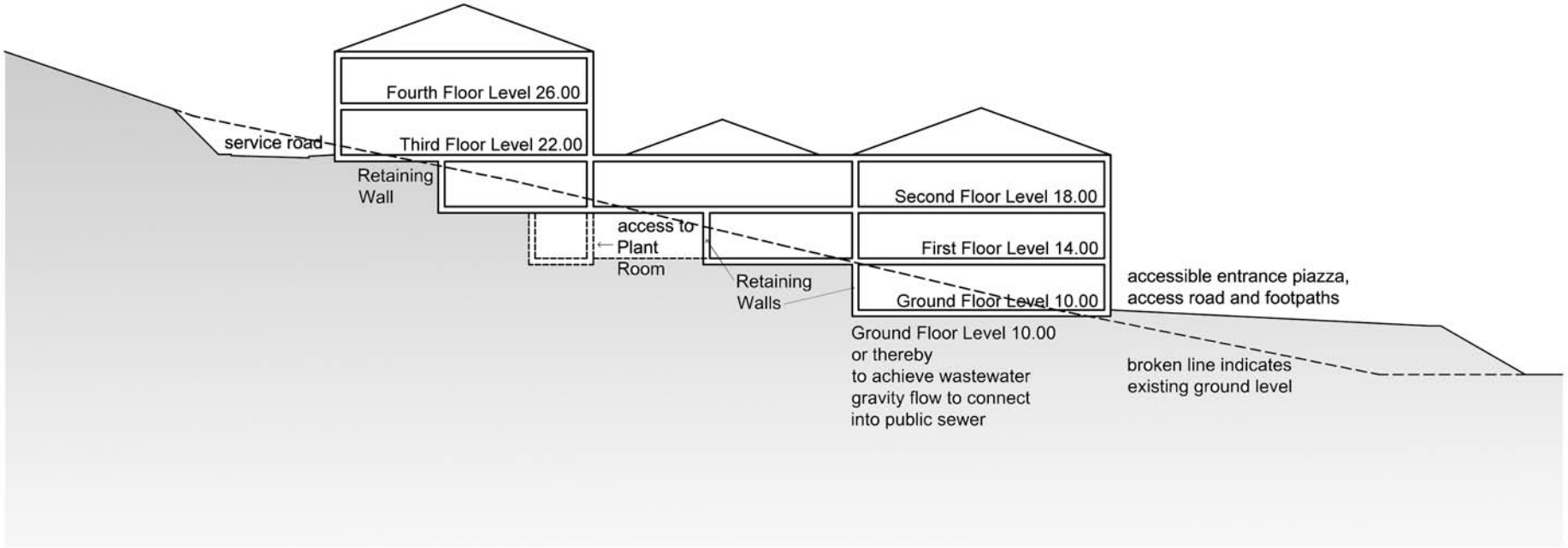



EXTENSION TO EXISTING CLICKIMIN COMPLEX 1:1250

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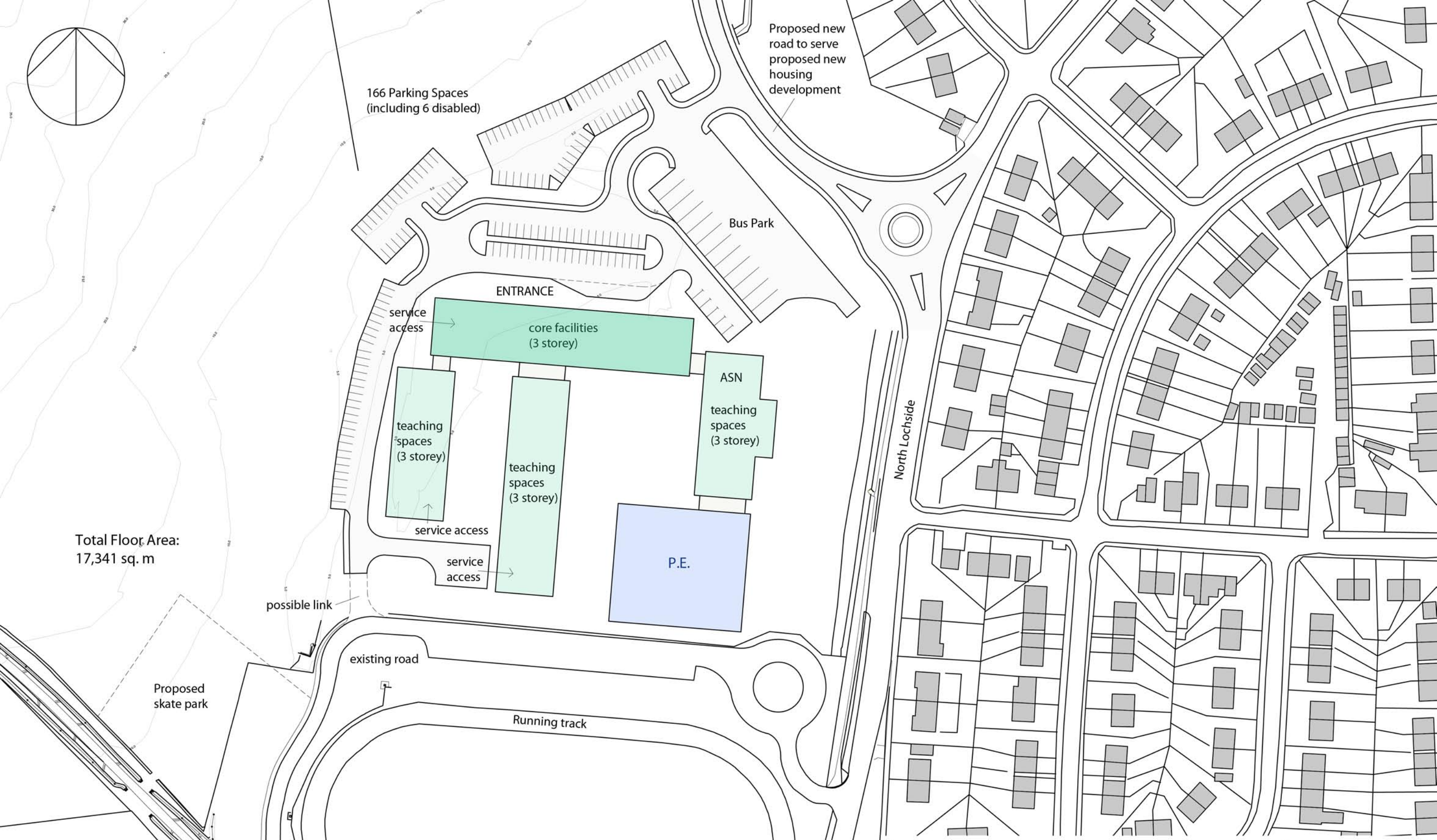


| Job title | Drawing title | Scale 1:1250 |
|---|---|---|
| **AHS PRE-CONSULTATION STUDY** | **ALTERNATIVE OPTION: CLICKIMIN NORTH, SITE PLAN** | Date March 2010<br>Drawn PLJ<br>**704 07** |

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| Job title | Drawing title | Scale 1:2500 |
|---|---|---|
| **AHS PRE-CONSULTATION STUDY** | **ALTERNATIVE OPTION: CLICKIMIN SOUTH, LOCATION PLAN** | Date March 2010<br>Drawn PLJ<br>**704 08** |

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Parking:
166 parking spaces
(including 6 disabled)

Total Floor Area:
15,455 sq. m
+ 790 sq. m (extension to Clickimin Leisure Complex)

| Job title | Drawing title | Scale 1:1250 |
|---|---|---|
| **AHS PRE-CONSULTATION STUDY** | **ALTERNATIVE OPTION: CLICKIMIN SOUTH, SITE PLAN** | Date March 2010<br>Drawn PLJ<br>**704 09** |

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