

**Education and Families Committee****22 May 2013****Children's Services Quarter 4 Performance Overview****Report No: CS-22-13-F****Report Presented by Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This report summarises the activity and performance of Children's Services for the last quarter of 2012/13, against the objectives and actions in the Children's Services Directorate Plan, including each service area's improvement plan, as endorsed by Education and Families Committee on 14 June 2012 (Min Ref: E&FC14/12).

**2.0 Decision Required**

- 2.1 Members are requested to discuss the contents of this report and comment on progress against objectives and outcomes.

**3.0 Detail**

- 3.1 The Education and Families Committee endorsed the Children's Services Directorate Plan on 14 June 2012. The Council's Planning and Performance Management Framework and the Council's constitutional arrangements require periodic reporting of activity and performance to functional committees.
- 3.2 The Children's Services Directorate Plan, identified 19 Directorate wide objectives.
- 3.3 The Children's Services Directorate Plan, including each service area's improvement plan, also identified 88 service actions for improvement, operational service delivery, budget savings and risk management in the plans for each service area. The overall performance of the Directorate against all actions are that 97% of actions were on track

and classified as Green or Amber, and 3 are Red and are 'off track'.  
Detail of actions and classifications are detailed in the following table.

Service	Number of Actions	Quarter 3			Quarter 4		
		RAG Rating	Number	%	RAG Rating	Number	%
Overarching Directorate Plan	19	Green	13	68%	Green	19	100%
		Amber	6	32%	Amber	0	0%
		Red	0	0%	Red	0	0%
Children and Families Social Work	7	Green	4	57%	Green	5	71%
		Amber	3	43%	Amber	2	29%
		Red	0	0%	Red	0	0%
Children's Resources	5	Green	2	40%	Green	3	60%
		Amber	3	60%	Amber	2	40%
		Red	0	0%	Red	0	0%
Library and Information Service	12	Green	10	83%	Green	11	92%
		Amber	2	17%	Amber	1	1%
		Red	0	0%	Red	0	0%
Sport and Leisure Services	57	Green	53	93%	Green	44	77%
		Amber	4	7%	Amber	10	18%
		Red	0	0%	Red	3	5%
Schools and Quality Improvement	7	Green	4	57%	Green	7	100%
		Amber	3	43%	Amber	0	0%
		Red	0	0%	Red	0	0%
<b>Children's Services Directorate Plan Total</b>	<b>107</b>	<b>Green</b>	<b>86</b>	<b>80%</b>	<b>Green</b>	<b>89</b>	<b>83%</b>
		<b>Amber</b>	<b>21</b>	<b>20%</b>	<b>Amber</b>	<b>15</b>	<b>14%</b>
		<b>Red</b>	<b>0</b>	<b>0%</b>	<b>Red</b>	<b>3</b>	<b>3%</b>

3.4 The three 'red' actions that were not completed for Sports and Leisure in 2012/13 are:

- Install replacement play equipment at Church Road and Stouts Court play areas – this was not done because of the requirement to find savings
- Install two new gates at Sound Primary School play area – this was not done because of the requirement to find savings
- As a result of a new play area at Quoys, decommission the existing play area at nearby Tarland – it was decided not to do this because of the costs involved and the fact that the equipment is in a reasonable condition.

## 4.0 Performance Indicators

4.1 There are performance indicators which Children's Services report on throughout the year.

4.2 Performance Indicators are included as Appendix A.

## **5.0 Budget**

- 5.1 A detailed report on the year-end financial position of the Council, which will include the Children's Services Directorate, will be presented to Executive Committee on 3 June 2013, and to Full Council on 12 June 2013.
- 5.2 The following paragraphs summarise the estimated financial position for the Directorate

### **Revenue Expenditure**

- 5.3 At the end of 2012/13, the Directorate is estimated to be £1,452,051 under-spent against its Revenue Budget of £44,729,451.

### **Capital Expenditure**

- 5.4 At the end of 2012/13 the Directorate was £284,749.87 under-spent against its budget of £400,000. There are three projects set against this budget; Little Tykes, the Happyhansel Primary School extension and the new Anderson High School.

## **6.0 Implications**

### Strategic

- 6.1 Delivery On Corporate Priorities – Effective Planning and Performance Management are key features of the Council's Improvement Plan and part of the 'Organising our Business' priority in the Council's Improvement Plan.
- 6.2 Community /Stakeholder Issues – Consultation with customers and other stakeholders is on-going as an integral part of each aspect of service delivery.
- 6.3 Policy And/Or Delegated Authority – The Council's Constitution – Part C – Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they:
- 'Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –
- (a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.
  - (b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.'

This report is related to the function of an education authority.

- 6.4 Risk Management – Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important

component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.

This report demonstrates good progress against the priorities identified in the 2012/13 Children's Services Directorate Plan. There are now only 3 actions rated as Red and for those rated Amber corrective action has been or will be taken. There are actions which have been completed and work is now underway to plan for 2013/14.

6.5 Equalities, Health And Human Rights – None

6.6 Environmental – None

#### Resources

6.7 Financial – The actions, measures and risk management described in this report has been delivered within existing approved budgets.

6.8 Legal – None

6.9 Human Resources – None

6.10 Assets And Property – None

## **7.0 Conclusions**

7.1 This report demonstrates good progress against the priorities identified in the 2012/13 Children's Services Directorate Plan. There are now only 3 actions rated as Red and for those rated Amber corrective action has been or will be taken. There are actions which have been completed and work is now underway to plan for 2013/14.

---

For further information please contact:

*Helen Budge, Director of Children's Service*

*Tel: 01595 74 4064. E-mail: [helen.budge@shetland.gov.uk](mailto:helen.budge@shetland.gov.uk)*

*Report finalised: Draft 9 May 2013*

---

#### List of Appendices

Appendix A – Performance Indicators

#### Background documents:

Children's Services Directorate Plan 2012/13 -

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=13322>

END

Children's Services - Directorate Measures

Responsible Officer: Helen Budge

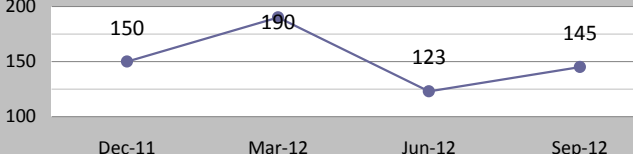
MEASURE - CS1		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION													
Employee Sickness Absence - Children's Services		Corporate Report, Single Outcome Agreement	Baseline - 3.5% (Sep 2011)  Target - keep below 4%	2.5% (Dec 2012)  Update: 3.3% in Jan 2013.													
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING													
	Figures improving, now within target	<table border="1"> <caption>Sickness Absence Data</caption> <thead> <tr> <th>Month</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sep-11</td> <td>3.5%</td> </tr> <tr> <td>Dec-11</td> <td>3.2%</td> </tr> <tr> <td>Mar-12</td> <td>4.4%</td> </tr> <tr> <td>Jun-12</td> <td>3.2%</td> </tr> <tr> <td>Sep-12</td> <td>2.1%</td> </tr> <tr> <td>Dec-12</td> <td>2.5%</td> </tr> </tbody> </table>		Month	Percentage	Sep-11	3.5%	Dec-11	3.2%	Mar-12	4.4%	Jun-12	3.2%	Sep-12	2.1%	Dec-12	2.5%
Month	Percentage																
Sep-11	3.5%																
Dec-11	3.2%																
Mar-12	4.4%																
Jun-12	3.2%																
Sep-12	2.1%																
Dec-12	2.5%																

MEASURE - CS2		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION			
Customer Complaints		Service Plan	Baseline  No target set	New reporting mechanism being introduced to collate all departmental complaints, from April 2013.			
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING			
		<table border="1"> <caption>Customer Complaints Data</caption> <thead> <tr> <th>Month</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Jun-13</td> <td>0</td> </tr> </tbody> </table>		Month	Count	Jun-13	0
Month	Count						
Jun-13	0						

MEASURE - CS3		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION			
Employee Review & Development		Service Plan (Annual)	No baseline  Target - 100%	New policy in place from April 2013, reporting to commence once system in place.			
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING			
	New policy and training by April 2013.	<table border="1"> <caption>Employee Review &amp; Development Data</caption> <thead> <tr> <th>Month</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Jun-13</td> <td>0</td> </tr> </tbody> </table>		Month	Count	Jun-13	0
Month	Count						
Jun-13	0						

MEASURE - CS4		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION			
Return to Work Interviews		Service Plan	Baseline  No target set yet.	New measure, recording from April 2013			
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING			
		<table border="1"> <caption>Return to Work Interviews Data</caption> <thead> <tr> <th>Month</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Jun-13</td> <td>0</td> </tr> </tbody> </table>		Month	Count	Jun-13	0
Month	Count						
Jun-13	0						

CHILDREN'S SERVICES PERFORMANCE MEASURES

MEASURE - CS5		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION									
Accidents / Incidents		Service Plan	Baseline - 150 (Oct - Dec 12)  No target set	145 Incident Notifications (quarter to Sep 2012)									
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING									
	There is monitoring of the information available.	 <table><caption>Accidents / Incidents Data</caption><thead><tr><th>Period</th><th>Value</th></tr></thead><tbody><tr><td>Dec-11</td><td>150</td></tr><tr><td>Mar-12</td><td>190</td></tr><tr><td>Jun-12</td><td>123</td></tr><tr><td>Sep-12</td><td>145</td></tr></tbody></table>		Period	Value	Dec-11	150	Mar-12	190	Jun-12	123	Sep-12	145
Period	Value												
Dec-11	150												
Mar-12	190												
Jun-12	123												
Sep-12	145												

MEASURE - CS6		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Insurance Claims		Service Plan	Baseline  Target - <xx	New measure, recording from April 2013
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
		<div><div></div><div>20</div><div>10</div><div>0</div><div>Jun-13</div></div>		



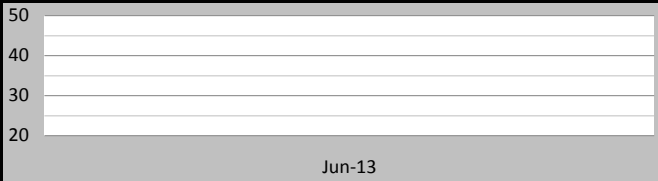
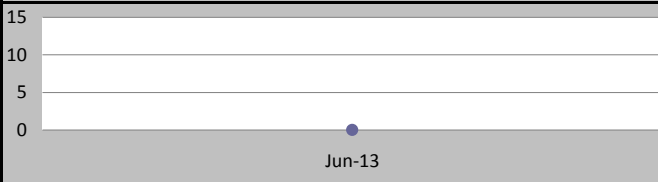
MEASURE - CS7		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION											
Overtime Cost CS Directorate		Service Plan	Baseline - £61,194 (Oct - Dec 11)  No target set, for monitoring purposes only.	£22,302 for quarter to Dec 2012.											
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING											
	Figure is steadily declining	<table><caption>Overtime Cost CS Directorate Data</caption><thead><tr><th>Period</th><th>Value (Thousands £)</th></tr></thead><tbody><tr><td>Dec-11</td><td>61.2</td></tr><tr><td>Mar-12</td><td>49.1</td></tr><tr><td>Jun-12</td><td>60.9</td></tr><tr><td>Sep-12</td><td>45.4</td></tr><tr><td>Dec-12</td><td>22.3</td></tr></tbody></table>		Period	Value (Thousands £)	Dec-11	61.2	Mar-12	49.1	Jun-12	60.9	Sep-12	45.4	Dec-12	22.3
Period	Value (Thousands £)														
Dec-11	61.2														
Mar-12	49.1														
Jun-12	60.9														
Sep-12	45.4														
Dec-12	22.3														

Children & Families Social Work

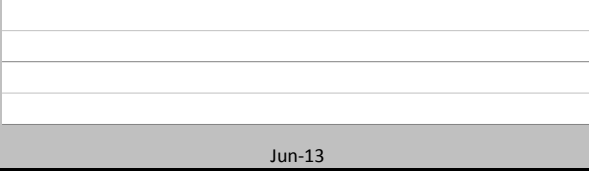


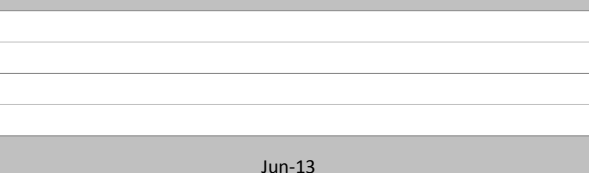
Responsible Officer: Hughina Leslie

MEASURE - CF1		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION				
LAC reviews done within required timescales.		Service Plan	No benchmark set  TARGET - xx%	New measure, recording from April 2013				
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING				
		100%	<table><caption>LAC reviews done within required timescales Data</caption><tr><th>Period</th><th>Value</th></tr><tr><td>Jun-13</td><td>0%</td></tr></table>		Period	Value	Jun-13	0%
		Period			Value			
		Jun-13			0%			
		90%						
80%								
		Jun-13						

CHILDREN'S SERVICES PERFORMANCE MEASURES

MEASURE - CF2		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Reports to the Reporter provided within timescale.		Service Plan (Quarterly)	xx% in year 2010/11 TARGET - xx%	New measure, recording from April 2013
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
				
MEASURE - CF3		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
All Looked After Children have an Individual Education Plan		Service Plan (Quarterly)	No baseline TARGET - 100%	New measure, recording from April 2013
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	New measure, recording mechanisms being introduced.			
MEASURE - CF4		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of children involved in Child Protection investigations.		Service Plan (Quarterly)	Baseline - 127 per year (2011/12).... 120 (10/11) No target set - for monitoring purposes only	First quarterly reports from 1st April 2013.
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
				
MEASURE - CF5		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of Child Protection investigations progressed to initial Case Conference.		Service Plan (Quarterly)	Baseline - 18 (2011/12) ... 6 (10/11) No target set - for monitoring purposes only	First quarterly reports from 1st April 2013. Low numbers may mean high fluctuations in data.
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
				

CHILDREN'S SERVICES PERFORMANCE MEASURES

MEASURE - CF6		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of Case Conferences held within 21 days of decision to progress.		Service Plan (Quarterly)	Baseline 100%  TARGET - 100%	100% (2012/13), first quarterly reports from 1st April 13.
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	100% target consistently being met.	100% 90% 80%	 Jun-13	To maintain 100% target within existing resources
MEASURE - CF7		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Child Protection - % of Case Conference Reviews held within 6 month timescales		Service Plan (Quarterly)	No baseline set as yet.  TARGET - 100%	New measure, reporting data from 1st April 2013.
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	New measure, recording mechanisms being introduced.	100% 90% 80%	 Jun-13	
MEASURE - CF8		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Child Protection - % of Core Group meetings held monthly for each child.		Service Plan (Quarterly)	No baseline set as yet.  TARGET - 100%	New measure, reporting data from 1st April 2013.
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	New measure, recording mechanisms being introduced.	100% 90% 80%	 Jun-13	
MEASURE - CF9		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of referrals progressed through GIRFEC process.		Service Plan	No baseline.  No target set - for monitoring purposes only.	New measure, recording from April 2013
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	New measure, recording mechanisms being introduced.	160 120 80	 Jun-13	



CHILDREN'S SERVICES PERFORMANCE MEASURES

MEASURE - CF10		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of children with GIRFEC assessments		Service Plan	No baseline.  No target set - for monitoring purposes only.	New measure, recording from April 2013
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	New measure, recording mechanisms being introduced.	160		
		120		
		80		
Jun-13				

Children's Resources


Responsible Officer: Martha Nicolson

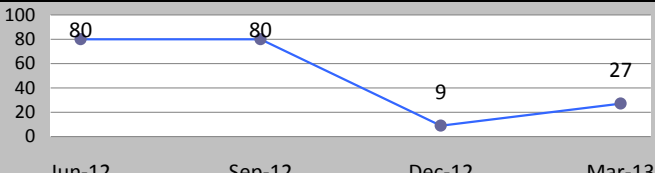
MEASURE - CR1		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION																
Annual Inspection reports		Service Plan	TARGET - 100% inspection reports graded at 'Satisfactory' or better in all four categories.	100% positive inspections during 2012/13.																
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING																
	Consistently meeting all Care Inspectorate inspection standards.	<div><div></div></div> <table><tr><td>100%</td><td></td><td></td></tr><tr><td>90%</td><td></td><td></td></tr><tr><td>80%</td><td></td><td></td></tr><tr><td>70%</td><td></td><td></td></tr><tr><td></td><td>Jun-12</td><td>Sep-12</td><td>Dec-12</td></tr></table>		100%			90%			80%			70%				Jun-12	Sep-12	Dec-12	Maintain existing standards within existing resources.
		100%																		
90%																				
80%																				
70%																				
	Jun-12	Sep-12	Dec-12																	


MEASURE - CR2		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION									
Number of Respite Nights (ASN)		SG Respite Return (Yearly), Service Plan	1,117 nights per annum (2010/11)  No target set - for monitoring purposes	1155 nights in Laburnum & Haldane Burgess Crescent (2012/13)									
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING									
	Increase in number of nights provided last year	<table><thead><tr><th>Month</th><th>Value</th></tr></thead><tbody><tr><td>Jun-12</td><td>310</td></tr><tr><td>Sep-12</td><td>279</td></tr><tr><td>Dec-12</td><td>281</td></tr><tr><td>Mar-13</td><td>285</td></tr></tbody></table>		Month	Value	Jun-12	310	Sep-12	279	Dec-12	281	Mar-13	285
Month	Value												
Jun-12	310												
Sep-12	279												
Dec-12	281												
Mar-13	285												

MEASURE - CR3		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION									
Number of Respite Day Hours		SG Respite Return (Yearly), Service Plan (Quarterly)	19,113 hours (2009/10)  No target set - for monitoring purposes only	19588 hours (2012/13)									
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING									
	Increase in number of hours provided	<table><thead><tr><th>Month</th><th>Value</th></tr></thead><tbody><tr><td>Jun-12</td><td>5006.5</td></tr><tr><td>Sep-12</td><td>5061.5</td></tr><tr><td>Dec-12</td><td>4946.5</td></tr><tr><td>Mar-13</td><td>4573</td></tr></tbody></table>		Month	Value	Jun-12	5006.5	Sep-12	5061.5	Dec-12	4946.5	Mar-13	4573
Month	Value												
Jun-12	5006.5												
Sep-12	5061.5												
Dec-12	4946.5												
Mar-13	4573												

CHILDREN'S SERVICES PERFORMANCE MEASURES


MEASURE - CR4		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of occupancy nights - Grodians		Service Plan	No target set - for monitoring purposes only	New measure, recording from April 2013
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	New measure, recording mechanisms being introduced.			

MEASURE - CR5		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of Respite Nights - Windybrae		SG Respite Return (Yearly)	196 nights (2012/13) No target set - for monitoring purposes only	196 (2012/13)
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	The use of Windybrae is very much needs based.			This accommodation is only utilised when required and is very dependant on the needs of young people at a particular time.

MEASURE - CR6		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of Respite Nights; Fostering		SG Respite Return (Yearly)	No target set - for monitoring purposes only	New measure, recording from April 2013
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
				Data to be collated from April 2013.

Library and Information Service

Responsible Officer: Karen Fraser

MEASURE - LB1		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of items issued quarterly		CIPFA Annual Return	188,339 issues (2011/12) Target - 185,000 issues per year (46,500 per quarter)	New quarterly reporting from 1st April 2013.
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
				

## CHILDREN'S SERVICES PERFORMANCE MEASURES

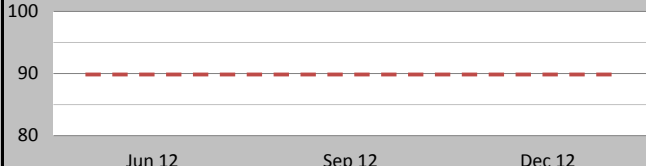
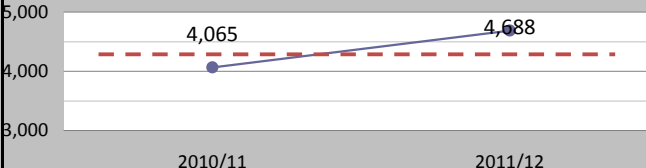
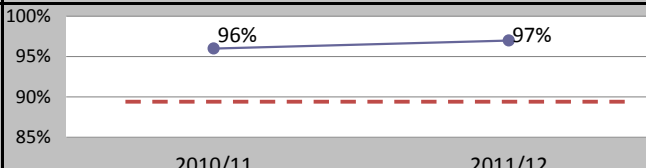
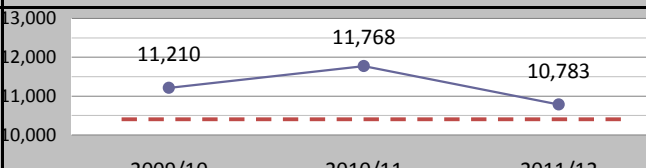
MEASURE - LB2		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION							
Number of visits to libraries (per annum)		Audit Scotland Performance Indicators	8,597 visits per 1,000 population (2009/10) TARGET - 9,000 visits per 1,000 population	10,040 visits per 1,000 population (2011/12) <b>TARGET MET</b>							
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING							
	Recent increase and levels are currently highest in Scotland, per population.	<table><thead><tr><th>Year</th><th>Visits per 1,000 population</th></tr></thead><tbody><tr><td>2009/10</td><td>8,597</td></tr><tr><td>2010/11</td><td>7,920</td></tr><tr><td>2011/12</td><td>10,040</td></tr></tbody></table>		Year	Visits per 1,000 population	2009/10	8,597	2010/11	7,920	2011/12	10,040
Year	Visits per 1,000 population										
2009/10	8,597										
2010/11	7,920										
2011/12	10,040										

MEASURE - LB3		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION					
Number of events held		Service Plan	Target - 120 events per year (30 per quarter)	New quarterly reporting from 1st April 2013.					
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING					
		<table><thead><tr><th>Period</th><th>Events held</th></tr></thead><tbody><tr><td>Jun-13</td><td>30</td></tr><tr><td>Sep-13</td><td>30</td></tr></tbody></table>		Period	Events held	Jun-13	30	Sep-13	30
Period	Events held								
Jun-13	30								
Sep-13	30								

MEASURE - LB4		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION					
Outreach : Number of hours delivered		Service Plan	Target - 400 hours per year (100 per quarter)	New quarterly reporting from 1st April 2013.					
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING					
		<table><thead><tr><th>Period</th><th>Hours delivered</th></tr></thead><tbody><tr><td>Jun-13</td><td>100</td></tr><tr><td>Sep-13</td><td>100</td></tr></tbody></table>		Period	Hours delivered	Jun-13	100	Sep-13	100
Period	Hours delivered								
Jun-13	100								
Sep-13	100								

MEASURE - LB5		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION													
Customer satisfaction rates from in-house survey		Service Plan	86% (2007) Target - 88%	91% (2012) <b>TARGET MET</b>													
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING													
	Satisfaction rates consistently high and supported by Scottish Housing independent survey.	<table><thead><tr><th>Year</th><th>Satisfaction rate (%)</th></tr></thead><tbody><tr><td>2007</td><td>86%</td></tr><tr><td>2008</td><td>88%</td></tr><tr><td>2009</td><td>92%</td></tr><tr><td>2010</td><td>89%</td></tr><tr><td>2011</td><td>92%</td></tr><tr><td>2012</td><td>91%</td></tr></tbody></table>		Year	Satisfaction rate (%)	2007	86%	2008	88%	2009	92%	2010	89%	2011	92%	2012	91%
Year	Satisfaction rate (%)																
2007	86%																
2008	88%																
2009	92%																
2010	89%																
2011	92%																
2012	91%																

CHILDREN'S SERVICES PERFORMANCE MEASURES

Sport & Leisure			Responsible Officer: Neil Watt	
MEASURE - SL1		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
All play areas inspected at least 4 times a year.		Service Plan	No baseline  TARGET - 90%	New quarterly reporting from 1st April 2013.
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	New measure, recording mechanisms being introduced.			
MEASURE - SL2		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Islesburgh Hostel - bed nights		Service Plan	4,065 nights per annum (2010/11)  TARGET - 4,300 nights	4,688 nights (2011/12)  TARGET MET
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	Hostel bed nights continue to be higher than target.			Options to increase usage of the hostel are being pursued.
MEASURE - SL3		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Islesburgh Hostel - Overall customer satisfaction rate		Quarterly (based on cumulative data)	96% satisfied (2010/11)  TARGET 90%	97% (2011/12)  TARGET MET
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	Highest satisfaction rate in Scotland and winner of Best Hostel award for two years.			To continue providing the high quality services within existing budgets.
MEASURE - SL4		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Number of attendances per 1,000 population for all pools		Audit Scotland Performance Indicators (Annual)	11,768 (2010/11)  TARGET 10,500 per year	10,783 (2011/12)  TARGET MET
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	Slight decrease but attendance levels still the highest in Scotland, per population.			Existing levels of use will be difficult to maintain due to increased charges and financial pressures on families.

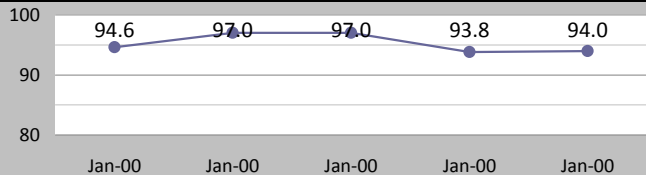
# CHILDREN'S SERVICES PERFORMANCE MEASURES

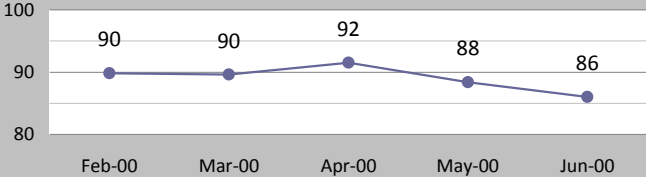
MEASURE - SL5		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION											
Indoor facilities - total number of attendances per 1,000 population.		Audit Scotland Performance Indicators (Annual)	15,016 (2010/11)  TARGET 14,900 per year	14,950 (2011/12)  TARGET MET											
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING											
	Slight decrease but attendance levels still the highest in Scotland, per population.	<table><caption>Attendance per 1,000 population</caption><thead><tr><th>Year</th><th>Attendance</th><th>Target</th></tr></thead><tbody><tr><td>2009/10</td><td>14,537</td><td>14,900</td></tr><tr><td>2010/11</td><td>15,016</td><td>14,900</td></tr><tr><td>2011/12</td><td>14,950</td><td>14,900</td></tr></tbody></table>		Year	Attendance	Target	2009/10	14,537	14,900	2010/11	15,016	14,900	2011/12	14,950	14,900
Year	Attendance	Target													
2009/10	14,537	14,900													
2010/11	15,016	14,900													
2011/12	14,950	14,900													

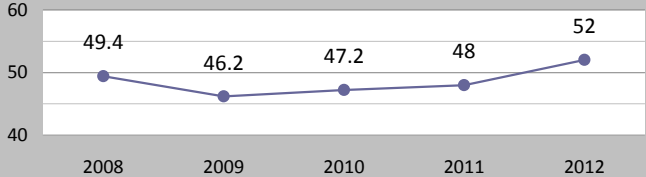
MEASURE - SL6		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION								
Room bookings in Islesburgh - % of rooms in use.		Service Plan	61% (2011/12)  TARGET - 60%	New quarterly reporting from 1st April 2013.								
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING								
		<table><caption>Room bookings in Islesburgh - % of rooms in use</caption><thead><tr><th>Date</th><th>Bookings (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>0% Jun-13</td><td>0</td><td>60</td></tr><tr><td>0 Sep-13</td><td>0</td><td>60</td></tr></tbody></table>		Date	Bookings (%)	Target (%)	0% Jun-13	0	60	0 Sep-13	0	60
Date	Bookings (%)	Target (%)										
0% Jun-13	0	60										
0 Sep-13	0	60										

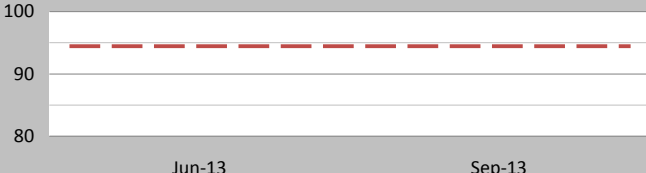
## Education : Quality Improvement

Responsible Officer: Audrey Edwards


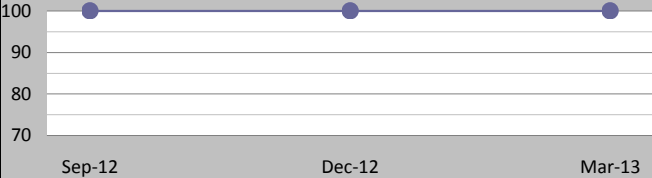
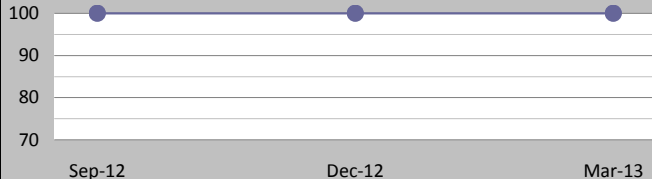
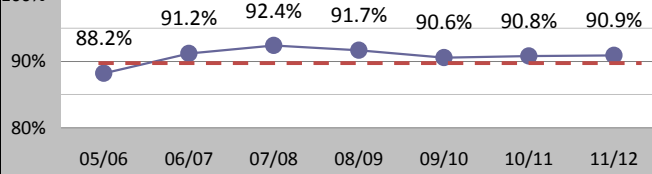
MEASURE - SQ1		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION											
Educational attainment - number of pupils achieving 5 or more qualifications at SCQF Level 3 or higher at end of S4.		SQA reports to government (Annual)	Baseline - 94.6% (August 2008)  Target - to be above national average.	94% of pupils (August 2012)  National average - 94% <b>TARGET MET</b>											
PROGRESS / PLANNING	PROGRESS	PERFORMANCE													
	Slight decline over last two years but consistently above national average.	 <table><thead><tr><th>Date</th><th>Value</th></tr></thead><tbody><tr><td>Jan-00</td><td>94.6</td></tr><tr><td>Jan-00</td><td>97.0</td></tr><tr><td>Jan-00</td><td>97.0</td></tr><tr><td>Jan-00</td><td>93.8</td></tr><tr><td>Jan-00</td><td>94.0</td></tr></tbody></table>		Date	Value	Jan-00	94.6	Jan-00	97.0	Jan-00	97.0	Jan-00	93.8	Jan-00	94.0
Date	Value														
Jan-00	94.6														
Jan-00	97.0														
Jan-00	97.0														
Jan-00	93.8														
Jan-00	94.0														

MEASURE - SQ2		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION											
Educational attainment - number of pupils achieving 5 or more qualifications at SCQF Level 4 or higher at end of S4.		SQA reports to government (Annual)	Baseline - 89.8% (August 2008)  Target - to be above national average.	86% of pupils (August 2012)  National average - 80% <b>TARGET MET</b>											
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING											
	Slight decline over last two years but consistently above national average.	 <table><thead><tr><th>Date</th><th>Value</th></tr></thead><tbody><tr><td>Feb-00</td><td>90</td></tr><tr><td>Mar-00</td><td>90</td></tr><tr><td>Apr-00</td><td>92</td></tr><tr><td>May-00</td><td>88</td></tr><tr><td>Jun-00</td><td>86</td></tr></tbody></table>		Date	Value	Feb-00	90	Mar-00	90	Apr-00	92	May-00	88	Jun-00	86
Date	Value														
Feb-00	90														
Mar-00	90														
Apr-00	92														
May-00	88														
Jun-00	86														

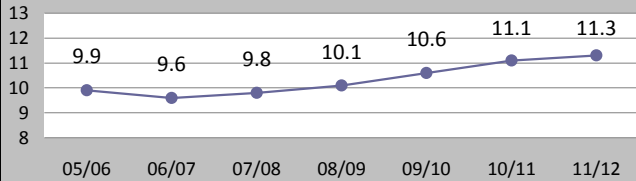
MEASURE - SQ3		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION											
Educational attainment - number of pupils achieving 5 or more qualifications at SCQF Level 5 or higher at end of S4.		SQA reports to government (Annual)	Baseline - 49.4% (August 2008)  Target - to be above national average.	52% of pupils (August 2012)  National average - 37% <b>TARGET MET</b>											
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING											
	Consistent improvement over the last three years and well above national average.	 <table><thead><tr><th>Year</th><th>Value</th></tr></thead><tbody><tr><td>2008</td><td>49.4</td></tr><tr><td>2009</td><td>46.2</td></tr><tr><td>2010</td><td>47.2</td></tr><tr><td>2011</td><td>48</td></tr><tr><td>2012</td><td>52</td></tr></tbody></table>		Year	Value	2008	49.4	2009	46.2	2010	47.2	2011	48	2012	52
Year	Value														
2008	49.4														
2009	46.2														
2010	47.2														
2011	48														
2012	52														

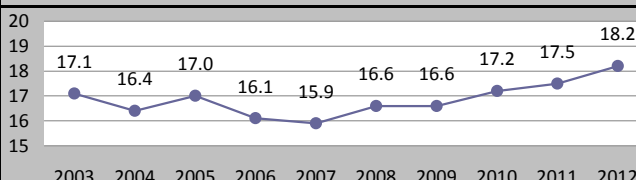
MEASURE - SQ4		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION					
Attendance rates - primary school pupils		Attendance & Absence (SG), Service Plan	Baseline - 95.2% (2010/11)  Target - above national average	95.2% (2010/11); quarterly reporting from 1st April 13. National average - 94.8% (2010/11)					
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING					
		 <table><thead><tr><th>Date</th><th>Value</th></tr></thead><tbody><tr><td>Jun-13</td><td>95.2</td></tr><tr><td>Sep-13</td><td>95.2</td></tr></tbody></table>		Date	Value	Jun-13	95.2	Sep-13	95.2
Date	Value								
Jun-13	95.2								
Sep-13	95.2								

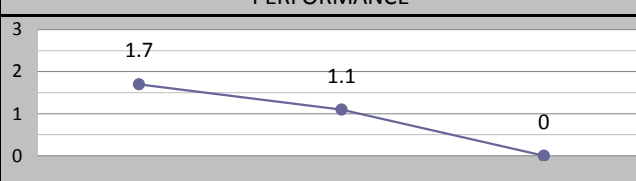
CHILDREN'S SERVICES PERFORMANCE MEASURES

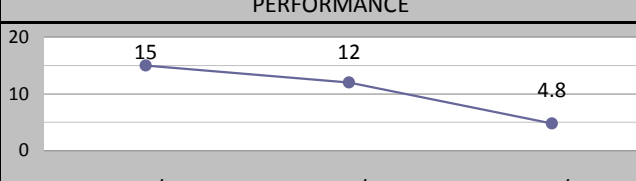
MEASURE - SQ5		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Attendance rates - secondary school pupils		Attendance & Absence (SG), Service Plan	Baseline - 93% (2010/11) Target - above national average	93% (2010/11); quarterly reporting from 1st April 13. National average - 91.1% (2010/11)
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
				
MEASURE - SQ6		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Positive inspection reports for pre-school settings		Service Plan	Baseline - 100% (2011/12) Target - 100% of all inspections are graded 'satisfactory' or better in the 3 main categories.	100% (Apr 12 - Mar 13) <b>TARGET MET</b>
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	Consistently meeting all Care Inspectorate inspection standards.			Maintain existing standards within existing resources.
MEASURE - SQ7		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Positive inspection reports for schools		Service Plan	Baseline - 100% (2011/12) Target - 100% of all inspections are graded 'satisfactory' or better in the 3 main categories.	100% (Apr 12 - Mar 13) <b>TARGET MET</b>
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	Consistently meeting all Care Inspectorate inspection standards.			Maintain existing standards within existing resources.
MEASURE - SQ8		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION
Positive destinations for school leavers		SG School Leavers (Annual), Service Plan	Baseline - 88.2% (2006) Target - to be above national average	90.8% (2010/11) National average 89.9% (2011/12) <b>TARGET MET</b>
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING
	Consistently above national average.			Development of the Senior Phase of Curriculum for Excellence will, through the S3 profile, and improved partnership working, secure positive performance into the future.

## CHILDREN'S SERVICES PERFORMANCE MEASURES

MEASURE - SQ9		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION															
Primary School teacher/pupil ratio		Teacher Census (SG) Annual	Baseline - 9.9 pupils per teacher (2005/06) No target - for monitoring purposes only.	11.3 (2011/12)  National average - 16.3															
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING															
	Increases in recent years but still well below national average.	 <table><tr><th>Year</th><th>Ratio</th></tr><tr><td>05/06</td><td>9.9</td></tr><tr><td>06/07</td><td>9.6</td></tr><tr><td>07/08</td><td>9.8</td></tr><tr><td>08/09</td><td>10.1</td></tr><tr><td>09/10</td><td>10.6</td></tr><tr><td>10/11</td><td>11.1</td></tr><tr><td>11/12</td><td>11.3</td></tr></table>		Year	Ratio	05/06	9.9	06/07	9.6	07/08	9.8	08/09	10.1	09/10	10.6	10/11	11.1	11/12	11.3
Year	Ratio																		
05/06	9.9																		
06/07	9.6																		
07/08	9.8																		
08/09	10.1																		
09/10	10.6																		
10/11	11.1																		
11/12	11.3																		

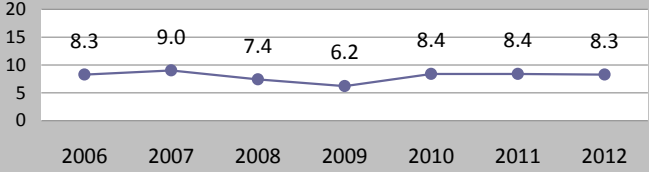
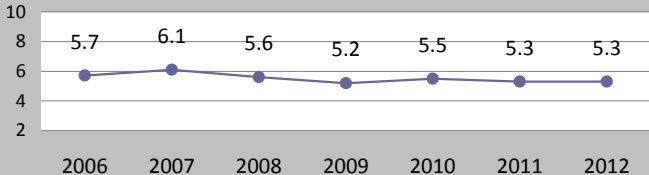
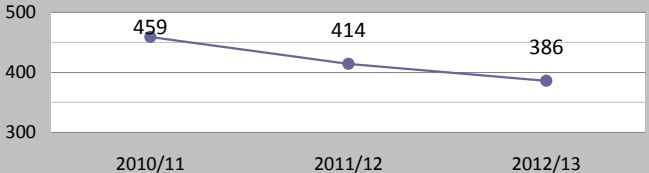
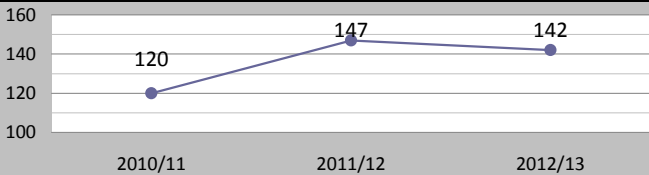
MEASURE - SQ10		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION																					
Average Primary class size		Pupil Census (SG) Annual	Baseline 17.1 pupils per class (2003) No target - for monitoring purposes only	18.2 pupils per class (2012)  National average - 22.7																					
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING																					
	Increases in recent years but still well below national average.	 <table><tr><th>Year</th><th>Class Size</th></tr><tr><td>2003</td><td>17.1</td></tr><tr><td>2004</td><td>16.4</td></tr><tr><td>2005</td><td>17.0</td></tr><tr><td>2006</td><td>16.1</td></tr><tr><td>2007</td><td>15.9</td></tr><tr><td>2008</td><td>16.6</td></tr><tr><td>2009</td><td>16.6</td></tr><tr><td>2010</td><td>17.2</td></tr><tr><td>2011</td><td>17.5</td></tr><tr><td>2012</td><td>18.2</td></tr></table>		Year	Class Size	2003	17.1	2004	16.4	2005	17.0	2006	16.1	2007	15.9	2008	16.6	2009	16.6	2010	17.2	2011	17.5	2012	18.2
Year	Class Size																								
2003	17.1																								
2004	16.4																								
2005	17.0																								
2006	16.1																								
2007	15.9																								
2008	16.6																								
2009	16.6																								
2010	17.2																								
2011	17.5																								
2012	18.2																								

MEASURE - SQ11		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION							
Exclusion rates - Primary pupils		Attendance & Absence (SG Annual), Service Plan	Baseline - 1.7 pupil per 1,000 (2009/10)  Target - lower than the national average	0 pupils (2011/12)  National average is 6 pupils per 1,000 <b>TARGET MET</b>							
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING							
	Consistently well below national average.	 <table><tr><th>Year</th><th>Rate</th></tr><tr><td>2009/10</td><td>1.7</td></tr><tr><td>2010/11</td><td>1.1</td></tr><tr><td>2011/12</td><td>0</td></tr></table>		Year	Rate	2009/10	1.7	2010/11	1.1	2011/12	0
Year	Rate										
2009/10	1.7										
2010/11	1.1										
2011/12	0										

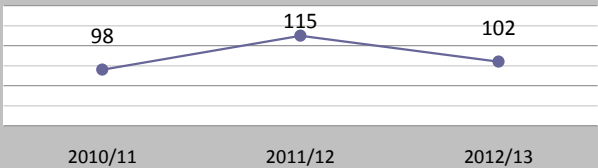
MEASURE - SQ12		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION							
Exclusion rates - Secondary pupils		Attendance & Absence (SG Annual), Service Plan	Baseline - 12 pupils per 1,000 (2010/11) Target - lower than the national average	4.8 pupils per 1,000 (2011/12)  National average is 40 pupils per 1,000 <b>TARGET MET</b>							
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING							
	Consistently well below national average.	 <table><tr><th>Year</th><th>Rate</th></tr><tr><td>2009/10</td><td>15</td></tr><tr><td>2010/11</td><td>12</td></tr><tr><td>2011/12</td><td>4.8</td></tr></table>		Year	Rate	2009/10	15	2010/11	12	2011/12	4.8
Year	Rate										
2009/10	15										
2010/11	12										
2011/12	4.8										

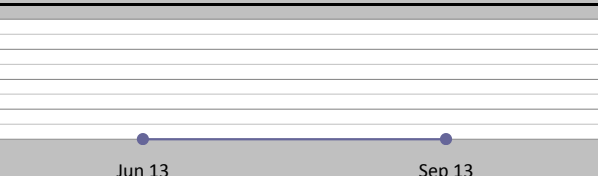


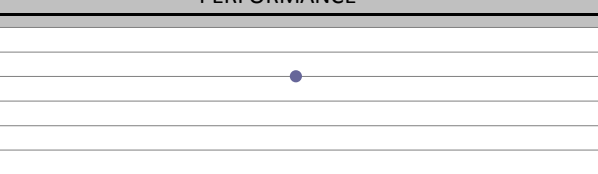
CHILDREN'S SERVICES PERFORMANCE MEASURES

Schools			Responsible Officer: Shona Thompson																	
MEASURE - SC1		REPORTING MECHANISM	BASELINE / TARGET		CURRENT POSITION															
Free School Meals - % of Primary Pupils registered for Free School Meals		Summary Statistics for Schools, Service Plan (Annual)	Benchmark - 8.3 pupils per 1,000 (2005/06 national average) No target - for monitoring purposes only.		8.3 pupils per 1,000 (2011/12)  National average is 22.1 pupils per 1,000															
PROGRESS / PLANNING	PROGRESS	PERFORMANCE			IMPROVEMENT PLANNING															
	Rate remains steady despite increase in take-up nationally. Currently lowest rate of take-up in Scotland.	 <table><thead><tr><th>Year</th><th>Take-up (%)</th></tr></thead><tbody><tr><td>2006</td><td>8.3</td></tr><tr><td>2007</td><td>9.0</td></tr><tr><td>2008</td><td>7.4</td></tr><tr><td>2009</td><td>6.2</td></tr><tr><td>2010</td><td>8.4</td></tr><tr><td>2011</td><td>8.4</td></tr><tr><td>2012</td><td>8.3</td></tr></tbody></table>			Year	Take-up (%)	2006	8.3	2007	9.0	2008	7.4	2009	6.2	2010	8.4	2011	8.4	2012	8.3
Year	Take-up (%)																			
2006	8.3																			
2007	9.0																			
2008	7.4																			
2009	6.2																			
2010	8.4																			
2011	8.4																			
2012	8.3																			
MEASURE - SC2		REPORTING MECHANISM	BASELINE / TARGET		CURRENT POSITION															
Free School Meals - % of Secondary Pupils registered for Free School Meals		Summary Statistics for Schools, Service Plan (Annual)	Benchmark - 5.7 pupils per 1,000 (2005/06 national average) No target - for monitoring purposes only.		5.3 pupils per 1,000 (2011/12)  National average is 15.4 pupils per 1,000															
PROGRESS / PLANNING	PROGRESS	PERFORMANCE			IMPROVEMENT PLANNING															
	Rate remains steady despite increase in take-up nationally. Currently lowest rate of take-up in Scotland.	 <table><thead><tr><th>Year</th><th>Take-up (%)</th></tr></thead><tbody><tr><td>2006</td><td>5.7</td></tr><tr><td>2007</td><td>6.1</td></tr><tr><td>2008</td><td>5.6</td></tr><tr><td>2009</td><td>5.2</td></tr><tr><td>2010</td><td>5.5</td></tr><tr><td>2011</td><td>5.3</td></tr><tr><td>2012</td><td>5.3</td></tr></tbody></table>			Year	Take-up (%)	2006	5.7	2007	6.1	2008	5.6	2009	5.2	2010	5.5	2011	5.3	2012	5.3
Year	Take-up (%)																			
2006	5.7																			
2007	6.1																			
2008	5.6																			
2009	5.2																			
2010	5.5																			
2011	5.3																			
2012	5.3																			
MEASURE - SC3		REPORTING MECHANISM	BASELINE / TARGET		CURRENT POSITION															
Clothing Grants		Service Plan	Baseline - 459 pupils (2010/11)  No target set - for monitoring purposes		386 pupils received grants (2012/13)															
PROGRESS / PLANNING	PROGRESS	PERFORMANCE			IMPROVEMENT PLANNING															
	New clothing grant forms will be available soon for 13/14.	 <table><thead><tr><th>Year</th><th>Pupils</th></tr></thead><tbody><tr><td>2010/11</td><td>459</td></tr><tr><td>2011/12</td><td>414</td></tr><tr><td>2012/13</td><td>386</td></tr></tbody></table>			Year	Pupils	2010/11	459	2011/12	414	2012/13	386	Review to be undertaken on Free School Meals & Clothing Grants. In the meantime all applications for 13/14 will be processed timeously.							
Year	Pupils																			
2010/11	459																			
2011/12	414																			
2012/13	386																			
MEASURE - SC4		REPORTING MECHANISM	BASELINE / TARGET		CURRENT POSITION															
Education Maintenance Allowance (EMA's)		Service Plan	Baseline - 120 pupils (2010/11)  No target set - for monitoring purposes		142 pupils (2012/13)															
PROGRESS / PLANNING	PROGRESS	PERFORMANCE			IMPROVEMENT PLANNING															
	New electronic EMA forms will be available soon for 13/14.	 <table><thead><tr><th>Year</th><th>Pupils</th></tr></thead><tbody><tr><td>2010/11</td><td>120</td></tr><tr><td>2011/12</td><td>147</td></tr><tr><td>2012/13</td><td>142</td></tr></tbody></table>			Year	Pupils	2010/11	120	2011/12	147	2012/13	142	New electronic EMA forms will be available soon for 13/14. All applications will be processed timeously.							
Year	Pupils																			
2010/11	120																			
2011/12	147																			
2012/13	142																			

CHILDREN'S SERVICES PERFORMANCE MEASURES

MEASURE - SC5		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION							
Bursaries		Service Plan	Baseline - 98 pupils (2010/11)  No target set - for monitoring purposes	102 pupils (2012/13)							
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING							
	New electronic Bursary forms will be available soon for 13/14.	 <table><tr><th>Year</th><th>Performance</th></tr><tr><td>2010/11</td><td>98</td></tr><tr><td>2011/12</td><td>115</td></tr><tr><td>2012/13</td><td>102</td></tr></table>		Year	Performance	2010/11	98	2011/12	115	2012/13	102
Year	Performance										
2010/11	98										
2011/12	115										
2012/13	102										

MEASURE - SC6		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION					
Food Waste		Service Plan	Baseline - xx (2010/11)  Target - ??	Measure is currently being developed					
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING					
	New measure, recording mechanisms being introduced.	 <table><tr><th>Date</th><th>Performance</th></tr><tr><td>Jun 13</td><td>0</td></tr><tr><td>Sep 13</td><td>0</td></tr></table>		Date	Performance	Jun 13	0	Sep 13	0
Date	Performance								
Jun 13	0								
Sep 13	0								

MEASURE - SC7		REPORTING MECHANISM	BASELINE / TARGET	CURRENT POSITION			
Activity Agreements - number of over 16's who have signed an Activity Agreement		Service Plan	40 signed agreements (2012/13)  No target - for monitoring purposes only.	40 signed agreements (2012/13)			
PROGRESS / PLANNING	PROGRESS	PERFORMANCE		IMPROVEMENT PLANNING			
	Increased interest in Activity Agreements, with a number of new referrals in the pipeline. Promoting Activity Agreements in Schools and other service providers.	 <table><tr><th>Year</th><th>Performance</th></tr><tr><td>2012/13</td><td>40</td></tr></table>		Year	Performance	2012/13	40
Year	Performance						
2012/13	40						

**Education and Families Committee****22 May 2013****New Anderson High School – Progress Report****CS-26-13-F****Director of Children's Services****Children's Services****1.0 Summary**

The purpose of this report is to up date on progress with the project to replace the Anderson High School:

- 1.1 The New Project Request for the Anderson High School has been submitted to Scottish Futures Trust and is attached as Appendix A for a Design, Build, Finance and Maintain model of delivery (DBFM).
- 1.2 Work is ongoing to prepare a New Project Request for the associated Hall of Residence and alterations to the Clickimin Leisure Complex for a design and build model of delivery.
- 1.3 Site investigations are ongoing with a view to commencing the Pre-Application Consultation process as soon as possible.

**2.0 Decision Required**

- 2.1 Education and Families Committee is asked to note the progress on the Project.

**3.0 Detail**

- 3.1 On 21 July 2012 Shetland Islands Council submitted an application to the Scottish Government for funding of a replacement Anderson High School and associated Hall of Residence. On 26 September 2012 the Cabinet Secretary announced that Shetland Islands Council's application for funding had been successful.
- 3.2 The Head of Schools Infrastructure Unit at the Scottish Government then wrote to the Director of Children's Services confirming the announcement by the Cabinet Secretary. This stated that the project

was to be Revenue funded via a Design, Build, Finance and Maintain (DBFM) contract. It has to be taken forward in conjunction with the Scottish Futures Trust who over-see the Scotland's Schools for the Future programme on behalf of the Scottish Government.

- 3.3 A number of local authorities, including Shetland Islands Council, have been identified as having the potential to commence construction within the next 12 to 18 months. In this regard, the Cabinet Secretary for Education and Lifelong Learning is keen to be kept informed of the indicative timeframe for the delivery of key milestones to construction start for this particular project.
- 3.4 Scottish Futures Trust have confirmed to the Chair of Education and Families and officers of Shetland Islands Council that the Scottish Government will support two thirds of the funding for a new, like for like replacement Anderson High School. In addition, funding is provided on a like for like basis, so that the new school can include facilities for the education of young people with additional support needs who are currently educated at the Gressy Loan building. Finally, Scottish Government will provide two thirds of the funding for a new, like for like replacement Hall of Residence, built to Care Inspectorate standards.
- 3.5 The preliminary costings which have been calculated are based on the like for like replacement as described above:
  - 3.5.1 A like for like replacement school based on pupil capacity;
  - 3.5.2 A metric of 11m<sup>2</sup> per pupil;
  - 3.5.3 A cost per m<sup>2</sup> of £1,900, but subject to a geographical uplift of 25%, i.e. £2,375 per m<sup>2</sup>;
  - 3.5.4 Additional Support Needs provision over and above the above metric, based on the floor area of the existing facilities and the same rate per m<sup>2</sup> (£2,375);
  - 3.5.5 Hall of Residence provision to Care Inspectorate standards, based on a like for like capacity and a maximum rate per m<sup>2</sup> of £2,375. This rate may be reduced depending on the outcome of detailed costing work, but only if the user requirements are met at that rate.
- 3.6 Discussions are ongoing with Scottish Futures Trust to agree the actual geographic uplift. This may alter the figures above.
- 3.7 Final budget figures, and the detail of how Shetland Islands Council's contribution to the project will be configured, will be clarified over the next few months. The Executive Manager Finance and the Director of Children's Services will meet representatives of Scottish Futures Trust on 17 May 2013.
- 3.8 As indicated above this project is a Design, Build, Finance and Maintain contract. However, Scottish Futures Trust have agreed that the Hall of Residence and alterations to the Clickimin Leisure Complex will be Design and Build only.

- 3.8.1 Shetland Islands Council has submitted a New Project Request document for a new Anderson High School to Scottish Futures Trust that outlines the project specification and includes the affordability cap figures for Shetland Islands Council's Capital and on-going revenue contributions. This is attached as Appendix A.
- 3.8.2 Shetland Islands Council has now to produce a New Project Request document to Scottish Futures Trust that outlines the project specification for the Hall of Residence and alterations to the Clickimin Leisure Complex.
- 3.9 Site investigations are ongoing to determine a final location for the Hall of Residence. The Pre-Application Consultation process cannot commence until this location is identified.

## **4.0 Implications**

### Strategic

- 4.1 Delivery On Corporate Priorities – Provision of a new Anderson High School is a key Shetland Islands Council priority, with links to the delivery of the Blueprint for Education.
- 4.2 Community /Stakeholder Issues – Extensive consultation on this project has already been undertaken over a number of years. The most recent was a statutory consultation on the relocation of the site. A sub-group of the Project Team has been established with stakeholders to enable ongoing engagement.
- 4.3 Policy And/Or Delegated Authority – Shetland Islands Council has taken the decision to proceed with this project and the provision of funding is addressed in the Medium Term Financial Plan.

In accordance with the Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit, including education. However, the Council delegated full authority to the Director of Children's Services to progress the project and to undertake all necessary tasks required to bring it to the end of stage 2 (SIC Min. Ref. 114/12) and the Project Board has responsibility for reporting progress to the Council.

- 4.4 Risk Management – There are a number of risks which are associated with this project. Safety and Risk will work very closely with the Project Team to ensure they are properly identified, recorded and minimised to an acceptable level. Engagement with Hub North will also reduce risks.
- 4.5 Equalities, Health And Human Rights – None arising from this report.
- 4.6 Environmental – None arising from this report.

## Resources

- 4.7 Financial – There are no financial implications arising directly from this report, however the project will be one third funded by Shetland Islands Council. Total costs will be finalised over the coming months, and Members will be asked to approve their final one-third contribution prior to financial close of the project.
- 4.8 Legal – Governance and Law will be involved in the process of agreeing land purchase, accommodation works, contracts and other agreements.
- 4.9 Human Resources – None arising from this report.
- 4.10 Assets And Property – This will lead to the replacement of two assets within the Council's portfolio.

## **5.0 Conclusions**

- 5.1 This report is for noting, regarding the progress of a new Anderson High School and associated Hall of Residence.

---

For further information please contact:

*Helen Budge, Director of Children's Services*

*Direct dial 01595 744064, e-mail [Helen.budge@shetland.gov.uk](mailto:Helen.budge@shetland.gov.uk)*

*Report Finalised: 10 May 2013*

---

## Appendices

Appendix A (i) – New Project Request – Authority Requirements  
Appendix A (i) C – New Project Request – App C – Accommodation Schedule  
Appendix A (i) D – New Project Request – App D – Pupil Responses  
Appendix A (ii) – New Project Request  
Appendix A (iii) – New Project Request – Service Level Specification

## Background documents:

Services Committee 7 December 2010, (Min. Ref. SC 109/10)

Report: Decision on Relocation of Anderson High School

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=11498>

Shetland Islands Council 5 December 2012 (Min Ref: SIC 114/12)

Report: New Anderson High School – Acceptance of Funding, Governance Arrangements and Approval to Proceed

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=13905>

END

Appendix A (i)



**Shetland Islands Council**

**Children's Services**



**Anderson High School**

**Authority Requirements**

**DBFM NEW BUILD SCHOOL**

**NPR ISSUE**

**25<sup>th</sup> April 2013**

**Note for Clarity:**

**This New Project Request relates to the project for the construction of an 1180 pupil secondary school only under a Design Build Finance and Maintain contract.**

**A New Project Request covering the construction of a 100 bed hostel and the extension / refurbishment of the existing Clickimin Centre under a Design & Build contract is provided separately.**

**Children's Services  
Shetland Islands Council  
April 2013**



# Anderson High School

## DBFM New Build School

### Authority Requirements

#### **Section 1 Design Aspirations**

#### **Section 2 School Description and Accommodation Requirements**

#### **Section 3 ICT Brief**

#### **Section 4 Technical Specification**

#### **Section 5 Site Plans**

#### **Section 6 Room Data Sheets**

#### **Section 7 Financial Cap Information**

#### **Section 8 Reports**

Appendix A	Topographic Survey (attached)
Appendix B	Site Investigation (attached and additional to follow)
Appendix C	Accommodation Schedule (attached)
Appendix D	Pupil Responses (attached)
Appendix E	Financial Information
Appendix F	Pre-application consultation with statutory authorities (initial consultation with planning undertaken, attached)
Appendix G	Initial Access Appraisal and Junction Capacity Analysis (to follow)

## **1. Design Aspirations**

### **1.1. Introduction**

Shetland Islands Council has had an aspiration to build a replacement school for the existing Anderson High School for many years. Although to be built in Lerwick, the Anderson High School is a school which serves the needs of the whole Shetland community – with young people transferring from the small outer isles and from the Junior High Schools. The Anderson High School also caters for secondary age young people with severe and complex additional support needs, from across the whole of Shetland.

### **1.2. Design Aspirations**

- 1.2.1. Shetland Islands Councils' vision is for facilities which signal the high value placed on learning, which people and communities can enjoy using and are proud of. It is to be well designed, maintained, managed and encourage continuous engagement with learning. It is to be far more than just 'an educational establishment'. It will have an environmental quality which support an accessible range of services, opportunities and will enrich the community it serves and the lives of learners and families. It will improve the way we think about a school's 'fit' with its surroundings and relationship to the community.
- 1.2.2. Where a school is fit for purpose – in good condition, of a design that is inspirational and flexible, with suitable and user-friendly facilities and an environment that is conducive to learning – the results and outcomes, the levels of usage, the enjoyment, satisfaction and the achievements of all users are likely to be richer, better and more long lasting.
- 1.2.3. The importance of a building and facilities which are responsive, flexible, and adaptable to new ways of learning is critical. The need for an adaptable and flexible school building and facilities that will better meet future demands and changes in technology and learning and, increasingly, the challenges posed by climate change, cannot be overstated. Sustainability needs to become a core aspect of the planning, design, development and management of all schools.
- 1.2.4. The Hubco Design Team is required to consider the under noted when designing the new school facilities: -
  - The Government's School Estate Strategy Document – "Building Better Schools: Investing in Scotland's Future"; Click on <http://www.scotland.gov.uk/Publications/2009/09/22154600/16>
  - The Schools must be designed to be flexible in line with the Government's "Curriculum For Excellence"; Click on <http://www.scotland.gov.uk/Publications/2007/12/14115428/13>

- Creation of a welcoming modern building of quality;
  - Creation of a building where the order of the organisation is legible in their massing enabling them to be easily understood and compatible to their use;
  - Creation of a working environment where the needs of both large and small groups and the individual are catered for;
  - Creation of an environment which is inclusive for those young people with severe and complex additional support needs;
  - Creation of a user friendly environment for working, studying and leisure;
  - Creation of an environment where natural light and natural draught free ventilation play a major role, along with excellent circulation space;
  - Scottish Futures Trust publication - “Lessons Learnt, A Practical Review of Design in Scotland’s Newest Secondary Schools”;  
<http://www.scottishfuturestrust.org.uk/docs/61/Lessons%20Learnt.pdf>
  - The design of the Scottish Futures Trust pilot secondary schools – Lasswade High in Midlothian and Eastwood High in East Renfrewshire  
<http://www.scottishfuturestrust.org.uk/our-work/education/schools-for-the-future/>
- 1.2.5. Low maintenance must be a key consideration of the Hubco Design Team who should take account of the specification of all materials to ensure that they are of a high quality, low maintenance and low life cycle cost. Analysis must be undertaken to illustrate material and component selection whereby initial cost is considered with replacement cycles and likely maintenance profile throughout the life of the facility.
- 1.2.6. Excellence throughout the design process must also extend through strategic planning to the design of each individual element with careful attention to detail. It is essential that the architectural, structural, mechanical, electrical and landscaping elements are totally integrated in a strong design concept and achieve structural clarity and expression. The design is to be appropriate to the Shetland setting and the scale is to be in keeping with the surrounding environment.
- 1.2.7. The design needs to be demonstrably, through modelling, capable of delivering the required educational, environmental and productivity requirements. The design of the facilities must be considered relative to climate, environment, energy efficiency, sustainability and safety.
- 1.2.8. Consideration must be given to the following:-
- Natural daylight;
  - Natural draught-free ventilation;
  - Solar gain in winter;
  - Solar shading and control of glare;
  - Fabric conduction lost in winter;
  - Noise control;
  - Acoustic performance;

- Visual interest;
- Privacy;
- Architectural design quality;
- Environmental impact (local and global);
- Low carbon footprint;
- Consideration and analysis of the use of renewable energy sources;
- Summertime overheating;
- Whole Life Cost;
- Building Maintenance;
- Energy Consumption; and
- Inclusive design, Equalities Act 2010 compliance and accessibility.

1.2.9. The following environmental conservation aims must also be incorporated when designing the new school: -

- Multiple use of the facilities for community use;
- The building must be capable of accommodating reasonable change over their lifespan;
- The efficient control, re-use and disposal of rain and wastewater are to be investigated and incorporated if agreed by Shetland Islands Council;
- The building is to interact with the natural environment in landscape terms by designing the building and site features, including provision of external social and teaching areas, in a sympathetic manner and by using indigenous planting.

1.2.10. The building in terms of its appearance and layout should make a positive and confident contribution to its setting. It is expected therefore, that the choice of design, layout and materials will be used to ensure that visually, the school becomes a readily identifiable focus for the community in which it is located, and that it has a clear and distinctive character. Well designed buildings, which are properly set in their place, establish and reinforce distinct local identities, to the benefit of users. The external environment needs to create a good 'sense of place' in line with Planning Advice Notes.

1.2.11. Through site analysis, the proposals should maximise the positive attributes of the site, where buildings and landscape are fully integrated and where visual links from accommodation to exterior are important. While recognising that it is the Hubco Design Team's responsibility to determine the nature and quality of the construction, the Hubco Design Team will take account of the ambitions outlined above and note Shetland Islands Council's resolution to provide high quality school accommodation. The Design Team must respect that wish in determining design and materials.

1.2.12. The new buildings must reflect the image and ambitions of Shetland Islands Council whilst taking account of the unique surroundings in which they are to be sited.

1.2.13. The design team must take account of the following:

- External materials should be of a good quality, high specification and low maintenance;
- Pitched roofs are considered essential in view of the adverse weather conditions often prevailing in the area. This does not preclude the use of low pitch standing seam roofs. Any proposals for low pitch roofs should be agreed by the Project Board;
- Consider adaptability and provide a building which is capable of absorbing reasonable change in future;
- Creation of a confident modern building with a strong Shetland identity which sits well in its context;
- Creation of a stimulating environment where the needs of individuals and groups are catered for;
- Excellence throughout the design process should be all embracing and extend through strategic planning to the design of each individual element with careful attention to detail;
- The architectural, structural, mechanical and landscaping elements must be fully co-ordinated and integrated into a strong design concept and achieve clarity; and
- Compliance with the recommendations of Shetland Islands Council's insurers.

1.2.14. In designing the building the Design Team should aim to minimise the future maintenance requirements, for instance: -

- Hard surfaces and tough finishes should be specified, where possible, to extend redecoration cycles and be vandal resistant as far as possible;
- Pipework, cables and equipment, including lighting, must be easily accessible for maintenance work;
- The Design Team is to give consideration to the use of exposed ceiling soffits instead of suspended ceilings; and
- Rainwater gutters and rainwater pipework must not be concealed within the building. Gutters and downpipes to be PVC specification and not coated aluminium.

1.2.15. The Design Team must ensure that all aspects of design and technical requirements conform to all relevant British Standards, Building Regulations, Health & Safety legislation, etc. This requirement includes standards dictated by the various utilities companies.

1.2.16. The facilities intended for community use must meet the standards for granting of public entertainment licenses.

### **1.3. Producing Good Environments**

1.3.1. Attention should be paid to Carbon Trust strategies and the concept of the Health Promoting School - for example seating should be ergonomic and buildings must be thermally, visually and acoustically comfortable.

- 1.3.2. The design of the interior must maximise natural day lighting and a general feeling of space. The internal and external spaces are to be designed in such a way as to encourage young people to remain on site during break and lunch times. External sheltered areas are to be provided.
- 1.3.3. Good air quality and a stable and comfortable controlled temperature environment are essential for good teaching and learning and for maintaining good young people and teacher health. Natural draught free ventilation is a key element of Shetland Islands Council's requirements and must be incorporated into the designs.
- 1.3.4. The use of high quality in furniture, fittings and surfaces clearly enhances young peoples' attitude/behaviour and contributes greatly to respect for the school environment and its ethos. This in turn has a positive effect on young peoples' achievement.
- 1.3.5. There should be available in each standard teaching space a high quality teaching wall comprising electronic interactive whiteboard, dry marker whiteboards and storage (as described in Room Data Sheets – for clarity, the interactive board is Shetland Islands Council supplied). The teaching board is an important medium in a classroom, which should be well designed and positioned for maximum pupil visibility.
- 1.3.6. Sustainability should be at the centre of the schools' design in accordance with the principles of an Eco School. Young people should be conscious of respecting themselves, others and their environment. Opportunities should be taken to demonstrate the concepts of sustainability in the energy regime of the building and providing good examples for young people.

#### **1.4. Achieving Clarity of Layout and Functionality**

- 1.4.1. Internal circulation should be given particular attention. There must be a consistent, clear system of circulation, which is a key factor in good school design. There must be no long, narrow corridors. Lifts must be strategically located and wheelchair accessible and equipped with audio information systems and tactile control panels. A colour coding system to assist with way finding and also to assist the visually impaired must be used to facilitate movement around the building in conjunction with signage.
- 1.4.2. Corridors which require artificial lighting and ventilation are to be avoided where possible and may be combined with open collaborative / social areas by removing the walls that define the corridors and opening out the central street to create a spacious circulation area, providing passive surveillance to promote good behaviour and therefore better concentration in lessons. The combination of flexible teaching spaces with circulation space must be considered. Circulation area walls and ceilings should be acoustically designed.
- 1.4.3. The opportunity for public display of young peoples' work and information must be maximised.

- 1.4.4. The design must achieve clarity of layout with teaching rooms, which are peripherally serviced so that they can easily respond to a change of function. The design, layout and furnishing of classrooms and teaching spaces are considered very important given that it is the main learning and teaching space. The circulation should be such that wayfinding is made clear and simple.
- 1.4.5. All teaching areas must reflect the latest thinking on curriculum delivery, including ICT. Detailed ICT requirements are listed in the Room Data Sheets.
- 1.4.6. The functional design must maximise opportunities where ICT is integral not only to teaching and learning spaces but the whole school environment e.g. electronic welcome boards and display screens, intelligent signage and provision of smart card provision for activities such as dining (to be agreed with Shetland Islands Council).
- 1.4.7. There must be a safe and secure environment for the young people and other users. A secure environment is created by design, where opportunities for passive surveillance are optimised, a sense of community is reinforced and access is controlled. Security technology is to be used to enhance, rather than substitute for, the design features. Monitored access and egress is required throughout the facilities. The design solutions generated by the Design Team should allow technological security means to be complemented by opportunities for discreet surveillance by staff.
- 1.4.8. Working and preparation spaces for teachers, technicians, support and administration staff should have extensive work surfaces and well designed storage space to avoid any impact on the teaching and learning spaces.
- 1.4.9. High quality well-equipped social spaces, communal areas and toilets should be designed to promote and encourage better behaviour and attendance from young people. They must be welcoming, attractive and specified with robust and durable materials and surfaces.
- 1.4.10. Dining areas must be designed taking account of atmosphere and ambience, queuing systems and throughput of users to the server areas. Account must also be taken the numbers of young people for dining. The design should be such that young people are encouraged to remain on campus during lunch and break times.

## **1.5. Delivering a Fully Inclusive Design**

- 1.5.1. Attention must be paid to the needs of physical access for young people and adults with hearing, visual or physical impairments. When developing the design proposals, the requirements of the Building Standards, together with the general principles of BS 8300, where applicable to school design, are to be met. References should also be made to the requirements and guidelines

in Building Bulletin 91, "Access for Disabled People to School Buildings" and Building Bulletin 94, "Inclusive School Design."

**1.6. Safe Routes to School**

1.6.1. The project must include provision of Safe Routes to School.

**1.7. Secure By Design**

1.7.1. Full consultation with statutory authorities including the local police service should be fully undertaken and their findings / observations incorporated into the design where practical.



## 2. School Description and Accommodation Requirements

### 2.1. Introduction

The new school will replace the existing Anderson High School.

Anderson High School is a six year comprehensive serving rural catchment areas. The new school should reflect Anderson High School's high standards and the aspirations of the whole school community. It should provide high quality facilities that will inspire staff and young people to achieve their full potential. There should also be high quality sports and performance space for use by the school and the local community. Current and prospective pupils of Anderson High School have been consulted about what they would like to see incorporated into the new school and their views are attached in Section 8. Cognisance of the young peoples' responses have been taken into account in the Brief below.

### 2.2. Accommodation Requirements

The Accommodation Schedule provides the requirements for all accommodation in the new school. This information is based on Shetland Islands Council's experience in the areas and accommodation types required to satisfy education needs with regard to pupil numbers.

The school is to be designed to accommodate 1180 pupils.

### 2.3. Security

Appropriate consideration requires to be given in the overall design of the new school to security issues taking account of current advice and regulations. This should also incorporate the requirement for staff and young people to transit between the new school premises and the existing Clickimin Centre where sports activities will take place. In addition, it will be necessary to take account of use by the Community in designing appropriate security systems.

### 2.4. Accommodation Schedule

See Section 8 for detailed Accommodation Schedule.

### 2.5. Accommodation Comments

#### Organisation

#### Roll

The existing Anderson High School pupil roll in Session 2012/2013 is:

Year	S1	S2	S3	S4	S5	S6	Total
Roll (pupils)	125	155	138	153	168	134	873

**Staffing****Session 2012 – 2013**

Teachers	87.83 FTE
Auxiliary Support	24.05 FTE
Secretarial/Admin	5.93 FTE
Janitors	4.0 FTE
Technicians	4.41 FTE
Librarian	2.0 FTE
Catering	10.09 FTE

**2.6. Education Accommodation**

All to be provided as per the Accommodation Schedule (Section 8) and Room Data Sheets and incorporating any specific requirements as listed below. The Room Data Sheets will detail the requirements in each room/department.

- 2.6.1. **The Main Entrance Area** should be a warm and welcoming area, and be uplifting to young people, staff and visitors alike as they enter the facility.
- 2.6.2. **Reception Area and Entrance** - a trophy display cabinet and achievement boards should be positioned in the foyer. Large scale display areas, e.g. for murals should also be accommodated here. The foyer and waiting areas shall provide a school and community display space for art work. The reception area and entrance shall be fully signposted and easily accessible from both the visitors' car parking and pedestrian users.
- 2.6.3. **The Waiting Area** shall also be provided with easy access to toilet facilities including disabled toilets. The waiting area shall have seating in a public area.
- 2.6.4. **Collaboration and Dining / Social Areas** - shall be distributed according to the overall layout of the buildings although the main kitchen / dining area should not be situated directly inside the main entrance. These areas shall have access to toilets. These spaces should be designed imaginatively, to allow easy access for the uses described – breakout space from classrooms to enable the young people to work together, and as dining/social space at break times and lunchtime. The allowance shown in the Accommodation Schedule, with appropriate circulation space must not be exceeded. The main kitchen should be on the ground floor to allow both deliveries and waste removal.
- 2.6.5. **Lockers** should be provided in sufficient numbers to accommodate design capacity and they are to be fully integrated into the design. All young people will have access to a locker. For ease of access these shall be located in or close to the above areas or where corridors/circulation spaces are large enough.

- 2.6.6. **Coat Hooks** should be provided in sufficient numbers to allow for one each for every young person. These should be located, as above, in or close to the above areas or where corridors/circulation spaces are large enough.
- 2.6.7. **Toilets** should be associated with the main social spaces, although there should be toilet access for young people (including disabled toilets) on all floors. Toilet design should be such as to minimise the opportunity for anti-social behaviour. Refer to the DfES 'Standards, Specifications, Layouts and Dimensions 3. Toilets in Schools' guidance'.
- 2.6.8. **Pupil Support Facilities** - Within Anderson High School, Pupil Support has three strands –
- Guidance and social support,
  - General support for learning for young people with additional support needs (ASN) who are largely educated within a mainstream setting, and
  - Provision for young people with significant additional support needs, who will require much more time in a supported and highly resourced provision. This more specialised provision also includes specialist areas for young people with very high levels of need eg those who have Autistic Spectrum Disorders (ASD).

The provision for Pupil Support may be required by any young person at any time and is therefore a very important aspect of the overall educational provision. Accommodation in this area should be designed to cater for a wide range of needs so that almost all young people can have their needs met within the school community. This is reflected in the detailed requirements in the Room Data Sheets.

The Pupil Support provision should provide a supportive and stimulating environment which will enable the young people to meet their full potential. This space should be at the heart of the school to promote a sense of integration, while allowing a degree of privacy for those young people whose needs require a calmer, quieter supportive environment. The Pupil Support provision should therefore be easily accessed from the main entrance and the central social areas of the school, so that mainstream young people are encouraged to use the Pupil Support provision and young people with ASN can easily access mainstream classes and/or social areas.

All Pupil Support staff (Pastoral, Learning Support and ASN) will have offices, meeting rooms and working spaces close together and also close to the Senior Management area and any interagency work rooms and offices, so that all pupil support staff can work closely together in an integrated and collaborative way. A staff base is specified to accommodate a large number of staff including ASN teachers and auxiliaries, who will be part of the overall team.

The Pupil Support provision would best be provided on the ground floor for ease of access for staff and young people. While most young people accessing the provision will enter the school through the main entrance, it is

important to also ensure a separate entrance to allow a quiet access for those more vulnerable young people or those with significant social difficulties (e.g. ASD). This entrance should be accessible to transport such as mini buses capable of transporting young people in wheelchairs

The range of young people with ASN within the catchment area is considerable. Currently there are young people who have severe physical difficulties, as well as a range of young people with a variety of needs including moderate to severe learning difficulties, specific difficulties with literacy and numeracy, social, emotional and behavioural needs, as well as young people who have been diagnosed with Autistic Spectrum Disorders and other learning difficulties. There are also a number of young people who are visually impaired and consideration of their needs will be required, not just in the Pupil Support area, but across the school as a whole.

The accommodation required to meet this range of needs must allow flexible provision with a range of rooms of different sizes to be used for different purposes, hence the varied size of rooms in the Accommodation Schedule. They will provide bases for the range of needs from general tuition to the support of young people with complex learning, medical and physical needs, including those for whom personal care is required. Therapy and working spaces will also be required for specialist partners, such as Physiotherapists, Public Health Nurses and Primary Mental Health Workers, to work with young people.

For those young people for whom a full mainstream curriculum would be difficult, space to enable them to develop life skills and skills for learning and work, in a small supportive environment is specified. Provision for individual and small group tuition, as well as space which would be suitable for young people who may require quiet areas for individualised learning, along with specialist provision such as a soft play area and multi-sensory space is listed, along with a “cool down”, nurture space for more vulnerable young people with social, emotional and/or behavioural needs.

The location and installation of hoists and other aids for young people with more severe physical difficulties detailed in the Room Data Sheets must be discussed with and approved by the Client’s Project Manager before finalising plans. Storage for large pieces of equipment such as standing frames and hoists is specified.

Appropriate ICT network access is listed in the Room Data Sheets.

Access to a safe, stimulating outdoor area and or garden space is also required. The ASN provision should have direct access to the external areas that young people use. The external space should be large enough for young people to access without feeling others are invading their space. It should also be enclosed and private.

The multi-sensory room and soft play room could be sited between the general Pupil Support provision and the ASD provision so they can be used by either group. The Pupil Support provision should be linked to the more general ASN provision, but separated by a door.

Rooms for use with young people with ASD should have a small time out room associated with them, with beanbags/soft chairs. These rooms will have a working area and a more nurturing area with softer furnishings, as detailed in the Room Data Sheets.

Consideration should be given to the shape of the space along with materials and colours which should be calming and autistic friendly.

As far as possible, natural light should be used for the whole Pupil Support provision. In addition however, care should be taken to meet young people's needs through the appropriate use of internal décor, light, sound, floor coverings and window coverings, when considering the internal specifications throughout the school.

- 2.6.9. **English and Modern Languages** should be grouped.
- 2.6.10. **Mathematics** rooms should be grouped together.
- 2.6.11. **ICT** rooms should be spread throughout the school – there will be 4 ICT rooms incorporated into the school design (3 for 20 pupils and 1 for 30 pupils). One of the smaller rooms should be located in close proximity to the Art department on the top floor of the school. A second smaller room should be located close to CDT/HE departments on the ground floor. The remaining two rooms (1 smaller and the larger) should be located centrally and in close proximity to Business Studies rooms.
- 2.6.12. **Business Studies** rooms should be located close to the 2 ICT/Computing rooms (1@30 + 1@20) which are to be located centrally in the school (not the ground or top floor).
- 2.6.13. **Art** should be on the top floor and should be laid out as an open plan area (outdoor balcony area to be investigated). Ideally the department should be North facing to obtain the best possible natural light for drawing.
- 2.6.14. **Music** (four) classrooms, recording room, four practice rooms, storage and Staff Base shall be in close proximity to the Performance Venue and Drama/Dance Studio. Acoustics are an important feature of such rooms, and in addition, noise transmission to adjacent areas must be minimised. Instrument storage space will be required.
- 2.6.15. **Social Subjects (History, Geography, and Modern Studies), Religious Studies and Personal and Social Education** classrooms should be located in the same area.
- 2.6.16. **The Science Department** should be located on the same level together with the technician area centrally located within this department. **Chemistry** Labs should be grouped together, **Biology** labs should be grouped together and **Physics** labs should be grouped together. The small lab should ideally be located next to the technician area. The Science Technician's room must be central to the science rooms to allow easy servicing of all the laboratories. Particular attention must be given to specialised storage for Radioactive

Isotopes and Chemicals. Mobile fume cupboards will be supplied (by Shetland Islands Council) and all labs must have plug in facilities for these.

- 2.6.17. **Technical Subjects** The Craft workshops, the preparation area and materials store shall be located on the ground floor. A materials preparation room and store (with outside access for deliveries) shall be adjacent to these rooms. There will be deliveries from heavy lorries and account of this shall be taken when designing the layout of the new school and in young people/vehicular segregation systems. If possible the remainder of the department should be on the ground floor. However, if it is necessary to move the remainder on another floor, it must be on the floor directly above and accessible to the ground floor area.
- 2.6.18. **Home Economics** should also be on the ground floor close to Technical subjects to allow for ease of access for deliveries etc.
- 2.6.19. **Physical Education** The Physical Education facilities shall be provided by the use of the Clickimin Centre which is located immediately adjacent to the school site (subject of separate New Project Request). The school and whole campus design should take account of access to the existing outside playing areas. The changing areas are located within the Clickimin Centre and are close to the indoor facilities. There will be extensive community use of these facilities during the school core hours, so both ease of access of the required entrance / evening reception area and security from the rest of the school requires to be addressed and fully implemented.
- 2.6.20. **Library and Resources Area** This should be located on one level and as centrally as possible and could be in close proximity to the English/Languages departments. It will be accessible to young people and staff during class time and non-class time, and will be required to accommodate whole teaching group classes for working as well as individuals and smaller groups. Once in the library, it should have an open plan layout but it should not be part of the collaborative/circulation space. The library needs to maximise the use of space and be a pleasant, open and airy environment with good natural light which encourages young people to engage in independent learning. There should be provision made for distance learning facilities and video conferencing.
- 2.6.21. **Central Atrium / Hall / Flexible Space** This area is core to the heart of the school and is key to the function of the building. This flexible space is for the meeting of year classes, school events, etc. and for Community Use as a group rehearsal and ensemble/choir practice space. Provision for a flexible closed space with retractable walls to provide seated capacity of 300, with maximum use being made of retractable “bleacher” style raked seating is required. Additional “free standing” seating shall be provided for use in front of the raked seats. (Desks and additional seats will be required for examination purposes – see RDS for more information). A demountable stage shall be provided. This performance space, especially with the seats retracted, will be used as an additional drama and rehearsal space,



ensemble practice area, staff development and conference venue and examination hall.

- 2.6.22. **Reception** The reception desk will be adjacent to the foyer/waiting area and be integrated into the main office.
- 2.6.23. **Administration Office** Will be a separate room.
- 2.6.24. **Reprographic Facilities** Shall be located close to the administration/main office and have clear access for deliveries.
- 2.6.25. **Head Teacher's Office** Shall be close to the administration office.
- 2.6.26. **Deputes' Offices** Shall also be situated close to the administration office.
- 2.6.27. **Kitchen and Toilet Facilities** for the administration office shall be close by and there shall be access between the management suite and the waiting area for visitors.
- 2.6.28. **Waiting Area** Should afford some degree of privacy for those waiting.
- 2.6.29. **Faculty Bases** Should be equipped with sinks and work top areas for tea/coffee preparation. They should have ample storage for faculty resources and space for staff to work during non-contact time.
- 2.6.30. **Medical Inspection Suite** This suite shall be situated on the ground floor with access to the Management and Administration suite.
- 2.6.31. **Sick Bay / Rest Rooms** Wide doorways are required to the sick bay to cope with stretchers or wheel chair access. A disabled toilet must be provided close by, or as an integral part of the suite.
- 2.6.32. **Janitors' Room and Store** The Janitors' room shall be located near the main entrance.
- 2.6.33. **Outdoor Store** With access to outside for storage of equipment.
- 2.6.34. **Vehicle Access**, Deliveries and Parking - there shall be segregation of buses from pedestrian access as well as from sign-posted parking for staff and visitor vehicles. Young People with additional support needs are also transported by taxi, which should be able to drop off young people close to an appropriate entrance.
- 2.6.35. **Cycle Access** Lockable, covered cycle compounds, for staff and young people (separate), shall be provided for the secure storage of cycles during the day. Separate access routes for cyclists away from the main traffic routes would be useful.
- 2.6.36. **Outdoor Social Areas** The areas around the school environs need to be provided for social times.

- 2.6.37. **Pin Boarding** In all teaching areas, the collaboration/dining/social and circulation spaces display areas are required. In corridor areas these shall be fire-secure.
- 2.6.38. **Display Areas** Specialist wall lighting for wall displays in the main foyer areas shall be provided as well as in other areas all as detailed within the individual Room Data Sheets.
- 2.6.39. **Historical Medal Boards, Murals and Pictures** There are no items of historical interest/significance that are to be moved to the new school from the current school.

## 2.7. Education Service Comments - the Construction Period

### 2.7.1. Disruption during the Build.

The new school site is remote from the existing operational school campus so there will be no construction related disturbance during school hours. However, the new site is located beside an operational Leisure Centre and is contained within recreational facilities which will remain in use during the build period.

It must be noted that the Leisure Centre and the immediate surroundings are public facilities and will be used over extensive daily operational hours.

Access to both the internal leisure facilities and the external sports pitches must be given priority at all times.

To help manage this it is proposed that:

- a) Hubco is required to comply with environmental legislation and all environmental issues are dealt with through the Authority's/Hubco Representatives;
- b) That it forms part of the Project Board's role to deal with, on a consistent basis, such environmental issues and interface.

The Hubco/Contractor shall submit, for the approval of the Project Board, a plan that provides methods for dealing with the management of disruption.

## 2.8. Accommodation Schedule

The accommodation schedule is contained within Section 8.

## 2.9. Pupil Consultation Responses

All current young people in S1-S2 in the Anderson High School and young people in feeder schools that will be transferring to Anderson High School in the next two years were consulted about what they would like to see



incorporated into the new Anderson High School. Young people were asked to give their thoughts on two things that they would like to see in the new school by way of a simple questionnaire. Additionally, young people currently at the Anderson High School were asked to identify two features of the current school that they would like to see reproduced in the new school.

The summary of the young people's responses are contained in Section 8 and should be considered when progressing plans and specifications.

### **3. ICT Brief**

#### **3.1. Introduction**

The purpose of this document is to describe the IT infrastructure to be provided in a new Anderson High School. The document will serve as an aid for Hubco during the design stage.

During RIBA design stage E, Hubco will be responsible for liaising with Shetland Island Council's ICT Services as mentioned in the room configurations below.

#### **3.2. General items**

The general provision will be high speed, high capacity wired and wireless network provision.

All learning spaces will be provided with a suitable range of low and high level data provision and associated power. To support this, ICT is seen as the '4th utility' and the school requires a robust and highly capable LAN infrastructure that will enable the broadcast of high bandwidth multimedia and other types of data. The LAN will be able to support a range of building and other systems without being detrimental to the delivery of learning and teaching.

Wireless technology will be used to support teaching externally.

The school will offer a range of ICT devices to young people, many of which will be portable, mobile devices. The physical learning environment must facilitate the integration of these devices to support learning. The types of devices may vary from ultra-portable touch screen handsets to high powered laptops with multimedia editing capabilities. Considerations for storage and charging need to be made.

There will be a substantial provision of high powered, fixed computing resources in areas such as CAD/CAM and music technology, therefore provision needs to be made in these areas for the supply of power and data to these devices, and appropriate cooling and ventilation where required.

The school will benefit from a high speed wireless network across the entire campus, including outside spaces. The latest wireless networking standards will be adopted to ensure that young people can log on and access learning resources in a short period of time, therefore having minimal impact on teaching and learning.

The school will adopt a controlled printing solution, and introducing a print credit system, all designed to reduce the amount of paper used and limit the amount of printing devices required.

Control, recording and display of important building control systems, such as heating, ventilation and lighting are required. This data can be used as a learning resource to support sustainability. Attendance data may be recorded from the access control system.

Most learning spaces will have the ability for staff and young people to display the content in a large screen format to allow for the whole class or smaller group working and collaboration. Many of these display solutions will be interactive and a mixture of horizontal and vertical positioning will be provided.

Should the school utilise an external and internal CCTV solution it must be flexible with the ability to move cameras when and where required. A CCTV solution will utilise the ICT structured cabling solution and active IP network.

Display technology will be used in and around the School to disseminate important information, and to celebrate achievement. The placement of these display devices will be crucial to ensure that they have maximum impact for the intended target group (i.e. visiting members of the public, or areas of transition for young people within the building). Provision needs to be made in these areas for the supply of power and data to these services.

There is expected to be a reasonably high usage of video conferencing technology within the school, therefore consideration regarding the positioning of such units and the impact of lighting and acoustic conditions will need to be made.

Furniture within the school will be flexible allowing for the quick and easy reconfiguration of rooms, and the ICT provision will also follow this model.

It is intended for the school building to benefit from an integrated security and access control solution allowing for parts of the school to be made available for public use, whilst maintaining safe and secure environments in other parts. This aspect of the design is to be fully considered within stage C of the project.

Within designated areas or rooms there will be the ability to provide colour and light therapy for those that require it. These areas have special considerations regarding lighting and acoustics.

An appropriate level of air conditioning is to be provided for areas with high concentrations of computing facilities e.g. computing suites.

### **3.3. Power and data provision**

All rooms should be cabled with the data and power cable contained within compartment trunking. For the avoidance of doubt, unless stated otherwise the power/data ratio will be 3:1. For example, each double network socket should be accompanied by 3 double power sockets. This configuration will

cater for a monitor, a desktop and at least one other independently powered peripheral per workstation.

The new Anderson High School should be cabled with Category 6 cabling. Although many existing buildings are still Cat 5e. Cat 6a will run 10 GB as opposed to 1 GB, however it is 33% more expensive and requires larger containment to hold the cables. Cat 6a patch leads are 5 to 10 times faster and the existing AHS Switches will not support 10gb at this time.

Given a building has an expected life of at least 60 years then the structured elements of the cabling should be to the higher standard – i.e. Cat 6a. This allows the use of the higher standard (10 Gb) when required. In the interim Patch leads, switches etc. could be of a lower spec so it runs at up to 1gb in the interim. Hubco should get a quote for both and the Shetland Islands Council will make a decision.

All cabinets should be linked to the main or server room cabinet using star topology with Multimode fibre, 62.5/125 terminating to ST connectors at patch panels at both ends. This fibre should be 8 core to allow for future expansion.

### **3.4. Broadband Connection**

Via fibre optic cable to existing network.

### **3.5. Communication and server rooms**

Shetland Island Council's ICT Services will be responsible for coordinating the installation of single mode fibre into the new building. Consultation with main contractor should take place to ensure required civil works are undertaken.

The design of these rooms will vary by the size of the school and the proposed number of devices. For the new Anderson High School, Shetland Island Council's ICT Services should be engaged during the design stage to carry out a site design for communications and server rooms. Ideally, space provision should be made in each faculty hub for a comms cabinet room. These rooms should not be more than 100 meters apart. All server and communication rooms will include adequate air conditioning provision. These should be dedicated ICT communication rooms to allow physical access to be controlled. If a sprinkler system is fitted there should not be one within these rooms but outside the door. The IT equipment suppliers are to be engaged through the Shetland Islands Council ICT Service.

### **3.6. External links, telephony and pathfinder**

Shetland Islands Council ICT Services will be consulted for details on the external links. Some sites will use a radio link and will require line of sight surveys to be carried out for mounting of radio equipment on the roof of the building. IP telephony will be used within these buildings, however there is

still a requirement for a telephone line as a failsafe in case the network goes down. All phones are now RJ45 so can be situated wherever there is data and power. All classrooms require a phone for safety reasons.

### **3.7. Multifunction devices - printing/photocopying**

The vision is to see a printing facility in the shared resource area for each faculty hub plus 1 printer for ASN, 1 printer for Guidance and 1 printer for Administration. Each printer location is to be provided with at least 1 double data and 1 double power socket. Shetland Islands Council ICT Services should be engaged at design stage for information on the managed print service and for further consultation on printer locations and housing. In general a printer should be within 40 meters of every user, the user should not have to pass through more than 3 doors and the user should not have to travel up or down a flight of stairs to reach a printer.

Mobile printers on trolleys may be considered however adequate storage space should also be provided where printers can be plugged in and networked in down time.

### **3.8. Information display systems**

Information display systems are to be mounted in the entrance vestibule and in the dining room. Where a display system is mounted on a wall, data and at least two power sockets must be made available and the wall must be reinforced to withstand the weight of the display system. When installing multiple display systems in a school, all must terminate in the server room or main communication room.

### **3.9. TV/Radio**

A coaxial television point should be in every open area, every teaching space, every communication room and all server rooms. If the length of the cable is such that the signal requires to be boosted then a powered booster should be installed that boosts the signal round the school.

### **3.10. Cashless catering provision**

All the school canteen facilities will require a network connection at each till location. A data point will also be required at each pay point and vending machine.

### **3.11. Wireless access**

Current wireless standards are such that we cannot recommend wholesale deployment of Wireless to replace cabled stations. Even the latest N standard can not be utilised to support more than around 6 sessions at a time (less if using video streaming etc.) – bear in mind we are sharing the bandwidth (like older hubbed networks). Even 802.11n (theoretical speed 300mb) offers only around 70 to 80 MB with a perfect connection – real

performance can be even slower. The provision of network points for Wireless Access Points should be inherently designed to optimise Wireless coverage throughout the building.

Unlimited wireless access is to be provided within the school to allow young people to connect with their own mobile devices and to provide access for the public for web browsing.

Network sockets should be provided in the ceiling void of each classroom or if no ceiling void then at a height out of reach of an adult for the future installation of a Wireless Access Point (WAP). In all public and communal areas, including libraries a network point should be installed at a height out of reach of an adult for installation of a WAP.

Power is not required with these network points as we can use Power Over Ethernet kit to run over the structured cabling.

Secure recharging areas are to be considered to allow young people to recharge the batteries of their own mobile devices.

### **3.12. Community use/libraries**

The library service should be engaged for the library to work out requirements. Consideration should be given to consulting community groups during the design phase to work out individual requirements for the school.

### **3.13. Room Configurations**

#### **3.13.1. Classroom**

Each classroom should have provision for the following equipment

- An interactive whiteboard with short throw projector. The whiteboard requires a double power socket and a network point. USB is not required as we can link to the interactive whiteboards via Bluetooth. The whiteboard should be installed on a rise and fall bracket in the centre of the teaching wall. It should be noted that in the case of non boom mounted projectors, provision will need to be made for ceiling mounting with associated power sockets.
- If a voice reinforcement system is required then speakers should be mounted in all four corners of the classroom and linked back to an amplifier at the teaching position. If a voice reinforcement system is not required then speakers should be attached to the interactive whiteboard. Voice reinforcement has to be confirmed with Children's Services.
- The teaching position must have links to projector and sound system. VGA and 3.5mm audio and/or HDMI (where equipment supports it)

must link back to the interactive whiteboard. Teaching positions may be serviced from a floor box if required, however, where a teaching station is located on an adjacent wall, wherever possible wall trunking should be utilised to carry the VGA and audio. All teaching positions must have at least 6 power and two data points.

- The classroom should be provisioned for data and power in all possible locations throughout the classroom taking account the 3:1 power: data ratio. Data points should be installed at 1200mm intervals on the dado trunking round the room.

In the larger/combined teaching spaces interactive white boards might be too small and difficult for all young people to see when in larger groups. Therefore these spaces are also to be provided with large drop down screens suitable for viewing by larger audiences.

### **3.13.2. Circulation / Collaborative / Social Areas**

These areas should have small bays to provide power and network connectivity, to allow young people access to online materials. This provision will depend largely on the design - the architect therefore should have this provision in mind when designing these spaces.

### **3.13.3. Additional Support Needs**

As in standard school classrooms a rise and fall interactive whiteboard and sound system will be required. Data points should be installed at 1200mm intervals on the dado trunking round the room. The equipment in Multi Sensory rooms does not require a data point, however, a double data point should be installed for use of IT equipment in the future.

### **3.13.4. Pupil Support**

Pupil support rooms will have computer stations. Data and power provision must be provided and it is recommended that double the expected amount of data points are installed to allow for expansion.

### **3.13.5. School Offices / Head Teacher etc**

The school offices should be cabled with a double network socket and power at each possible computer workstation. Extra data and power should be provided, where practical, at 1200mm intervals around the room to allow for expansion.

### **3.13.6. Dining Area, Kitchens and the Catering Office**

The serving area should have power and data points for cashless catering pay points. Shetland Island Council's Children's Services should be contacted during the design stage for requirements. The kitchen will require a telephone so data and power will be required at this location. The catering

office will require a computer and telephone so a double network socket and power must be provided.

#### **3.13.7. Janitors' Office**

Data and power provision provided for all possible computer workstation locations.

#### **3.13.8. Reprographics Room / Area**

Where there is to be a reprographics room/area Shetland Island Council's ICT Service should be engaged at design stage to advise on the MPS. Data and power should be installed at 1200mm intervals where practical. Air conditioning provision is to be included in any dedicated reprographics room.

#### **3.13.9. Medical Room**

The medical room requires a phone and computer access. A triple data socket should be installed with appropriate power provision.

#### **3.13.10. Plant Room**

Some of the plant now has a networking requirement so heating can be regulated and monitored off-site and building management systems will also require a data point. Installation contractors should be engaged at an early stage to confirm requirements for heating controls and extra data provision should be built in to future proof, at least one double data point more than is required should be installed.

#### **3.13.11. Video Conferencing**

Video conferencing units now use IP based technology and use a gateway to link with older ISDN based VC units. As a result video conferencing rooms require data and power and no longer utilise ISDN lines. At least a double network socket and power will be required in any video conferencing room. It is intended that the video conferencing facilities will also be let out as a community resource and should be designed with due regard to access.

#### **3.13.12. Community / Libraries**

The Library Service will be engaged during the design stage to advise on libraries. Data and power provision should be installed at 1200mm intervals around the room where practical. Further details on ICT provision can be found in the Room Data Sheets.

#### **3.13.13. Hall**



The school hall should have a projector and screen for school presentations. This will require the following:

- VGA and HDMI connection to be run from the projector to the podium
- Audio connection to be run from the podium to the amplifier
- A double data point and power at the podium

## 4. Technical Specification

### 4.1. Energy and Carbon Target

The aim is to achieve a B+ before renewables on the design compliance. The performance in use requirement is for <100 kWh/m<sup>2</sup> for all energy input, and less than 35kgCO<sub>2</sub>/m<sup>2</sup>. The final Energy Performance Certificate rating is expected to meet a minimum of 25kg CO<sub>2</sub>. The emphasis within the specification is on the performance in use compliance to reduce energy and carbon in use, in particular:

- Energy Use/m<sup>2</sup>
- Daylight Factors
- Heating Performance
- Water use
- Building Management and Controls

All substantial energy and water use systems are required to be metered (AMR minimum requirement), the following systems (if present) must be metered by separate accessible energy sub meters which are labelled with the end energy consuming use:

- Space heating
- Domestic hot water
- Humidification
- Cooling
- Fans (Major)
- Lighting
- Small power

All sub meters must have a pulsed output to enable connection to a Building Management System (BMS). Shetland Islands Council uses a Trend IQ3 based BMS system across Shetland Island Council's Estate with a front end 963 controller based at Gremista. This controls heating, ventilation, pumps etc. The new Anderson High School to be linked to this system so that the Council's Energy Team can monitor and set times schemes etc. Irrespective of maintenance arrangements it can also be used for first line fault diagnosis. Standardisation of type will reduce maintenance costs. [CAS]

A compliant RIBA stage C low and zero carbon technology feasibility study is required. The Report should be comprehensive and consider all fuel options with an assumption to the use of low or zero carbon technology. The report must consider all fuel options available and practically assess the choices with a full life cycle cost appraisal. The outcome of this report must follow the requirements of Scottish Building Standards Section 6 & 7 and detail the expected performance of the buildings with the contribution to achieving carbon dioxide emission levels that achieve a 75% improvement on 2007 Building Standards. The report must detail assessed Carbon Dioxide emission rates for the premises against target emission rates set by 2010

Building Standards. The consideration of renewables must take note of the Technical Guidance for integration of the systems. It is anticipated the best option on low carbon and whole life costing will be taken forward.

#### **4.2. Daylight Design**

Natural daylighting is to be used wherever possible and average daylighting factors should generally be in accordance with the average factors detailed in Section 7 and the Technical Guidance with particular note to glare.

Energy used under normal occupancy for artificial lighting (whole school level excluding exterior lighting) on bright day (sky luminance of a cloudy sky at 30° above horizontal  $>10,000 \text{ Cd/m}^2$ ) shall be at least 55% below that used on a dull day (sky luminance of a cloudy sky at 30° above the horizontal  $<500 \text{ Cd/m}^2$ ). This shall be achieved on at least thirty days between 1st May and 30th September each year.

#### **4.3. Artificial Lighting Energy/m<sup>2</sup>**

Energy in all spaces larger than 20m<sup>2</sup>, occupied for more than two hours/day shall not be more than 2.4W/m<sup>2</sup>.100 lux. Lighting design should be in accordance with CIBSE Lighting Guide LG5 and BSEN12464. Automated lighting controls should be incorporated to all areas.

All external lighting will meet the CIBSE Lighting guide 6 LG 6 and BS 5489 part1 standard.

#### **4.4. Artificial Lighting Levels**

The maximum light level for indoor artificial lighting shall not exceed the required lighting level by more than the sum of 40 lux + 30% of the required lighting level at any point in any space larger than 15m<sup>2</sup>.

#### **4.5. Heating Energy Minimisation – Balance Temperature**

The outside air temperature on a cloudy day at which internal gains just supply all the heating energy to maintain the specified internal operative temperature, for densely occupied spaces (at least 1 person/3m<sup>2</sup>) shall not be more than 6°C. Fabric thermal storage shall not make any significant contribution to this balance temperature. This shall be achieved on at least fifteen days in any contiguous six month period starting 1st October.

The building element U-values are to achieve a 10% improvement, or better, than the 2011 Non Domestic Technical Standards. The maximum U-values to be achieved are as follows:

Walls -	0.24 W/m <sup>2</sup> K
Floors -	0.19 W/m <sup>2</sup> K
Roof -	0.18 W/m <sup>2</sup> K

Windows/Doors -  $1.4 \text{ W/m}^2 \text{ K}$

The infiltration rate will need to be  $10 \text{ m}^3/\text{m}^2.\text{h}$  @ 50 Pa or better in line with the 2011 Non Domestic Technical Standards.

#### **4.6. Hot Water Service Operating Efficiency**

Delivered heat from the taps should be 60% of the energy put into generation and distribution. Use of plate heat exchangers is not appropriate for sinks, but might be appropriate for shower areas.

#### **4.7. Cooling Requirements**

There should not be a requirement to use mechanical chilling in areas where the internal heat gains from equipment is less than  $80 \text{ W/m}^2$ , assuming a maximum heat gain from people of  $15 \text{ W/m}^2$ . The internal temperature must be less than  $1.5^\circ\text{C}$  above the maximum external temperature to comply with this requirement.

A maximum operating temperature of  $27^\circ\text{C}$  measured and controlled is required at the top of the racks. An adequate heat extraction system will be required and the rejected heat can be used during the heating season for other areas.

#### **4.8. Cleaning Requirements**

The design must take into account of lighting and heating requirements for cleaners, to ensure that not all the lights are on and the building is not heated to the same temperatures as for normal occupation.

#### **4.9. Health and Safety**

The Contractor and Hubco - Design Team are to comply at all times with the CDM Regulations.

The Contractor and Hubco - Design Team will supply all health and safety information as is required by the Authority for inclusion in the Shetland Islands Council Health and Safety Portal.

The Contractor and Hubco - Design Team will supply all asbestos information as is required by the Authority for inclusion in the Shetland Island Council's Asbestos Portal.

#### **4.10. Zurich School and Academy Design Guidance**

The new building must be designed in line with the Zurich School and Academy Design Guidance wherever it is practical to do so.

**4.11. General Room Data Requirements**

<b>Planning</b>	<b>Requirements</b>
Room Name	Refer to Individual Room Data Sheets
Required Floor Area	Refer to Accommodation Schedule
Room Activities	Refer to Individual Room Data Sheets
Room Occupation	Refer to Individual Room Data Sheets
Room Occupancy	Refer to Individual Room Data Sheets
Relationship to other rooms	Refer to Educational Design Brief
Building Planning	Refer to Educational Design Brief
Re-configurability of space	Refer to Educational Design Brief
Access	Refer to Individual Room Data Sheets
Building planning – floor to ceiling height	For horizontal ceilings, floor to ceiling height shall be a minimum of 3.3m unless otherwise stated in the room data sheets. If the ceiling is sloping, the minimum floor to ceiling height shall be 2.8m at the lowest point, and the average height shall be equal to the minimum height required for horizontal ceilings. Where the ceiling is stepped or sloping, or has part-area suspended ceilings, the ceiling height is defined as the area weighted average height.
Building planning - room depth and ventilation	For naturally ventilated rooms cognisance shall be given to the thermal comfort of the occupants. Thermal comfort shall be established for occupied spaces in accordance with the methodology of <u>BS EN ISO 7730:2005</u> . The design shall account for air movement to assist with thermal comfort in all seasons. Particular attention shall be paid to the reduction of cold draughts. Air Quality is to be an integral part of the design and consideration is to be made of the best method of control and management of CO <sub>2</sub> levels.
General Guidance	Refer to BB87 Environment, BB90 Lighting and BB93 Acoustics, BB101 Ventilation of School Buildings. This is in addition to publications from professional institutions associated with building design, construction and specification; CIBSE, RICS, RIAS, RSUA, RIBA & SFT.
<b>Internal Environment</b>	<b>Requirements</b>
Premises Log Book	A Premises Log Book will be provided for the use of the facilities manager. This log book will contain a simple statement of how the building is intended to work and its maintenance requirements. It also includes energy

	<p>performance monitoring and a system to record changes to the building services, and to the log book itself. The log book will enable the facilities manager to operate the building effectively and efficiently. This information to be provided as the project is developed and in a format appropriate for the councils Health and Safety Portal.</p> <p>This will need to tie in with the Council's CAFM system (Technology Forge).</p>
Operation and Maintenance Manuals	<p>The relevant specialist contractors will provide Operation and Maintenance (O&amp;M) Manuals for the mechanical and electrical services. These manuals will contain detailed plant information including:</p> <ul style="list-style-type: none"> <li>Manufacturers operating and maintenance instructions</li> <li>Test and commissioning certificates</li> <li>Equipment inventories</li> <li>Emergency information</li> <li>Warranties</li> <li>Record drawings</li> </ul> <p>As built drawings (requirement to tie in with the Council's CAFM system (Technology Forge). Drawings will need to be in a set format that allows them to be used as base data for the CAFM system with preset layering conventions</p> <p>The manual may form a part of the overall Health and Safety File that is required by the Construction Design and Management Regulations.</p> <p>This will need to tie in with the Council's CAFM system (Technology Forge).</p>
Daylighting Quantity	<p>Refer to individual Room Data Sheets.</p> <p>Generally the requirement is for an average Daylighting factor not less than 4% in rooms occupied for more than 30 minutes at a time. To be achieved in operation.</p> <p>Design to allow for behavioural issues and visual comfort. Windows not to be obstructed at all by blinds or curtains when these are opened. Dim-out to be possible without restricting ventilation air. Authority approval to be obtained for rooms which do not meet the criteria.</p>
Daylighting Quality	<p>In accordance with BS EN12464 and Section 7 – Wellbeing - Daylighting.</p>
Daylighting Uniformity	<p>Where possible the Uniformity ratio should be at better than 0.4. Where this may not be achieved it shall be discussed with the Authority and the daylight proposals approved.</p>
Maximum insolation (solar gain heat)	<p>There is a significant aspiration for a maximum solar heat gain of 25 W/m<sup>2</sup> averaged over the room area. Where this may not be achieved it shall be discussed with the client and the proposals approved.</p>

Artificial Lighting	<p>Refer to individual Room Data Sheets.</p> <p>The maximum artificial lighting level at any point at the working plane under any combination of conditions shall not exceed this value by more than 40%. Client agreement is necessary for provision of higher levels. Where higher levels are needed for more visually demanding tasks, task lighting should provide the additional.</p> <p>All luminance (lux) levels in all internal areas must be in accordance with the CIBSE LG5 Lighting for Education. All classrooms will be in accordance with Building Bulletin 90 'Lighting Design for Schools'.</p>
Artificial Lighting uniformity	0.8 or better
Artificial Lighting colour rendering	Ra not less than 80
Artificial Lighting colour temperature	Within range of 3500K to 4000K
Artificial Lighting Quality	In accordance with BS EN12464, CIBSE LG5
Artificial Lighting ceiling luminance	Not less than 30% of luminance at the working plane with a uniformity not less than 0.6
Artificial Lighting Wall luminance	Not less than 30% of luminance at the working plane with a uniformity not less than 0.6
Glare Index	Not more than 19
Artificial Lighting – required controls	Light level sensing – zones must include window area, mid room and rear of room. Occupancy sensing – maximum area not to exceed 50m <sup>2</sup> .
Luminaire LOR (Light Output Ratio)	≥82%
Maximum lighting energy W/m <sup>2</sup>	4 W/m <sup>2</sup> target average over annual occupied hours.
Lighting for cleaning	<p>Only in immediate work area plus areas for safe circulation.</p> <p>This can be a separate switched arrangement of partial lighting or teacher space lighting if that would be sufficient for cleaning.</p>
Desired inside temperature range during occupied hours in the heating season	<p>Refer to individual Room Data Sheets.</p> <p>Generally air temperature measured at 0.5m from floor in the centre of the room shall be within the range of 19 oC to 22 oC.</p> <p>Radiant temperatures of at least 90% by area of the opaque fabric must be within the range of 19 oC to 23 oC. Authority approval to be obtained for rooms which do not meet the criteria.</p>
Maximum temperature in heating season to be	<p>Refer to individual Room Data Sheets.</p> <p>Generally 21oC. Authority approval to be obtained for rooms which do not meet the criteria.</p>



achieved by paid-for heating energy	
Summer time maximum operative temperature	Whenever the outside air temperature is above 23oC, and the diurnal temperature range exceeds 4oC, the internal operative temperature shall not exceed the maximum outside air temperature of that day by more than 1.5oC . This shall apply for internal gains (excluding insulation) up to 80W/m2.
Maximum heat-gain from non-fixed equipment – design data	Typically the maximum heat gain from non-fixed equipment shall be 20 W/m2 during occupied hours and 5W/m2 during un-occupied hours unless identified otherwise in the room data sheets or elsewhere in the brief.
Ventilation during occupied hours	Sufficient ventilation shall exist to ensure that carbon dioxide level in any space does not exceed 1,500ppm for more than 20 minutes each day, with an operational target of 1,000ppm. Carbon dioxide monitors are to be fitted in all occupied rooms. The required ventilation shall be maintained during room dim-out / blackout, and shall not be impaired by security or safety requirements. Cold draughts from incoming ventilation air in cold weather shall not cause thermal discomfort to occupants.
Ventilation outside occupied hours	Fresh air rate must be within the range of 0.1 ach to 0.3 ach. This may be achieved by passive infiltration means such as by trickle vents in the windows.
Volatile Organic Compounds	In accordance with Section 7 Material Use – Volatile Organic Compounds. At no time during occupied hours shall the total indoor VOC exceed 200ug/m3.
Acoustics reverberation time	Refer to individual Room Data Sheets. Generally <0.8 seconds for mid frequencies when un-occupied.
STI Index	Higher than 0.65
Background noise level maximum during heating season	Refer to individual Room Data Sheets. Generally 35dBLAeq, 30min This figure excludes the contribution from ICT and office equipment installed by the occupier. Authority approval to be obtained for rooms which do not meet the criteria.
Background noise level maximum during hot summer days	Refer to individual Room Data Sheets. Generally 35dBLAeq, 30min (must be achieved with maximum ventilation rate operational). Authority approval to be obtained for rooms which do not meet the criteria.
<b>Building Fabric</b>	<b>Requirements</b>
Durability & Fitness for Purpose	The minimum satisfactory life of the component parts of the structure shall be <b>60 years</b> . The building shall be designed and constructed to provide adequate protection against all forms of insects, fungi, vermin, pest



	<p>infestation, rot and damp penetration. Such protection shall be suitable for the function of the component.</p> <p>The buildings, including their materials, components and finishes, shall be fit for their intended purpose (i.e. teaching in an education environment).</p>
Foundations and Substructure	<p>The building foundations shall be designed in accordance with BS8004 and the requirements of the Building Regulations and the identified sub-soil conditions.</p> <p>Mass concrete or reinforced concrete pad and strip foundations may be used provided that they bear on natural ground capable of sustaining the applied bearing pressure without excessive or differential settlement. Bored cast in-situ piling may also be used if desired.</p> <p>The work shall be undertaken by specialists who are familiar with the Building Regulations and modern construction techniques. The foundation design must make due allowance for the effects of any existing and new trees together with the proposed landscape scheme.</p> <p>Design and construction must not cause any settlement or deformation of any adjacent building, its floor and ground slab or any other structure or property.</p> <p>Construction works should take account of restrictions placed on noise and vibration when operating adjacent to existing premises.</p> <p>The Hubco Design Team will be responsible for preparing and submitting full design calculations to Building Control and obtaining the necessary approvals.</p>
Overall Structural Stability	<p>The Hubco Design Team must clearly identify the exact load path of all vertical, horizontal and inclined loads from point of application through the structure and dispersal through the foundations and sub-structure to the soil and provide calculations and drawings to Building Control demonstrating the overall stability of the whole and all elements of the structural works.</p>
Calculations and Drawings	<p>The Hubco Design Team shall prepare complete and comprehensive calculations and drawings and all other necessary documentation demonstrating the adequacy and suitability in all respects of the proposed civil and structural engineering works, including any specialist works for submission and approval of Building Control.</p>
Floor Construction	<p>The ground floor shall be designed either as a suspended floor or as a floating ground-bearing floor slab. In the event that a floating ground-bearing slab is employed, all top soil, made ground and other deleterious material shall be removed so that the slab bears directly on natural materials capable of supporting the slab's self weight and superimposed loads indefinitely without excessive settlement.</p>

	<p>In the event that levels need to be made up, imported granular material of suitable size and mechanical properties shall be mechanically compacted to provide a suitable sub-base. All granular material shall be free from deleterious or contaminated materials.</p>
External Walls	<p>The external walls are to attain a 'U' value to satisfy the current Building Regulations + 10% with an outer skin constructed in blockwork, structural panels, rainscreen systems etc, the type of which is to be recommended by the Hubco Design Team for approval by the Authority and local Planning Officer.</p> <p>The inner skin will be fit for purpose, suitably robust, either load bearing or non load bearing and in certain instances the structure will be supported by steel/concrete framework.</p> <p>Wall finishes should be aesthetically pleasing and damage resistant.</p> <p>The location and material used must suit the particular location and exposure.</p> <p>Wall finishes should be detailed and chosen to minimise weather/water staining appearing on the surface of the walls or other associated elements.</p> <p>To be in accordance with the Section 7 Gold level requirements.</p>
Roof	<p>The roof shall be designed and constructed to suit the particular facility location and degree of exposure.</p> <p>The roof shall be covered with a sheet material approved by the Authority and local Planning Officer.</p> <p>The roof shall provide a 'U' value in accordance with current Building Regulations + 10%.</p> <p>The roof pitch shall be to a minimum pitch to be agreed with Shetland Islands Council constructed with a supporting structure at suitable centres for any dead, superimposed, snow, wind and other loads without excessive deformations or deflections. Any timber framing is to be pressure impregnated and adequate sarking, breathable membranes, vapour/air barriers and pressure impregnated battens are to be provided where required.</p> <p>Noise of rain on certain materials must be considered and a solution to dampen this noise shall be incorporated.</p> <p>The location of the new building and the effect of snow on the roofs during the Winter months and the consequences associated with this must also be considered. Snow boards shall be in keeping with the design of the building and installed over main entrances. Roof glazing should be provided with means to control solar gain if appropriate.</p> <p>Roof volumes should be expressed internally where this</p>

	<p>is consistent with the design concept.</p> <p>To be in accordance with the Section 7 Gold standard requirements.</p>
Eaves, Soffits, Copes and Fascias	<p>The design of eaves shall be considered to achieve the required maximum solar heat gain requirements unless it can be demonstrated through calculation that the solar heat gain can be controlled by another means. Pitched roof fascia board shall be a minimum of 225mm deep. Verges shall have a bargeboard equal to the fascia depth.</p> <p>The Hubco Design Team shall submit their proposals for maintenance free fascia, soffit, and bargeboard details for approval by the Authority.</p>
Rainwater Goods	<p>All gutters to be membrane lined.</p> <p>The Hubco Design Team shall submit their proposals for all gutters, downpipes, and surface water drainage system connections to public sewers for approval by the Authority.</p>
Soil Drainage	<p>The Hubco Design Team shall submit their proposals for soil drainage manholes and fittings for connections into the public sewer for approval by the Authority. Internal manholes are to be avoided as far as possible, but should have double sealed recessed covers to take all floor finishes.</p>
Materials	<p>The contractor will construct all building elements in line with the BRE Green Guide live rating system to achieve a minimum of an 'A' rating. The windows are not included in this requirement. The elements that will comply are:</p> <ul style="list-style-type: none"> <li>• External walls</li> <li>• Roofs</li> <li>• Upper Floor (if applicable)</li> <li>• Internal Walls</li> <li>• Floor finishes/coverings</li> </ul>
Internal Walls	<p>The Hubco Design Team shall ensure that standards for new schools and alterations of existing are made in accordance with the Building Regulations. These require them to treat internal surfaces and recognise the effects caused by poor acoustics and excessive reverberation time within the design for the project. The design should reflect indoor ambient noise, airborne sound between spaces, impact sound of floor surfaces, reverberation and speech intelligibility.</p> <p>Internal partitions shall have a capability to reduce the transmission of sound from one side of the partition to the other by weighted sound reduction index of 43dB. These partitions should be acoustically sealed and the Hubco Design Team will be required to submit their proposals to meet the required levels for approval by the Authority.</p>

	<p>Methods of acoustic testing and assessment need to be demonstrated.</p> <p>All internal partitions shall be formed in either fairfaced blockwork, brickwork or blockwork with a suitable finish or timber/metal stud with an appropriate finish.</p> <p>The requirements of BB93 should be followed wherever possible. Where this cannot be achieved agreement should be obtained from the Authority.</p> <p>The partitions and the openings therein shall be fire resisting as required.</p> <p>No surface mounted cables, conduits, pipes or ducts unless explicitly permitted by the Authority, for example exposed concrete ceilings/soffits. All services are to be integrated within the ceilings and voids to ensure there is no boxing out within the spaces.</p> <p>All internal wall finishes and partitions shall therefore include provision for the installation of concealed electrical fixed mechanical services, furniture and fittings.</p> <p>Access ducts with removable covers shall be provided to conceal essential services.</p> <p>Column Cladding: Any exposed steel columns in the building shall be encased with the same material finish as internal partitions or other suitable robust finish. All external corners shall be protected with metal angle strips.</p> <p>Guidance on surface reflectance: not less than 0.6</p> <p>To be in accordance with the Section 7 Gold standard requirements.</p>
Floors Finishes	<p>All floor finishes shall be level with each other and the Hubco Design Team must include for good quality proprietary trims at the junctions between differing floor finishes.</p> <p>In accordance with Section 7 Gold standard requirements</p> <p>Durable, hardwearing, easy to clean.</p> <p>Wooden floor, pvc, good quality, anti-static, cut pile carpet, linoleum, plus wet area flooring or other surfaces as required.</p> <p>Guidance on surface reflectance: not less than 0.3</p> <p>Flush joints between different finishes. (NB: floor construction must provide isolation of impact noise such as from footfalls).</p> <p>Floor surfaces to provide adequate slip resistance.</p> <p>In accordance with the Section 7 Gold standard requirements.</p>
Ceilings	<p>Ceilings shall meet the required fire resistance standards. All ceilings shall be accessible to services, either with hatches or suspended ceiling system.</p> <p>Exposed concrete ceilings are to have a high quality,</p>

	<p>smooth finish.</p> <p>Roof voids should be sub-divided with fire blankets or barriers in accordance with the Building Regulations.</p> <p>There should be no transference of sound between rooms via the ceiling void and the Hubco Design Team will need to submit their proposals for acoustic reductions in meeting the required levels for approval by the Authority.</p> <p>Ceilings finishes are to be light in tone.</p> <p>No surface mounted cables pipes or ducts unless explicitly permitted by the Authority, for example exposed concrete ceilings/soffits.</p> <p>Ceilings in kitchens, toilets, medical rooms to be hygienic and cleanable.</p> <p>All ceilings to be impact resistant. If tiles used then to be clipped in place.</p> <p>Guidance on surface reflectance: not less than 0.7.</p> <p>In accordance with the Section 7 Gold standard requirements.</p> <p>Consider use of “service spines” for ease of access, maintainability and adaptability.</p>
External Doors	<p>The location and requirements for doors for building compartmentation to comply with the Building Standard (Scotland) Regulations 1990 6th amendment.</p> <p>Entrance doors and side screens should be glazed and should be configured to form draught lobbies at main external access doorways.</p> <p>All doors must meet the anticipated movements within the building. This will include incorporating locking and hold open devices to match these needs.</p> <p>All doors must be designed to allow wheelchair access.</p> <p>All doors/gates etc. should incorporate a level of security. Security and access strategy to be agreed and approved by the Authority.</p> <p>To comply with fully with BS8300.</p> <p>Sliding automatic doors are preferred where automatic doors are required unless otherwise approved by the Authority.</p> <p>All doors to be fit for purpose, durable, resistant to wear and easy to clean.</p> <p>Vision panel at heights to suit all occupants. Vision panel requirement to be approved by the Authority.</p> <p>Sign to identify room name.</p> <p>(NB – door selection may link with acoustic isolation)</p> <p>In accordance with the Section 7 Gold standard requirements.</p>
Internal Doors	<p>Internal doorsets shall be at least 44mm thick, solid core construction, manufactured in veneered faced plywood, species chosen by the Authority. Doors to be lipped on</p>

	<p>all four edges in hardwood lipping.</p> <p>Where doors are fire rated, these should be to the correct fire resistance with the correct seals, stops and rebates and supplied with manufacturer's test certificates confirming that the door will achieve the required fire resistance.</p> <p>Corridors, staffroom, classrooms, offices and group rooms etc. are to be fitted with glazed doorsets, 44mm thick solid core manufacture in veneered plywood with 2no vertical vision panels glazed in 6mm thick Pyro safety glass with hardwood beads.</p> <p>All doors shall comply with current Building Regulations.</p>
Door Ironmongery	<p>The Hubco Design Team shall schedule their proposals for furniture and fittings to all internal doors.</p> <p>The ironmongery is required to have a minimum life span of 10 years and shall be robust and fit for the purpose to internal doors with coloured finishes for partially sighted occupants. All ironmongery shall have metal core with sprung lever handles and secure bolt-through fixings.</p> <p>All doors shall be lockable with sub-master and master key system. Stores and offices shall have security 5 levered security locks also on same master keyed system.</p> <p>All doors shall have kick plates min. depth 500mm with 3mm less width or stops where appropriate.</p> <p>All doors to be fitted with a minimum of three stainless steel ball-bearing type hinges along with approved delayed action door closers where necessary.</p> <p>All doors shall be provided with a shouldered floor stop fixed to withstand impact and abuse.</p> <p>Doors must be lockable at adult height.</p> <p>Exit doors must be fitted with approved emergency release ironmongery.</p> <p>All doors to be fully accessible for wheelchair users and shall comply fully with BS 8300.</p> <p>Ironmongery for Assisted Schools or Special Needs units shall be provided such that they meet the specialist needs of the young people. ASN rooms to be provided with additional high level handle with combined opposing action required to release latch.</p> <p>Security and access strategy to be agreed and approved by the Authority.</p>
Windows	<p>The windows are to be high performance timber, colour to be approved by Shetland Islands Council. They are to include draught and weatherproof seals thermal breaks.</p> <p>Where operable windows form part of the natural ventilation strategy the area of opening shall be provided to satisfy Building Standards Section 6 &amp; 7 requirements and to achieve thermal comfort.</p>

	<p>Permanent (trickle) ventilation is achieved through heads of window frames in line with Building Standards and condensation collection channels fully drained to exterior.</p>
--	---



Signage	<p>All signs shall be in English. Signage shall cover all types and forms of signs except where there is a regulatory need to comply with a particular style or colour, such as Fire Safety signage.</p> <p>There shall be an appropriate number, spread and usage of informational, directional and communication signs such as school, department, faculty or room identifiers.</p> <p>The number, style, design and location of all non-regulatory signs are to be agreed and approved by the Authority prior to purchase and installation.</p> <p>Internal doors require identification and room number. Identification signs shall be capable of being interchangeable to allow flexibility in the use of the individual compartments.</p> <p>Identification signs in the building – Assisted Schools or Special Needs units shall be provided such that they meet the specialist needs of the young people.</p>
Fixtures and Fittings	<p>Fixtures, fittings and furniture shall be of a standard equivalent to that provided by a recognised supplier to Education Authorities.</p> <p>Refer to individual Room Data Sheets.</p> <p>No display boarding shall be located in dead-end corridors.</p> <p>Schedule of fixtures, Authority supply items and Authority supply and fit items will be provided by the Authority.</p> <p>In accordance with the Section 7 Gold standard requirements.</p>
Toilet and Sanitary Fittings	<p>The Hubco Design Team shall submit their proposals for sanitary fittings complete with all appropriate fixtures and fittings.</p> <p>Toilet circulation and sink areas are to be open to the main circulation spaces. Each cubicle to have full height door and individual ventilation system.</p> <p>Toilet accessories, holders, soap dispensers, etc., should not be of plastic construction to avoid arson risk and must be vandal resistant.</p> <p>Separate male / female toilet areas shall be provided including uni-sex disabled toilets.</p> <p>WC pans, urinals and lavatory / wash hand basins shall be adult height except where otherwise stated in the Room Data Sheets.</p> <p>Corrian or similar wash hand troughs to be provided for toilets for young people.</p> <p>Female toilet cubicles are to be provided with sanitary disposal units as stated within the Room Data Sheets.</p> <p>To comply fully with BS 8300, BS 6465-1:2006, BS</p>



	<p>6465-2:1996 and BS 6465-3:2006.</p> <p>To comply fully with 'The School Premises (General Requirements and Standards) (Scotland) Regulations 1967'.</p> <p>In accordance with the Section 7 Gold standard requirements.</p>
Finishes	<p><b>General</b></p> <p>Finishes shall be chosen with a consideration of acoustics and noise reduction. The nature of all finishes will be described in the individual Room Data Sheets. Consideration shall be given to the provision of suitable colour schemes and textures to assist people with visual or hearing impairments. Contrasting colours are to be used in line with BS8300. Colour schemes shall be chosen in consultation/agreement with the Authority Representative.</p> <p>Warranties to be provided against edge ravel, delamination, zippering and with lifetime colour fastness to light.</p> <p>In accordance with the Section 7 Gold standard requirements.</p> <p><b>Internal Finishes</b></p> <p>Floor, wall and ceiling finishes shall, together with the furniture and fittings, form part of an integrated design concept. However, the following shall be observed:</p> <p>Barrier matting shall be provided at all external entrances.</p> <p><b>External Finishes</b></p> <p>External finishes shall provide good weathering characteristics.</p>
Blinds	<p>All classroom windows shall be fitted with roller blinds with cord operation.</p> <p>High level windows to certain areas shall be provided with electrically operated pull-down dim-out blinds.</p> <p>Blinds are to be designed in such a way as they do not flap.</p>
Display Boards	<p>Provision of display boards are to be maximised in rooms where possible.</p> <p>Display board provision is to be maximised on all walls in entrance lobby, corridors and classrooms except where other fixtures indicated (i.e. shelves, tiling, and blackboards).</p> <p>Display boards shall be fixed at a height of 700mm up to 1900mm above finished floor level.</p> <p>Display boards shall be resistant to surface spread of flame characteristics of pin board to be in accordance with Building Regulations.</p>
Storage	As per individual Room Data Sheets.

Acoustics	Compliance with DfES Building Bulletin 93 under Part E of Schedule 1 to the Building Regulations (for England and Wales)
Lifts	If evacuation lifts are required they are to comply fully with BS 5588 Part 8 1999 and BS 8300.
Footpaths, Car Parking and Drainage	<p>The new footpaths adjacent to the new building and car parking shall be constructed in concrete blocks laid in a porous herringbone pattern with soldier's course at edges and pre-cast concrete edgings.</p> <p>Car park shall be formed with falls of 1:40 to drain to either gullies or channels. Edges, raised pc concrete kerbs and radius size 225mm x 125mm. The line marking of car parking spaces and direction arrows etc to be hot applied thermoplastic or otherwise approved road marking paints.</p>
Gates and Fencing	The Hubco Design Team shall submit a fencing/gate schedule for the Authorities approval.
External Landscaping	<p>In accordance with the Section 7 Gold standard requirements.</p> <p>The landscaping is to include either of the following:  Space within or adjacent to the site boundary or in the local area/region has been set aside, to allow creation and management of a natural habitat or wetland.  OR  Space within or adjacent to the site boundary or in the local area/region has been set aside to allow for the creation and management of an area for organic planting and/or animal husbandry. The landscaping/site space(s) are clearly marked and designated on a site plan and provide an adequately sized area for achievement of the aim.</p> <p>All landscape planting will be of native origin.  Provision is to be made for a fruit and vegetable garden.  Refer to DfES '<i>Schools for the Future: Designing School Grounds</i>' for guidance.  Refer also to the guidance notes on the Grounds for Learning website - <a href="http://www.ltl.org.uk/scotland/">http://www.ltl.org.uk/scotland/</a></p>
Time Capsule	The project will allow for "building into" the structure of the building, or grounds, a Time Capsule as provided by the school or community. This shall be of a medium size,

	not exceeding 750mm square or deep.
<b>Civil and Structural</b>	<b>Requirements</b>
Structural Works	Structures shall be designed in such a way as to allow reasonable flexibility of room layouts in the future to suit changing educational needs. They shall also be designed in such a manner as to allow for future expansion or contraction of required space due to alterations in the usage of the new project facilities. In addition the impact of the location of projections such as structural columns and piers into the usable space in each compartment shall be minimised.
Structural Works	The Hubco Design Team is responsible overall for the complete design and construction of the structure to safely and robustly support all dead, superimposed, snow, wind and other loads without excessive deformations or deflections. All design must be carried out strictly in accordance with the specification, all recognised current and latest British Standards, Codes of Practice and other appropriate Design Standards, the Building Regulations and any applicable local bylaws or acts of parliament including (but without limitation to) the documents specifically listed hereinafter:
Structural Loadings	All loading shall comply with BS 6399-2:1997 and as otherwise stated in the requirements.
The Structure	The building shall be designed using reinforced concrete, mass concrete, pre-cast concrete, structural steel frames, loadbearing masonry and structural timber as appropriate. All steel frames shall be provided with bolted eaves and apex connections as required unless otherwise approved by the Authority. The structural steel frames together with all other structures shall be designed by the Hubco Design Team who will be responsible for preparing and submitting full design calculations to Building Control and obtaining the necessary approvals. All structural steel shall be designed in accordance with BS5950 or BS449 to safely support all dead, superimposed, snow, wind and other loads without excessive deformations or deflections. The steelwork and foundations must be designed to meet the requirements of the boundary conditions imposed by the site in accordance with the recommendations of the Steel Construction Institute. The Hubco Design Team shall also be responsible for designing any bracing, purlins, wind-posts/sheeting rails necessary to support brickwork and/or other cladding panels and roofing including any necessary door and window trimming.

	Reinforced concrete, structural timber and masonry shall be designed in accordance with BS8110, BS5268 and BS5628 respectively to safely support all dead, superimposed, snow, wind and other loads without excessive deformations or deflections.
Soil Conditions	<p>The Hubco Design Team shall be responsible for carrying out a full Site Investigation Survey and will take full account of the site investigation in the design of the foundations, sub-structure and ground floor.</p> <p>The Hubco Design Team will be responsible for organising the removal of all obstructions encountered in the site necessary to allow the construction of the new buildings. All surplus excavated material shall be removed from site and disposed off to an approved tip.</p> <p>The Hubco Design Team will be responsible for dealing with any contaminated materials or adverse soil conditions encountered during foundation excavations and will provide adequate design solutions for resolving any such issues. All site materials classed as Hazardous Waste shall be taken to a licensed tip and disposed off in accordance with the relevant waste management regulations.</p>
Infrastructure	The Hubco Design Team shall be responsible for verifying the condition and suitability of storm water and foul drainage systems within the site.
Ground Conditions	<p>It is the responsibility of the Hubco Design Team to determine if there is any requirement for further detailed studies to allow detailed foundation and drainage proposals to be finalised.</p> <p>Foundation solutions should take account of ground conditions, both superficial and mineral and should also take account of restrictions placed on noise and vibration when operating adjacent to existing premises.</p>
<b>Electrical</b>	<b>Requirements</b>
Public Address	<p>Ability to zone areas required. Voice Evacuation to BS5839 Part 8.</p> <p>Speaker required in each room. Could be linked to sound field system.</p>
Period Bell	Period bell to be linked to public address system and to be zoned in areas to be agreed with the Authority.
Sound Field System requirements	Infrastructure for sound reinforcement system. Four speakers. One speaker in each corner of the room. XLR connection should be used at the speaker location and Speakon connections at the teaching station.
Clock	<p>Electrically operated and visible from all areas of the room.</p> <p>Accuracy better than 1 minute from GMT/BST. Radio controlled preferred.</p>
TV / Video Facilities	Required. Refer to ICT Brief.

Specialist Lighting	As per individual Room Data Sheet.
Emergency Lighting	To code compliance BS5266 and to be Quality LED type.
Specialist Containment	Dado trunking to at least three walls. Refer to ICT Brief.
Small Power	To support cleaning activities, equipment power, general use and ICT support.
Fire detection and Alarm	To code compliance BS5839 Part 1, 8 Cat. L1. To Code Compliance BS 5588, Part 8: Code of Practice for means of escape for Disabled People.  Fire Alarm and Detection L1 system for sleeping areas L2 elsewhere/non sleeping – recommend inc detectors in attics and voids as applicable.
Telephone	Required. Refer to ICT Brief.
ICT provision / data outlets	Required. Refer to ICT Brief.
Electrical Plant Space	All electrical plant shall be located in its own designated accessible space and not in allocated teaching spaces, storage, wc's, etc. For example, distribution boards are not to be located in classroom cupboards. Consideration should be given to service spines connecting nodes.
<b>Mechanical</b>	<b>Requirements</b>
Room temperature optimum start accuracy – heating by radiators and air handling	The heating system for occupied spaces shall be by connection to the existing District Heating Scheme. The desired room temperature is to be achieved within 30mins of occupation start on 60% of occupied days in the heating season. Where alternative means are proposed these shall be demonstrated through calculation and client approval obtained.  All controls to be linked back to main BMS controller (Trend IQ3).
Room temperature optimum start accuracy – space heating by self regulating under-floor heating	Unless a statutory requirement exists, no requirement if self-regulating under-floor heating is the main heating source during occupied hours.
Pre heat rate of temperature rise when un-occupied	The minimum rate of rise of room operative temperature under design conditions, with the space un-occupied, must be $\geq 0.30^{\circ}\text{C}$ per hour.
Room heating response to internal gains	Heating emitter / controls response time for 63% change in heating output shall be less than 20 minutes for both increase and decrease of output.
Heating controls location and authority	In accordance with Section 6 requirements.
Heating zoning	Heating zoning shall specifically provide for occupancy

	out of normal occupied hours to specified times, days and temperatures, without wastefully heating any non-occupied areas, fully controllable via BMS.
Room ventilation	In accordance with requirements stated above, statutory requirements and CIBSE guidance. Noise from mechanical ventilation / noise transfer from other internal and external spaces, must not cause the required background noise level to be exceeded, fully controllable via BMS.
Specialist ventilation	Note that carbon impact limits may require ventilation air heat recovery, and/or recovery of heat from long operating hours equipment such as computer and communications equipment, fully controllable via BMS. Refer to individual Room Data Sheets.
Heating	To maintain the required temperature, fully controllable via BMS.
Cooling	To individual room requirement if necessary. Mechanical cooling must not be used if cooling is possible using external air or zero carbon impact sources such as groundwater or earthtubes.
Potable water services	Drinking fountains to be provided in areas to be agreed with the Authority. Refer to individual Room Data Sheets.
Water supply	<p>A water meter is to be provided with a pulse output to enable connection to a Building Management System (BMS). Consideration should be given to fitting more than one revenue meter to reduce standing charges.</p> <p>A leak detection system is required capable of detecting major leaks on the mains water supply to the assessed building. The system must cover all mains water supply between the building and the site boundary.</p> <p>The building design will include solenoid valves on the water supply to each toilet area in the building and the flow of water through that supply is controlled by a link to either:</p> <p>Infra red movement detectors within each toilet facility OR Sensors or switch placed at or on entry doors to each facility.</p> <p>The development will include a water recycling system that is capable of one of the following strategies:</p> <p>Where a rainwater collection tank has been installed and the tank is sized to collect at least 50% of EITHER</p> <p>The total predicted rainwater run-off from the roof catchment area for the defined period of collection OR the rainwater run-off required to meet the total predicted flushing demand for the defined period of collection.</p> <p>Waste water from wash hand basins and showers is collected from ≥80% of fittings and recycled to meet part</p>

	(minimum 10%) or the total of the WC/urinal flushing demand within the building(s). A combination of rainwater collection greywater or treatment water that meets at least 50% of EITHER. The total predicted toilet and urinal flushing demand for the defined period of collection OR The total predicted toilet and urinal flushing demand for the defined period of collection and (where specified ) irrigation of planting and landscaping.
Fire services	Fire suppression system required to comply with the Scottish Building Technical Standards 2010 and DCSF 'Sprinklers in Schools' document.
Above ground drainage	As required to match needs from potable water services. Refer to individual Room Data Sheets.
Misc. other	Pipe/radiators surface temperature within reach of building occupants must not exceed 43oC during occupation.
Mechanical Plant Space	All mechanical plant shall be located in its own designated accessible space and not in allocated teaching spaces, storage, wc's, etc. For example, heating manifolds are not to be located in classroom cupboards.
<b>Existing Building</b>	<b>Items to be Retained</b>
School Items	Refer to school inventory for items which are to be carefully removed from the existing school and designed into the new school building.
PV Panels	The PV panels on the existing School are to be carefully removed designed into the new high school building for re-use.
Plant Equipment Salvage	Plant equipment for salvage in the existing school to be agreed with the Authority for re-use elsewhere in the Authorities estate.



## 5. Site Plans

Shetland Islands Council has identified the Clickimin campsite as their preferred location for the siting of the new Anderson High School.

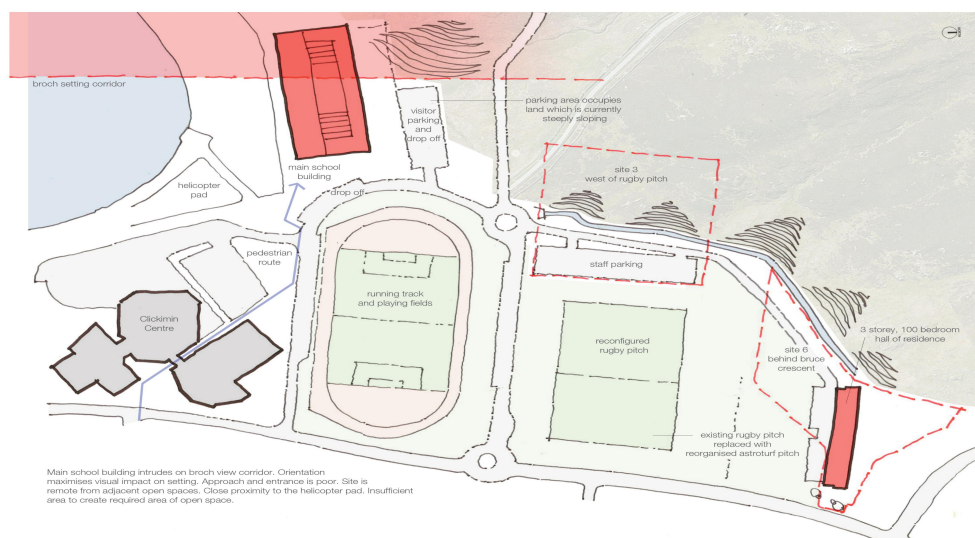
However, as a result of Hubco's early involvement in undertaking a detailed site selection process which looks at the whole area contained within the "Red Line" established as part of the Shetland Island Council's Consultation Process, early investigations have raised some issues regarding the Council's preferred site in terms of land and planning matters which require to be addressed as soon as possible. As part of this process, alternative locations for the school, whilst still contained within the "Red Line", are being investigated.

In order to make an informed decision Shetland Islands Council and Hubco have agreed that the undernoted works are carried out at the earliest possible opportunity:

- Geoenvironmental Desktop Study
- Further Intrusive Site Investigation Works
- Unexploded Ordnance Desktop Study
- Archaeology Desktop Study
- Flood Risk Assessment
- Environmental Impact Assessment / Ecology Screening
- Drainage Impact Assessment
- Traffic Impact Assessment

Results of these investigations will inform Shetland Islands Council and Hubco as to the risks associated with each site to allow an informed decision to be made.

***It is anticipated that the above works will be completed in 2 – 4 weeks and until that has been completed, this NPR is submitted in draft only.***





## 6. Room Data Sheets

Room Data Sheets are currently being compiled but are not yet ready for inclusion at this stage.

Shetland Islands Council is aware of the work undertaken by Highland Council for the new Inverness Royal Academy and is in receipt of the Room Data Sheets compiled for that project. Shetland Islands Council further understands the intention through collaborative working to standardise these Room Data Sheets across all six local authorities where possible.

These standard Room Data Sheets will be the basis on Shetland Island Council's submission and these will be forwarded as soon as they are available.

## 7. Financial Cap Information

The financial spreadsheet indicating the breakdown of costs is included as Appendix E.

Shetland Islands Council has taken the decision to undertake the works to the new school under the Design Build Finance and Maintain model to which this NPR refers. However, there are other associated works which forms part of Shetland Island Council's overall contract, namely the provision of a new 100 bed Hostel, refurbishment / alteration / new build works to the existing Clickimin Centre.

Appendix E contains the relevant information for the Design Build Finance and Maintain contract for the school but also covers the financial aspect of the additional works outlined above. This is provided to give an overview of the entire financial position and not the school in isolation. This same information will be provided as part of the separate NPR for the Hostel and Clickimin Centre.

## 8. Reports

The undernoted list of reports is appended to this document as separate attachments.

Appendix A	Topographic survey (attached)
Appendix B	Site Investigation (attached and additional to follow)
Appendix C	Accommodation Schedule (attached)
Appendix D	Pupil Responses (attached)
Appendix E	Financial Information
Appendix F	Pre-application consultation with statutory authorities (initial consultation with planning undertaken, pre application and advice pack to follow)
Appendix G	Initial Access Appraisal and Junction Capacity Analysis (to follow)



Anderson High School ~ 5 April 2013	
SFT Funding Roll	1180
Metric, sqm per pupil	11
GIFA for 1180	12980

Subject	Rooms	No. of Rooms	Area (m2)	Total Area (m2)	Comments
English	Classroom	9	60	540	
	Faculty ICT	2	70	140	
	Faculty Base Incl. Storage	1	60	60	
Mathematics	Classroom	9	60	540	
	Faculty ICT	2	70	140	
	Faculty Base Incl. Storage	1	60	60	
Modern Languages	Classroom	5	60	300	
	Faculty ICT	1	70	70	
	Faculty Base Incl. Storage	1	35	35	
Social Subjects incl. RME	Classroom	8	60	480	
	Faculty ICT	1	70	70	
	Faculty Base Incl. Storage	1	50	50	
Home Economics	Teaching Classroom	2	85	170	
	Teaching Classroom	1	95	95	Catering/College standard for hospitality
	Store	1	45	45	
	Food Preparation Room	1	15	15	
	Fabric Room	1	70	70	
	Laundry Room	1	10	10	
	Faculty Base Incl. Storage	1	30	30	
Technology	Craft - wood / metal workshop	2	110	220	
	Graphical Communications/Engineering Science	2	80	160	
	Craft & Design workshop	1	90	90	
	Wood store/preparation	1	72	72	
	Non craft store	1	24	24	
	Faculty ICT	1	70	70	
	Faculty Base Incl. Storage	1	30	30	
Sciences	Laboratory - Chemistry	5	70	350	
	Laboratory - Biology	4	70	280	
	Laboratory - Physics	3	70	210	
	Laboratory - 6th Year	2	40	80	
	Faculty ICT	2	70	140	
	Faculty Base Incl. Storage	1	70	70	Most storage will come under Science Technicians, more reqd?
Science Technician Service	Store	1	7	7	
	Chemicals prep & store	1	43	43	
	Chemical Store	1	5	5	
	Chemical Store	1	9	9	
	Workshop / office	1	59	59	
Art and Design	A & D - 3D	1	80	80	
	A & D - 2D	3	70	210	
	Graphics Art (Dry)	1	80	80	
	Kiln	1	12	12	
	A & D store	6	8	48	
	Dark Room	1	12	12	
Music	Music Classroom	3	70	210	Music Dept needs to be on ground floor.
	Music Practice (small)	6	10	60	
	Music Practice (large)	2	20	40	
	Music Recording Studio	1	20	20	
	Music store	2	25	50	

Central / Core Area  To include Drama?	Drama Classroom	1	60	60	
	Drama Studio	2	80	160	Detailed discussion over how this central area is utilised
	Drama Changing and Make-Up	2	25	50	is required.
	Store	1	15	15	Analysis to include community useage.
	Faculty Area	1	70	70	
	AV Technician	1	15	15	This is 460m2 of area to be suitably apportioned.
	Library display Area	1	30	30	
	Admin Office	1	10	10	
	Staff Work Base	1	50	50	
Bus Ed./ Computing	Computer Suites	6	70	420	
	Classroom	2	60	120	
	Computer Store	1	20	20	
	Digital / Video Editing Studio	1	20	20	
	Faculty Base Incl. Storage	1	40	40	
Pupil Support	Pupil Support (Guidance)	1	60	60	
	Interview Room (Guidance)	3	10	30	
Learning Support	Learning Support (group)	3	30	90	
	Learning Support (individual)	3	10	30	
Additional Pupil Support	Additional Pupil Support (SEBN)	3	20	60	
Library	Library	1	240	240	
Dining/ Social/ /Assembly	Hall / Social / Dining	1	835	835	
	Assembly / Social Store	1	50	50	
	Kitchen	1	240	240	
	Exam Furniture Store	1	50	50	
	Performance Storage	1	35	35	
	Sound / Lighting Control Room	1	12	12	
Toilets	Staff Toilets	4	29	116	
	Pupil (male)	3	28	84	
	Pupil (female)	3	28	84	
	Disabled Toilets	12	5	60	
Senior Management Team	Head Teacher's Office	1	30	30	
	SMT Individual Office	4	12	48	
School Administration	General Open Plan Office	1	70	70	
	Finance Office	1	10	10	
	Sick Bay Waiting	1	10	10	
	Reprographics / Printing	1	45	45	
	Mail Pigeon Hole System	1	15	15	
	Central Store	1	25	25	
	Secure Store	1	25	25	
	Secure Store for Exams	1	40	40	
	Kitchen / Dining Room Cloak Area	1	30	30	Service for office and conference
	Meeting / Conference	1	75	75	
Health and Therapy	Medical Inspection Room	1	12	12	
	Medical Rest Room	2	12	24	
	Laundry Room	1	5	5	
	Hygiene Room	1	22	22	
Facilities Management	Janitor	1	10	10	
	Workshop / Office store	1	25	25	
	ICT Server Room	1	70	70	
	ICT School Hub	1	18	18	
	Cleaners Offices and Stores	1	18	18	
	Cleaners Offices and Stores	7	2	14	Sufficient ?
Circulation Space @ 23%				2175	
Plant Space				350	
Total				11983	

GIFA	11983
sqm per pupil based on 1180	10.16
at £1900 per sqm	£22,768,346

with 25% uplift	£28,460,433
-----------------	-------------

Additional Support Needs Dept.	Kitchen	1	30	30	
	Dining Room	1	50	50	
	Study Room	2	15	30	
	Multi-Sensory rooms	3	24	72	Dark, Light and soft environments
	Faculty Base	1	64	64	
	Classroom	5	48	240	2 Adjacent with fold open partition
	Art & Crafts Room	1	33	33	
	Physiotherapy room	1	46	46	
	General purpose workrooms	2	20	40	
	Accessible Toilet	5	4.3	21.5	
	Accessible Toilet	2	16	32	
	Classroom (mainstream lifeskills)	1	60	60	This provsion is currently included in AHS footprint
	Office	1	15	15	
	Storage (various)	1	50	50	
		Circulation Space @ 23%		183	SFT Allowance 967sqm
	Total		967		

SFT Allowance 967sqm

GIFA	967
at £1900 per sqm	£1,836,350
with 25% uplift	£2,295,438





## **Appendix D – Pupil Responses**

### **Views of Young People**

#### **New Anderson High School**

**March 2013**

- Astroturf Pitch
- Stationary Shop
- Ipads available to pupils
- Theatre area for performances like an auditorium
- S1-2 Football Court
- Warm and inviting with enhanced lighting
- Individual desks – not groups
- Well run library with good books and internet
- Lots of new windows
- Walls to be painted bright colours – inside and outside
- School research area e.g. computer room, library (allowed access at all times)
- Good size classrooms
- Lots of social spaces (for each year)
- Big social areas
- Comfortable seating in classes
- Leisure area
- Less confusing layout
- Bigger central areas (bigger dining rooms)
- A Gym
- Fitness room
- Good signage and maps

- Aesthetic design
- Good science rooms
- Waterfall taps
- Hot water / hot drinks available in social areas
- Escalators / elevators
- Aquarium
- Multi – court + timetable for different classes on different days
- School garden & area for each year group to plant
- Quiet places inside and outside
- Lockers with different codes / pin codes / lockable
- Large assembly hall
- Coat pegs
- Big toilets
- Rest rooms
- Room for each year group
- Football pitch, multi court, running track, netball court
- Field for football and rugby
- 6 badminton court gym
- Swimming pool
- Use solar power
- No flat roofs outside because of the weather – flooding rain will seep through roof if flat
- Place to go after school and do homework
- Wide corridors
- Lap top area – ICT Suite
- Viewing area where you can see the Clickimin Loch
- Benches outside + picnic tables

- Two dinner halls
- Swings
- Play park
- Building should blend with surrounding area
- Study rooms
- Big canteen
- Nice shape
- A space to spend break times with your friends
- Big climbing frame
- Climbing wall
- Indoor court for football
- Pool tables
- Tower block shape
- More than one floor
- Bike shelters with locks for bikes
- Student lounge for when it is raining
- No loud bells
- Good grass area around the school
- Different floor for each year group
- Polytunnel
- Dance studio
- Dance classes
- All weather multi court
- Recording studio
- Bus shelters for busses
- Dustbins
- Environmental areas

- Lots of windows / glass / window seating
- Quadrangle
- Murals on outside walls
- Less cabinets in rooms
- Access to the hostel from the lunch room
- Rooms just for exams
- Vending machines in areas
- Better toilets
- Not as much stairs
- No shared areas
- Better computers
- Big gym hall but not Clickimin
- Radios in social areas
- More bike rails and bike sheds
- Separate floor for each subject +blocks
- Bigger music department
- Increased variety of music options
- Hanging chairs
- Wow room
- Drama room
- Bigger library
- Display boards
- More toasters in the Canteen
- Better resources in the Art Department
- Better car park
- More comfy benches
- Increased vegetarian food options

- Dome for astronomy
- Quick routes between classrooms
- Animation studio
- Fitness suite
- Every year group have its own enclosed area
- Skatepark / parkour area
- Room for practical science experiments
- Bike track
- Apple Macs
- Hall with big TV
- Outdoor basketball court
- Uniforms
- Band practice room
- Proper tuck shop with food and stationery
- Wi-fi in café area
- Fans in classrooms
- Video games
- Automatic doors
- Gadget store
- Ice floor and crash mats
- Pigeon holes for each bairn
- Student parking
- Time to shower after PE
- Recycling barrels
- Unisex toilets
- Air freshener
- Whiteboards

- Air conditioning
- Spinney door
- Laptops built into desks
- Mirrors in bathrooms
- Hand rails separating the stairs
- Colourful decoration / child friendly
- USB charging points
- Nature path
- Boating / diving club on the Loch
- Signs to show where to go

This New Project Request is issued under the terms of the Territory Partnering Agreement (TPA) entered into by hub North Scotland Ltd and Shetland Islands Council.

Section	Requirement
1. Relevant Participant:	Shetland Islands Council
2. Project name:	Anderson High School
3a. The maximum Capital Cost which can be committed to the New Project (the 'Affordability Caps'):	<p>Total Capital Cost: £31,770,025,100 excluding VAT and inflation, made up of:</p> <p>Construction Cost: £30,349,380 (including FF&amp;E, design team and statutory fees) with a base date of 2Q 2011</p> <p>Hubco development fee and Hubco portion: £655,850</p> <p>Unitary Charge Component Caps</p> <p>Revenue costs:</p> <p>Hard FM: To be priced on the lowest unit cost achievable and to be no more than £15 per m<sup>2</sup> subject to a maximum of £194,337 p.a. excluding indexation and VAT with a base date of 1Q 2013</p> <p>Life Cycle Maintenance: To be priced on the lowest unit cost achievable and to be no more than £17 per m<sup>2</sup> subject to a maximum of £220,249 p.a. excluding indexation and VAT with a base date of 1Q 2013</p> <p>Financial Close Costs: not to exceed £350,000 excluding VAT</p> <p>Construction Phase SPV costs: not to exceed £300,000 excluding VAT</p> <p>Operational Phase SPV costs: not to exceed <b>£100,000</b> excluding VAT with a Base Date of 1Q2013</p> <p>Finance related costs are excluded from this NPR and will be determined in due course. Recognising the benefits of the collaborative procurement approach being adopted by</p>

	<p>participating Local Authorities in the North Territory, there is an obligation on Hub North Scotland Ltd to obtain the best value for money that it can on the capped elements above, as well as on any uncapped elements. The savings relating to programme procurement must be clearly detailed in Stage 1 and Stage 2 submissions, and incorporated in the final offer at each Stage.</p>
4. A project brief is provided	<p>The new Anderson High School is to be built at the Lower Staney Hill site. The school will cater for a maximum of 1180 pupils.</p> <p>The development is to achieve a Scottish Sustainable Building Standard Gold rating and an Energy Performance Certificate of B+ before renewables.</p> <p>The following briefing documents are attached:</p> <ol style="list-style-type: none"> <li>1. Authority Requirements (includes Brief and associated documents)</li> <li>2. Programme revision (To follow)</li> <li>3. Draft Room Data Sheets. (To Follow)</li> </ol> <p>Note that Hubco is to provide almost all furniture, fittings and equipment with the exception of:</p> <ul style="list-style-type: none"> <li>- computers, printers/photocopiers, telephones, hubs and switches</li> <li>- fitness equipment</li> <li>- interactive whiteboards</li> <li>- some specialist equipment from Unit for young people with additional support needs</li> <li>- some furniture, eg exam desks</li> <li>- some specialist furniture and equipment, eg technical, home economic, PE, craft and design, music.</li> </ul> <p>FM Service Specification:</p> <p>SFT Schools Service Specification as amended.</p>



	<p>Core Hours are set out in the Anderson High School Services Spec v1 document which forms part of the New Project Request.</p> <p>Shetland Islands Council is willing to discuss response times as set out in the above, during Stage 1 development.</p> <p>Shetland Islands Council will retain responsibility for maintenance etc of all carpets and other non-permanent floor coverings and all semi-permanent floor finishes that are subject to wear and tear such as wooden floors as per clauses 23.13.2 and 23.13.3 of the Standard Form DBFM Project Agreement.</p> <p>This project forms part of the Scottish Government's Scotland's Schools for the Future Phase 3 programme. Hubco is to comply with requirements of the Scottish Government in respect of this programme, set out in a letter from Scottish Government dated 16 January 2013. Additional requirements are also set out by the Scottish Futures Trust (SFT), in a letter dated 15 January 2013.</p>
5. Programme or other requirements comprise:	<p>Master programme (to follow) is subject to discussion between Hubco, SFT and Shetland Islands Council. Where relevant, the timescales set out in The Partnering Agreement for Hubco to produce the Stage 1 proposal are superseded by the timescales set out in this programme.</p> <p>Shetland Islands Council would prefer the handover in the period 1 May 2016 to 15 June 2016 but would consider an earlier date eg 1 Nov 2015 or 1 Feb 2016. A handover in the December/January period would be considered problematic.</p> <p>There is a requirement to investigate and demonstrate the optimum value-for-money proposition to deliver an Anderson High School, taking full advantage of any</p>

	opportunities that are available through the collaborative procurement approach being adopted by participating Local Authorities in the North Territory.
6. Preparatory work already undertaken comprises:	<p>Topographic survey (attached &amp; additional to follow)</p> <p>Site Investigation (desk top study attached)</p> <p>Flood Risk Assessment (to follow)</p> <p>Transport Assessment (to follow)</p> <p>Initial Access Appraisal and Junction Capacity Analysis (to follow)</p> <p>Technical Brief (attached)</p> <p>Accommodation Schedule (attached)</p> <p>Education brief (attached)</p> <p>Consultation with young people (attached)</p> <p>Pre-application consultation with statutory authorities (initial consultation with planning undertaken)</p>
7. Details of any designers/advisors currently retained:	None
8. Are any current designers/advisors able to be novated to Hubco:	None

A Stage 1 Submission shall be prepared and include in respect of Clause 4.2 of Schedule Part 5 of the TPA the following:	
9. A detailed option appraisal (4.2.1)	Not required.
10. A value for money assessment (4.2.2)	A Value for Money Assessment is required in accordance with the requirements of the TPA (4.2.2) and supporting Method Statements.
11. A description and outline design to RIBA stage C (4.2.3)	Required.
12. A desktop geotechnical/environmental study and where applicable (4.2.4):	Hubco shall review the available geotechnical information as part of stage 1 and undertake a gap analysis to advise any further investigations to be carried out by Hubco.
a. Topographical survey	Hubco shall review the available topographical information as part of stage 1 and undertake a gap analysis to advise any further topographical information to be provided by Hubco.
b. Site investigation studies	Hubco shall review the available site investigation information as part of stage 1 and undertake a gap analysis to advise any further investigations to be carried out by Hubco.
c. Geotechnical report	Hubco shall review the available geotechnical information as part of stage 1 and undertake a gap analysis to advise any further investigations to be carried out by Hubco.
d. Asbestos report	Hubco shall review the information as part of stage 1 and undertake a gap analysis to advise any further investigations to be carried out by Hubco.
e. Condition report	Not required.
f. Traffic study	Hubco shall review the available traffic studies as part of Stage 1 and

	undertake a gap analysis and advise any further investigations to be carried out by Hubco.
g. Environmental impact report	Hubco shall review the information as part of stage 1 and undertake a gap analysis to advise any further investigations to be carried out by Hubco.
13. The transfer of properties by Participant(s) to Hubco or to Project Service Providers (details required) (4.2.5)	Not required.
14. A schedule of material amendments/benefits required to the standard terms of the relevant Template Project Agreement (4.2.6)	Required – however, the current SOMA for Wick can be considered as this response if Hubco agrees.
15. Names of the Participant(s) and/or other parties who will become Project Agreement Counterparties. Also tenants (4.2.7)	Not required.
16. How the New Project fits into the service delivery strategy as set out in the TDP and evidence of how the New Project meets the Relevant Participant(s)' requirements including the Specific Requirements (4.2.8)	Required.
17. The effect on any employees of the Relevant Participant(s) or relevant third party service providers, including any potential transfer of any such employees (TUPE) (4.2.9)	Not required.
18. An equipment strategy and risk transfer assumptions (4.2.10)	Required.
19. What land (including Participant land) is required and where appropriate, an indicative	Not required.

value of that land (4.2.11)	
20. The appropriate contractual route to deliver the New Project (4.2.12)	<p>DBFM</p> <p>The project will be revenue funded adopting the Standard Form DBFM Project Agreement issued by Scottish Futures Trust in June 2012.</p> <p>Note that Shetland Islands Council is providing capital funding for its share of the project cost. Details of the proposed method for payment of Shetland Island Council's capital funding share to be provided.</p>
21. Evidence of planning permission in principle (outline) including a report on any conditions attached setting out Hubco's recommended strategy (4.2.13)	<p>Not required. Hubco is required to consult with the Planning Authority during Stage 1, to assess planning risks and to include a report detailing proposed mitigation measures in their Stage 1 submission. Hubco will be required to carry out pre-application public consultation and submit a detailed planning application during Stage 2. Hubco will be required to discharge planning conditions within the Hubco's areas of responsibility prior to Stage 2 submission.</p>
22. A maximum time period for submission of a Stage 2 Submission on the assumption that the New Project achieves Stage 1 Approval (and indicating alternative time periods to accommodate market testing if required) (4.2.14)	<p>Required. The target date for the Stage 2 approval is as per the attached programme. The maximum Stage 2 period is 32 weeks from Stage 1 approval or such other period as is agreed by both parties.</p>
23. The proposed Project Development Fee referred to in paragraph 1.2 of schedule Part 4 (Partnering Services Costs) (4.2.15)	<p>Required.</p>
24. A Site Waste Management Plan (incorporating design stage waste reduction actions). (4.2.16)	<p>Not required. Note that this will be required at Stage 2.</p>

25. Most recent Hubco Performance Report and confirmation whether or not the Track Record Test has been passed at the date of submission of the Stage 1 submission. (Not referenced)

Required. Stage 1 submission to set out proposed project-specific KPI's.



Appendix A (iii)

**Shetland Islands Council**

**Children's Services**



**Anderson High School**  
**Service Level Specification**  
**DBFM NEW BUILD SCHOOL**  
**NPR ISSUE**

25<sup>th</sup> April 2013





**Section Title****Page**

A.	Definitions	1
B.	Aims and Objectives	4
C.	Scope of Services	5
D.	Core Times	8
E.	Performance Standards	9
F.	Availability Standards	49
Appendix A: Reporting Standards		51
A.1.	Monthly Service Report	51
A.2.	Annual Service Report	52
Appendix B: Service Quality Standards		53
B.1.	Buildings	53
B.2.	Systems	55
B.3.	External Site Elements Standards	59
Appendix C: Response Periods and Rectification Periods		60

## A. Definitions

1. In this Service Level Specification and elsewhere in this Agreement (save where Schedule Part 1 (*Definitions and Interpretation*) provides to the contrary), the following words and expressions shall have the following meanings:

“Access Times”	means the times, to be agreed between the Authority and the Sub-hubco for each Functional Area, within which the Services shall be carried out;
“Authority’s Fire Officer”	means the Authority’s nominated fire adviser with responsibility for overseeing fire policy, procedure and safety;
“Availability Standards”	means the standards set out in Section F of this Service Level Specification;
“Core Times”	means the times set out in Section D of this Service Level Specification;
“Fire Safety Policy”	means the Authority’s policy (or policies) relating to fire safety within its premises;
“Guidance”	means [ ] <sup>1</sup> ;
“Helpdesk”	means the service described in paragraph 3.5 of Section C of this Service Level Specification;
“Helpdesk Users”	means the Authority’s Representative and any other person(s) authorised by the Authority to call the Helpdesk and notified to Sub-hubco from time to time, any Authority Employee in an emergency, an Auditor, Sub-hubco, the Service Provider and/or any employee of Sub-hubco and /or the Service Provider;
“Important”	means a Service Event that has a detrimental effect on the use of the Facilities for the provision of Authority Services but does not render any Functional Area Unavailable nor give rise to an immediate threat to the health and safety of any person;
“Make Safe”	means to ensure that any immediate risk of injury or incident that might impinge on the health and safety of users of the Facilities is removed by means of temporary or permanent rectification, notification and/or obstruction;
“Monitoring Method”	means, in relation to each Performance Standard, the approach to assessing compliance, detailed in the column headed Monitoring Method in the Performance Standards;

---

<sup>1</sup> Project-specific definition

“Performance Standards”	means the standards described in Section E of this Service Level Specification;
“Performance Monitoring Period”	means, in relation to each Performance Standard, the period over which compliance shall be monitored, as detailed in the column headed Performance Monitoring Period in the Performance Standards;
“Permit to Work System”	means the Authority’s works access and safety management system(s);
“Plant”	means the fixed and immovable equipment and systems relating to the infrastructure and buildings, installed as part of the Works or pursuant to an Authority Change as replaced from time to time;
“Prescribed Operational Function”	means the use or purpose of the relevant Functional Area, as identified in the Room Data Sheets;
“Rectification Period”	has the meaning given in Schedule Part 14 ( <i>Payment Mechanism</i> );
“Remedial Period”	means the period of time, detailed in the column headed [Remedial Period/Remedy] in the Performance Standards, within which Sub-hubco must Remedy a Service Event relating to a Performance Standard;
“Remedy”	means the actions or tasks, detailed in the column headed [Remedial Period/Remedy] in the Performance Standards, required to remedy a Service Event relating to a Performance Standard and <b>"Remedied"</b> shall be construed accordingly;
“Response Period”	means, in relation to each Performance Standard and Availability Standard, the period of time within which Sub-hubco must respond to a Service Event and (if relevant) Make Safe, as detailed in the column headed [Response Period] in the Availability Standards or Performance Standards (as the case may be);
“Room Data Sheets”	means the room data sheets contained in Section 6 of Schedule Part 6 ( <i>Construction Matters</i> );
“Routine”	means a Service Event that is neither Urgent nor Important;
“Service Event”	means an incident or state of affairs which does not meet or comply with the Performance Standards and/or does not satisfy the Availability Standards;
“Service Quality Standards”	means the standards identified in Appendix B of this Service Level Specification;
“Service Report”	means the notification of a Service Event to the Helpdesk;

“Staff”	means those persons engaged or employed by Sub-hubco or the Service Provider and their respective sub-contractors to carry out the Services;
“Unavailable”	has the meaning given in Schedule Part 14 ( <i>Payment Mechanism</i> );
“Unavailable but Used”	has the meaning given in Schedule Part 14 ( <i>Payment Mechanism</i> );
“Urgent”	means a Service Event that gives rise to an immediate threat to the health and safety of any person but does not render any Functional Area Unavailable;
“Utility Provider”	means the supplier of a Utility to the Facilities;
“Utility”	means any utility service including but not limited to: <ul style="list-style-type: none"><li>• electricity;</li><li>• gas;</li><li>• fuel oil;</li><li>• water;</li><li>• sewerage;</li><li>• surface water disposal.</li><li>• telecommunications including voice and data;</li><li>• solid waste disposal generated by Sub-hubco; or</li><li>• liquid waste disposal generated by Sub-hubco; and</li><li>• “Utilities” shall be construed accordingly</li></ul>

## B. Aims and Objectives

2. The Authority requires that the Services are fully integrated, efficient, responsive, comprehensive and effective, and based on sound technical and operational requirements and standards.

The Services incorporate:

- Contract management;
- Health and safety;
- A helpdesk facility;
- Performance management and monitoring;
- Maintenance of the Facilities; and
- Management of Utilities within the Facilities.

The Service provision should be flexible to respond to changes in the Authority Services delivered at the Facilities and the manner of such delivery.

In delivering the Services Sub-hubco should aim to achieve the following key objectives:

- a) Provide a high level of customer care to all users of the Facilities;
- b) Minimise disruption to the Authority Services;
- c) Maintain a safe environment using safe working practices;
- d) Provide an efficient, responsive, comprehensive and effective service which is cost effective and based on sound technical and operational requirements and standards;
- e) Operate a recognised risk assessment/management system to ensure that standards stay high, and that any slippage is recognised and corrected;
- f) Ensure the Performance Standards and the Availability Standards are met through the use of Good Industry Practice, while complying with Law [and Guidance];
- g) Co-ordinate emergency responses in a proficient and professional manner;
- h) Understand levels of service provision and performance of the Facilities through regular monitoring and reporting;
- i) Provide a recording and reporting service;
- j) In performing its operations, provide and maintain safe environment throughout the Facilities using safe working practices to ensure access for all users of the Facilities;
- k) Ensure that the distribution of all incoming Utilities is continuously maintained within the Facilities throughout the Operational Term; and
- l) Optimise Utilities consumption within the Facilities.

## C. Scope of Services

3. The scope of services to be delivered by Sub-hubco incorporates the following:
  - 3.1. Policy & Strategy including:
    - 3.1.1. Providing an appropriate management structure and process for ensuring compliance with the Availability Standards and Performance Standards throughout the Operational Term;
    - 3.1.2. developing and implementing Method Statements that are integrated with Authority Policies to minimise disruption to the Prescribed Operational Functions without the need for changes in approach from the Authority;
    - 3.1.3. Providing comprehensive quality, environment and health & safety systems in accordance with the appropriate Good Industry Practice;
    - 3.1.4. Complying with the Authority's access and works management processes, including but not limited to Permit to Work, risk management, and health and safety policy.
  - 3.2. Staff & Development including:
    - 3.2.1. Ensuring that recruited staff undergo checks and screening appropriate to the Prescribed Operational Function and in accordance with Law and Authority Policies;
    - 3.2.2. Providing appropriately trained Staff and a proactive training environment, including inductions to the Facilities and the Services.
  - 3.3. Partnerships & Resources including:
    - 3.3.1. Ensuring that there is regular liaison with the Authority;
    - 3.3.2. Demonstrating a robust approach to supply chain management.
  - 3.4. Contingency Planning including:
    - 3.4.1. Developing, maintaining and implementing contingency plans for all aspects of service delivery to ensure that the Facilities remain serviced and operational in accordance with the requirements of this Agreement;
    - 3.4.2. Providing maintenance and scrutiny of all fire safety and security systems including fire fighting equipment to ensure a safe and secure environment for users of the Facilities.

- 3.5. Performance and Information Management including:
- 3.5.1. Providing a manned helpdesk for receiving, logging, reporting and responding appropriately to direct verbal, telephone, letter, facsimile, e-mail and other legal communications and liaising with all users on the progress of work. The helpdesk shall form the day to day notification interface between the Authority<sup>2</sup> and Sub-hubco in relation to the following matters only:
- a. all queries and requests relating to the Services;
  - b. the notification of Service Events;
  - c. monitoring of alarms (if appropriate);
  - d. notification of Emergencies;
- recording and keeping the Helpdesk User up to date of progress of Service Events;
- 3.5.2. Maintaining the Facilities and performing Sub-Hubco's operations so as to minimise Utilities consumption whilst achieving the optimum environmental conditions required by the Authority;
- 3.5.3. Self monitoring of performance against the Performance Standards (where applicable monitoring performance over the relevant Performance Monitoring Period in accordance with the relevant Monitoring Method) and the Availability Standards;
- 3.5.4. Regular reporting (and providing supplementary information on an ad-hoc basis) on compliance with the Performance Standards and the Availability Standards;
- 3.5.5. Maintaining records including but not be limited to maintenance records, Utilities consumption data and providing the information required for the reporting required under this Agreement and to validate invoices.
- 3.6. Maintaining (including life cycle replacement) the Facilities in accordance with the Performance Standards and Availability Standards including:
- 3.6.1. Maintaining the physical connections to each Utility Provider's services of adequate capacity to satisfy the demand at the Facilities under all anticipated operating conditions. For the avoidance of doubt, procurement of the Utility supplies shall be the responsibility of the Authority;
- 3.6.2. Providing, [unless otherwise stated in Section 3 (Authority's Construction Requirements) of Schedule Part 6 (Construction Matters)], all requisite Plant, equipment, apparatus and consumable items required for the proper execution of all work which Sub-hubco is required to carry out under this Service Level Specification; including scaffolding, craneage, tackle, machinery, tools or other appliances and everything else

---

<sup>2</sup> Other Authority Service Providers may need to be referred to here.

necessary for the work, and shall be responsible for their conveyance, use, subsequent removal, making good and cleaning;

- 3.6.3. Arranging and undertaking all requisite statutory testing as necessary to ensure the Facilities comply with Law [and Guidance] at all times.
- 3.7. Maintaining the supply of Utilities throughout the Facilities, of adequate capacity to supply the requirements of the Authority under all anticipated operating conditions.



## D. Core Times

The Core Times for the School are:

<b>Facilities Area</b>	<b>Mon – Fri</b>	<b>Sat</b>	<b>Sun</b>
School Use	0800 – 1800		
Community Use	0900 – 2200	0900 – 1800	1000 – 160

## E. Performance Standards

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
Policy and Strategy							
Management and Strategy							
FM01	Sub-hubco shall inform the Authority's Representative, as required, of any material changes to the management structure, responsibilities and lines of communication put in place by Sub-hubco in respect of the performance of its obligations under this Agreement.	Major	N/A	N/A	Records of communications and notifications.	Per occurrence	1 Business Day. To commence on identification of failure. <b>Remedy:</b> notify Authority of changes.
FM02	Sub-hubco shall give prior notice to the Authority's Representative(s) of all new working practices, and/or service delivery	[Major]	N/A	N/A	No reported non-compliance.	Per occurrence	1 Business Day. To commence on identification of failure. <b>Remedy:</b> Inform the Authority's

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	timings.						Representative of proposed changes.
Integration with Authority Policies and Operation							
FM03	Sub-hubco shall liaise with Authority Service Providers to ensure that there is no disruption to the Authority Services at the Facilities.	Medium	N/A	N/A	No reported non-compliance	Per occurrence	1 Business Day. To commence on identification of failure. <b>Remedy:</b> Meet with Authority Service Providers and develop a continuing dialogue.
Quality, Environment, and Health & Safety							
FM04	Sub-hubco shall develop and maintain a [Building User Guide – electronic and paper] <sup>3</sup> on behalf of the Authority for use by Staff and Authority Employees, the content and style of which shall be	[Medium]	N/A	N/A	Document reviewed and updated to reflect current processes and procedures and approved by the Authority.	Per occurrence	5 Business Days. To commence on identification of failure. <b>Remedy:</b> Review Building User Guide and update as

<sup>3</sup> The Building User Guide is intended to be a practical document for the use and operation of the Facilities, dealing with, by way of example, access arrangements, contact details, escalation procedures, emergency procedures, helpdesk process, guidance and protocols for the BMS and other systems etc.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	approved by the Authority on a minimum of an annual basis (and at any time when circumstances change).						necessary.
FM05	Sub-hubco shall ensure that a procedure for disseminating hazard and safety warnings, pertaining to the Services, is operational and disseminates information in a timely manner.	Major	N/A	N/A	Procedure agreed with Authority. No reported non-compliance.	Per occurrence	1 Business Days. To commence on identification of failure. <b>Remedy:</b> Amend quality assurance processes and raise staff awareness.
FM06	Sub-hubco shall develop and maintain a Health and Safety system relevant to the Services.	[Major]	N/A	N/A	Health and Safety system reviewed.	Bi-Annually	2 Business Days. To commence on identification of failure. <b>Remedy:</b> Health and Safety system is developed and appropriate training is carried out for all staff.
FM07	Sub-hubco shall	[Major]	N/A	N/A	No reported non-	Per	5 Business Days.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	implement Sub-hubco's health and safety system in all aspects of Service delivery.				compliances.	occurrence	To commence on identification of failure. <b>Remedy:</b> Staff awareness is raised and a current Health & Safety manual is available to all staff.
FM08	Sub-hubco shall devise a quality management system as required in the Services Quality Plan that shall meet the requirements of ISO 9001 for the first 18 months of the Operational Term and shall achieve ISO 9001 accreditation within the first 18 Contract Months of the Operational Term; thereafter Sub-hubco shall maintain this accreditation and provide the Authority with copies of certification whenever reaccredited.	[Major]	N/A	N/A	Check quality management system is in place (accredited to ISO 9001 within 18 months )	Bi-Annually	5 Business Days. To commence on identification of failure. <b>Remedy:</b> Quality management system is developed and appropriate training is carried out for all staff.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM09	Sub-hubco shall implement the quality management system in the delivery of all aspects of the Services.	[Major]	N/A	N/A	No reported non-compliances.	Per occurrence	5 Business Days. To commence on identification of failure. <b>Remedy:</b> Quality management system corrective actions are carried out in accordance with the requirements.
FM10	Sub-hubco shall devise an environmental management system that shall meet the requirements of ISO 14001 or equivalent for the first 18 months and shall achieve ISO 14001 accreditation within the first 18 Contract Months; thereafter Sub-hubco shall maintain this accreditation and provide the Authority with copies of certification whenever reaccredited	[Major]	N/A	N/A	Check environmental management system is in place (accredited to ISO 14001 within 18 months)	Bi-Annually	5 Business Days. To commence on identification of failure. <b>Remedy:</b> Environmental management system is developed and appropriate training is carried out for all staff.
FM11	Sub-hubco shall	[Major]	N/A	N/A	No reported non-	Per	5 Business Days.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	implement the environmental management system in the delivery of all aspects of the Services.				compliances.	occurrence	To commence on identification of failure. <b>Remedy:</b> EMS corrective actions are carried out in accordance with the requirements.
Access and Works Management							
FM12	Sub-hubco shall ensure that no work that it performs at the Facilities is carried out in Functional Areas outside agreed Access Times without prior written consent from the Authority's Representative.	[Major]	N/A	N/A	No reported non-compliances.	Per occurrence	1 Day. To commence on report of non-compliance. <b>Remedy:</b> Sub-hubco to restore area to useable condition and reschedule work. Staff awareness of Access Times to be increased.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM13	Sub-hubco shall ensure that all work that it performs at the Facilities is carried out in accordance with the Permit to Work System.	[Major]	N/A	N/A	No failure to meet the requirements of the Permit to Work System.	Per occurrence	1 Business Days. To commence on identification of failure. <b>Remedy:</b> Cease work until Permit to Work System has been applied and Staff are familiar the requirements for the specific task.
Staff & Development							
Recruitment							
FM14	Sub-hubco shall ensure that Staff undergo pre-employment health checks as required in accordance with Clauses 27.18 to 27.21 and Authority Policies	[Major]	N/A	N/A	Monthly review of staff records. No reported non-compliance	Monthly	5 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Employee is removed from the roster until screening is carried out and HR procedures reviewed.
FM15	Where Sub-hubco staff	[Major]	N/A	N/A	Monthly review of Staff	Monthly	1 Business



PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	are employed in areas where there are likely to be children, young people or vulnerable persons, details of those staff shall be submitted in the agreed format to the designated Authority's Representative for approval in accordance with Clauses 27.10 to 27.12.				records. No reported non-compliance.		Days. To commence from the expiry of the due date. <b>Remedy:</b> Employee is removed from the roster until vetting is carried out and HR procedures reviewed.
Training and Induction							
FM16	Sub-hubco shall maintain a personal training record for Staff and where appropriate provide certification of Sub-hubco-training of Authority Employees.	[Medium]	N/A	N/A	Monthly review of Staff records. No reported non-compliance.	Monthly	5 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Records of training are updated and available for inspection.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM17	Sub-hubco shall ensure that all Staff, in addition to the induction programme, are at all times properly and adequately notified, trained and instructed and the information recorded within their personal training records (including if practicable by way of continuing professional development) with regard to the task that the individual has to perform; For the avoidance of doubt Sub-hubco shall release staff as may be required from time to time to attend obligatory Authority training and shall, at its own expense, provide suitably trained replacement staff for those attending such training.	Medium	N/A	N/A	No reported non-compliances.	Per Incident	5 Business Day. To commence on identification of failure. <b>Remedy:</b> Required training is planned and undertaken.
FM18	Sub-hubco shall develop and maintain an appropriate induction	Medium	N/A	N/A	Annual review completed prior to commencement of each	Annually	1 Business Day. To commence at the start of 2nd

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	programme for Staff and Authority Employees, the content and style of delivery for which shall be approved by the Authority on an annual basis (and at any time when circumstances change).				contract year.		Business Day following the end of the Contract Year. <b>Remedy:</b> Induction programme has been reviewed and updated.
FM19	All staff have received induction training, including use of the Helpdesk prior to starting work.	[Major]	N/A	N/A	Monthly review of staff records. No reported non-compliance.	Monthly	5 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Employee is removed from the roster until staff member has completed induction training.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
Human Resources Issues							
FM20	Sub-hubco shall ensure that all staff, in carrying out the duties described in this Service Level Specification, are properly and presentably dressed in appropriate uniforms and work wear (including protective clothing and footwear where required), maintain a high standard of personal hygiene commensurate with their allocated tasks, and wear identification badges at all times while working in the Facilities.	Major	N/A	N/A	No instance of Staff failing to where appropriate uniform/PPE/identification badge within the Facilities.	Per Occurrence	1 Business Days. To commence on identification of failure. <b>Remedy:</b> Staff member removed from task until appropriate uniform/PPE and identification badge are in place.
FM21	Sub-hubco shall ensure that reporting procedures for Staff having come into contact with high-risk persons or areas are in place and are being correctly used. For the avoidance of doubt, this shall include	[Medium]	N/A	N/A	No reported non-compliance.	Per Occurrence	3 Business Days. To commence on identification of failure. <b>Remedy:</b> Amend quality assurance processes and raise staff

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	staff who have recently returned from overseas travel in countries, which the Authority's Occupational Health department deem to be of high risk. Sub-hubco shall comply with Authority Policies in this regard.						awareness.
Partnerships and Resources							
Liaison							
FM22	Sub-hubco shall meet with the Authority's Representative at least monthly.	Major	N/A	N/A	Scheduled meeting attended by designated staff.	Monthly	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Minutes of meeting circulated to designated Staff and liaison arrangements reviewed to avoid reoccurrence.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM23	Sub-hubco shall liaise with the relevant Authority's Representative, where works may impact on the Prescribed Operational Function.	[Major]	N/A	N/A	Relevant information submitted to Authority's Representative prior to commencement of works	Per Occurrence	2 Business Days. To commence from the point of failure. <b>Remedy:</b> cease works until appropriate agreement has been achieved with the Authority's Representative
FM24	Sub-hubco shall provide information relating to Freedom of Information requests to the Authority's Representative in a timely manner in the agreed format and quality in accordance with Clause 61.	Medium	N/A	N/A	Information provided in the agreed format and quality by the agreed date.	Per Request	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Provide information in the agreed format and quality.
FM25	Sub-hubco shall provide advice on consumption of Utilities at the Facilities and revenue cost implications throughout the Operational Term 6	[Minor]	N/A	N/A	Information submitted in the agreed format and quality by the agreed date.	Per Request	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Provide

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	months prior to capital / lifecycle estate upgrading/modernisation schemes and new developments as dictated by the 5-Year Maintenance Plan delivered to the Authority in accordance with Clause 23.11.						information to the Authority.
FM26	Sub-hubco shall participate in and support any joint utility working group formed by the Authority.	[Medium]	N/A	N/A	Quarterly meetings are attended.	Per Request	5 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Provide any required information and complete actions from missed meeting.
Supply Chain Management							
FM27	Sub-hubco shall provide, monitor and update a list of service providers, which	[Medium]	N/A	N/A	Bi-annual review of supplier / contractors.	Bi-Annually	3 Business Days. To commence at the start of 2nd

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	have proven relevant skills, qualifications, financial, management and operational experience for performing in accordance with this Service Level Specification. <sup>4</sup>						Business Day following the end of the contract 6 months. <b>Remedy:</b> Review and update Approved List of Service Providers and implement vetting procedures.
Contingency Planning							
Contingency Planning							
FM28	Sub-hubco shall develop (– prior to occupation of facilities) , maintain and update each year, or more frequently as may be required by Law [and/or Guidance], the contingency plans for all Services to ensure compliance with the	Major	N/A	N/A	Annual review undertaken. Updated information communicated.	Annually	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Year. <b>Remedy:</b> Contingency plans are

<sup>4</sup> To link to Territory Partnering Agreement requirements/KPIs



PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	<p>Authority assurance procedures including but not limited to:</p> <ul style="list-style-type: none"> <li>• fire and evacuation action plan that shall include the fire precaution procedures Sub-hubco shall operate;</li> <li>• disaster action plan defining how Sub-hubco will manage each risk and identifying remedial action to be taken and liaison with the local emergency;</li> <li>• loss of Utility supply;</li> <li>• service specific risk assessments; water emergency plan.</li> </ul> <p>Plans shall include details of all necessary staff training and awareness, and drills/evacuations and</p>						<p>reviewed, updated to all stakeholders and staff and evidence provided to the Authority.</p>

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	shall be developed in co-operation with the local authority fire prevention office, the Authority's Fire Officer, emergency services; Utilities Providers and the Authority's Representative.						
FM29	Sub-hubco shall ensure that contingency plans are executed as planned with due expediency.	[Major]	Immediate	As set out in the relevant Contingency Plan	Review of Contingency Plan implementation.	Per Request	N/A
<b>Fire Safety and Security Systems and Procedures</b>							
FM30	Sub-hubco shall ensure that fire safety systems are compliant with Law, Good Industry Practice, the Service Quality Standards and the Fire Safety Policy at all times.	[Major]	N/A	N/A	All fire safety system PPM meet the required standards.	Monthly	1 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Carry out all required works to ensure fire safety systems meet the required

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
							standards.
FM31	Sub-hubco shall assist the Authority in carrying out fire drills in accordance with the requirements of the Fire Safety Policy and agreed with the fire authority or as may be directed by the Authority nominated officer (fire) or other Authorised Person, in relation to the Facilities.	[Medium]	N/A	N/A	No failure to provide assistance.	Bi-Annually	3 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Complete outstanding fire drills and amend QA processes.
Performance and Information Management							
Helpdesk							
FM32	Sub-hubco shall ensure that the Helpdesk is available 24 hours per day, 365(6) days per year.	[Medium]	N/A	N/A	No failure to provide Helpdesk in accordance with this Service Level Specification and/or the Method Statements.	Daily	1 Business Day. To commence as soon as Sub-hubco is aware that the Helpdesk is down. <b>Remedy:</b> Restore the Helpdesk system and/or implement contingency arrangements and review the

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
							cause of the failure.
FM33	Sub-hubco shall review Helpdesk procedures and instructions for users biannually and, where these are updated, submit revised procedures and instructions to the Authority's Representative.	[Medium]	N/A	N/A	Review of records, procedures and instructions.	Bi-Annually	3 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Reviewed Service procedures and instructions are provided to the Authority's Representative.
FM34	Sub-hubco shall ensure that Helpdesk Users and Authority Employees receive training with regards to the Helpdesk user instructions and are subsequently briefed on any retrospective changes.	[Medium]	N/A	N/A	Annual review of records.	Annually	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Year. <b>Remedy:</b> Carry out training and update training records.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM35	Sub-hubco shall agree a Service Report and Service Event categorisation and call logging protocol with the Authority's Representative and review this protocol annually.	[Medium]	N/A	N/A	Annual review of protocol.	Annually	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Year. <b>Remedy:</b> Agree Service Report and Service Event categorisation and call logging protocol with the Authority's Representative.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM36	<p>Sub-hubco shall log all Service Reports. Sub-hubco shall record all relevant details, including but not limited to, the following information:</p> <ul style="list-style-type: none"> <li>Requester's/reporter's name;</li> <li>Date and time of Service Report;</li> <li>Location of Service Event (if applicable);</li> <li>Nature of the Service Report;</li> <li>Categorisation (priority);</li> <li>Response Period and Remedial Period/Rectification Period assigned to the Service Report;</li> <li>Unique report/request reference;</li> <li>Service Provider and contact name to which the request/report was passed;</li> <li>Date and time that the request/report</li> </ul>	[Major]	N/A	N/A	Monthly audit of helpdesk records.	Monthly	<p>3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month.</p> <p><b>Remedy:</b> Records and reports are completed accurately and a process is undertaken to improve staff training.</p>

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM37	Sub-hubco shall generate an activity request report for each Service Report reported. The activity request report shall be communicated to the relevant Service Provider. Such communication shall be documented.	[Medium]	N/A	N/A	Monthly audit of helpdesk records.	Monthly	3 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Amend quality assurance processes and raise staff awareness.
FM38	Sub-hubco shall inform the Helpdesk User as to the proposed course of action and Response Period and Remedial Period / Rectification Period allocated as per agreed protocol (FM35). The Helpdesk shall co-ordinate the appropriate response to all requests	[Medium]	N/A	N/A	Monthly audit of helpdesk records.	Monthly	1 Business Day. To commence at the start of 2nd following the end of the Contract Month. <b>Remedy:</b> Amend quality assurance processes and raise staff awareness.
FM39	Sub-hubco shall ensure that all Service Reports are signed as complete or otherwise by the [relevant staff representative].	[Medium]	N/A	N/A	Monthly audit of helpdesk records.	Monthly	5 Business Days. To commence at the start of 2nd Business Day following the end

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
							of the Contract Month. <b>Remedy:</b> Review Service delivery procedures and raise staff awareness.
FM40	In the event of an Emergency, at whatever time, the Helpdesk shall assist in raising the alarm, reporting the incident to internal and external authorities, co-ordinating the response and logging the details.	Major	N/A	N/A	Review of Emergency event.	Per occurrence	1 Business Day. To commence on completion of review of Event. <b>Remedy:</b> Review of service and contingency arrangements.



PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM41	All telephone calls to the Helpdesk are answered by a human operator within 15 seconds.	[Medium]	N/A	N/A	Monthly inspection of call logging records.	Monthly	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Review of Helpdesk to ensure sufficient resources are in place to meet the requirements.
FM42	Sub-hubco shall keep the Helpdesk User informed should delays occur with executing the response or rectification of a Service Event as per agreed protocol (FM35).	[Medium]	N/A	N/A	Monthly inspection of helpdesk records.	Monthly	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Review and agree any changes to systems and procedures with

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
							the Authority's Representative.
Performance Monitoring							
FM43	Sub-hubco shall monitor its performance against this Service Level Specification in accordance with the [Method Statements].	[Major]	N/A	N/A	Review of monitoring processes and helpdesk records.	Per Occurrence	5 Business Days. To commence on identification of failure. <b>Remedy:</b> Amend quality assurance processes and raise staff awareness.
FM44	Sub-hubco shall undertake, on a six monthly basis, customer satisfaction surveys of the Services in a format agreed with the Authority's Representative. Surveys should be issued to a minimum 90% of Authority staff using the Facilities. <sup>5</sup>	[Medium]	N/A	N/A	Review of customer satisfaction survey issue records.	Six Monthly	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Issue survey.
FM45	Sub-hubco shall ensure that customer satisfaction	[Medium]	N/A	N/A	Review of customer satisfaction survey	Six Monthly	3 Business Days. To commence

<sup>5</sup> To link with standards/requirements/KPIs in the Territory Partnering Agreement

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	is maintained at 80 % or higher.  Where customer satisfaction is found to be below 80 %, Sub-hubco shall carry out a review of the necessary Services and produce an action plan to address any issues. <sup>6</sup>				results.		from the expiry of the due date. <b>Remedy:</b> Investigate reason for poor customer satisfaction, Submit action plan to Authority's Representative and implement.
Operating Efficiently							
FM46	Sub-hubco shall maintain the Facilities and perform its operations so as to minimise Utilities consumption whilst achieving the optimum environmental conditions required by the Authority.	[Medium]	N/A	N/A	Inspection of PPM inspection sheets and Utilities records.	Monthly	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Review and adjust operation of Plant to reduce

<sup>6</sup> To link with standards/requirements/KPIs in the Territory Partnering Agreement

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
							identified inefficiencies and provide Staff training as necessary. Provide required records to the Authority.
FM47	Sub-hubco shall manage and operate an effective Building Management System (as defined in Part 6 of the Schedule, ( <i>Board Construction Requirements</i> )).	[Major]	N/A	N/A	Inspection of records.	Daily	2 Hours. To commence on identification of failure. <b>Remedy:</b> re-establish Building Management System.
FM48	Sub-hubco shall act in accordance with and support the Authority's energy strategy and environmental policies in the delivery of this service.	[Minor]	N/A	N/A	Review of Sub-hubco policies and procedures.	Monthly	5 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Review and amend processes and raise staff

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy

awareness of Authority Policies.

### Monitoring and Records

FM49	Sub-hubco shall ensure all test certificates and appropriate documentation and records relating to the Facilities are maintained accurately, updated regularly and available for inspection by the Authority or any other relevant party.	Major	N/A	N/A	Schedule of valid certificates are available when required.	Monthly	2 Hours. To commence at the start of 2nd hour following the request. <b>Remedy:</b> Provide schedule of valid certificates, appropriate documentation and records to Authority or any other relevant party.
FM50	On receipt of Utilities bills [from the Authority <sup>7</sup> ], Sub-hubco shall verify the consumption data against meter readings and	[Medium]	N/A	N/A	Confirmation provided to the Authority's Representative by the due date.	Monthly	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Verify

<sup>7</sup> Delete wording on projects where Sub-hubco is to be responsible for procuring utilities and passing the costs on to the Authority as Pass Through Costs under the Payment Mechanism.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	confirm their accuracy to the Authority's Representative within [5 Business Days].						consumption data against meter readings and confirm.
FM51	Sub-hubco shall develop and maintain a 3 month rolling utility profile audit using half hourly utility consumption readings, to be provided on a monthly basis from the end of the third Contract Month. The report should identify any potential interference factors, potential areas of waste and potential solutions.	[Medium]	N/A	N/A	Utility profile audit is provided to the Authority's Representative by the due date.	Monthly	5 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Provide report.
Regular Reporting and Information Requests							
FM52	Sub-hubco shall provide a monthly report, covering as a minimum the elements in Appendix A to the Authority's Representative, within 10 Business Days of the end of each Contract Month, in the agreed format and	Major	N/A	N/A	Report submitted to the Authority in the agreed quality and format by the due date.	Monthly	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Completed report is issued to the Authority in the agreed format

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	quality.						and quality.
FM53	Sub-hubco shall provide an annual report, covering as a minimum the elements in Appendix A is served to the Authority's Representative within 10 Business Days of the end of the contract year in the agreed format and quality.	Major	N/A	N/A	Report submitted to the Authority in the agreed quality and format by the due date.	Annually	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Completed report is issued to the Authority in the agreed format and quality.
FM54	Sub-hubco shall ensure all information and records to be maintained in accordance with this Agreement are up to date, accurate, in the agreed format and available for inspection by the Authority or any other relevant party upon request.	[Medium]	N/A	N/A	Records available when required.	Per Request	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Updated information is available to the Authority or any other relevant party.
FM55	Sub-hubco shall respond to ad-hoc requests [on 1 Business Day's notice] to prepare and supply all information reasonably	Medium	N/A	N/A	Information available by agreed date.	Per Request	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b>

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	required by any party, to whom the Authority are obliged to present information at any time in relation to the Services. For the avoidance of doubt this shall include CRC returns.						Provide requested information to the Authority in the agreed format and quality.



PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
Programmed Maintenance and Lifecycle							
FM56	Sub-hubco shall update the 5-year Maintenance / lifecycle on an annual basis and provide this to the Authority's Representative for review not less than [two months ] prior to the commencement of each Contract Year in accordance with Clause 23.11. <sup>8</sup> The 5-year Maintenance Plan shall be sufficiently detailed so as to enable the Authority to plan to minimise disruption to Authority Services and shall provide at least the level of detail of the example incorporated in the Method Statements.	Major	N/A	N/A	Completed plan reviewed with the Authority by the due date.	Annually	3 Business Days. To commence from the expiry of the due date. <b>Remedy:</b> Completed plan to the agreed format and quality reviewed with the Authority
FM57	Sub-hubco shall update the Schedule of	Major	N/A	N/A	Completed plan reviewed with the	Annually	3 Business Days. To commence

<sup>8</sup> Authorities to ensure consistency with Clause 23.11.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	Programmed Maintenance on an annual basis and provide this to the Authority's Representative for review not less than [two months ] prior to [start of the contract year ] <sup>9</sup> , all in accordance with Clause 23. The Schedule of Programmed Maintenance shall detail the rooms and areas affected, (and the extent of such impact) and timescales of each item of work and shall provide at least the level of detail of the example incorporated in the Method Statements. The activities detailed in the Schedule of Programmed Maintenance shall demonstrate that the Facilities are intended to comply with the Service				Authority by the due date.		from the expiry of the due date. <b>Remedy:</b> Completed programme to the agreed format and quality reviewed with the Authority.

<sup>9</sup> Authorities to ensure consistency with Clause 23.2.

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy

Quality Standards, Part 6 of the Schedule, (*Board Construction Requirements*), the requirements of manufacturers' (original and subsequently amended) specifications and warranties.

---

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
FM58	Sub-hubco shall carry out and complete Programmed Maintenance in accordance with the Schedule of Programmed Maintenance to meet the requirements of the Service Standards, Part 6 of the Schedule, ( <i>Board Construction Requirements</i> ), the requirements of manufacturers' (original and subsequently amended) specifications and warranties. For the avoidance of doubt this shall include tests and inspections for insurance purposes, which shall be undertaken by independent qualified engineers.	[Medium]	N/A	N/A	Review of Programmed Maintenance records against Schedule of Programmed Maintenance as it relates to the relevant Contract Month.	Monthly	3 Business Days. To commence at the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Complete outstanding Programmed Maintenance for the relevant Contract Month.
Utility/Building Services							
FM59	Sub-hubco shall ensure that all new Plant and Equipment is successfully	[Medium]	N/A	N/A	Inspection of commissioning test records, maintenance	Per Occurrence	3 Business Days. To commence on identification of

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	commissioned and maintained in accordance with manufacturer's instructions and maintenance manuals and drawings are updated one month after commissioning.				manuals and drawings are updated by due date.		failure. <b>Remedy:</b> provide test records and update manuals/drawings.
FM60	Sub-hubco shall ensure that no Utility/service diversions are carried out without prior consent from the Authority's Representative.	Major	N/A	N/A	PPM job cards and helpdesk records.	Per Occurrence	1 Business Days. To commence on identification of failure. <b>Remedy:</b> Amend quality assurance processes and raise Staff awareness.
FM61	Sub-hubco shall ensure that external Utility infrastructure within the site is maintained in a fully functioning condition.	[Medium]	N/A	N/A	All PPM proposed in the Monthly Service Report has been completed within the proposed month to the required standards.	Monthly	5 Business Days To commence at the start of the 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Remaining PPM

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
							has been completed.
Sub-hubco Tools and Equipment							
FM62	All hardware and software used in the delivery of the Services must be kept licensed and up to date in accordance with Good Industry Practice.	[Minor]	N/A	N/A	Schedule of valid licences to be submitted to the Authority on a annual basis (date to be agreed).	annually	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b> Provide schedule of valid licences.
FM63	All tools and equipment used in the delivery of the Service must be in good working order, carry the correct and valid certification/licence, and must (where applicable) be used by a trained operative.	[Major]	N/A	N/A	Visual inspection of equipment and review of maintenance records.	Per Occurrence	1 Business Days. To commence on identification of failure. <b>Remedy:</b> Check equipment is in good working order, operated and stored correctly and carries the correct and valid certificate/licence .
Statutory Testing							
FM64	Sub-hubco shall ensure that all statutory testing of	[Major]	N/A	N/A	Review of testing records and certificates.	Monthly	5 Business Days. To commence at

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	equipment and systems is carried out by a competent operator in line with manufacturer's instructions within the agreed statutory or manufacturer's prescribed test period.						the start of 2nd Business Day following the end of the Contract Month. <b>Remedy:</b> Complete all outstanding statutory testing by a competent person.
Unprogrammed Maintenance							
FM65	Sub-hubco shall ensure that the Facilities are maintained so as to comply with the Service Quality Standards, Part 6 of the Schedule ( <i>Authority's Construction Requirements</i> ), the requirements of manufacturers' (original and subsequently amended) specifications and warranties, Law and Good Industry Practice.	[Major – where the Service Event is Urgent]  [Medium – where the Service Event is Important ]	As per Appendix C	As per Appendix C	Through Helpdesk system.	Per Request	N/A

PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
		[Minor – where the Service Event is Routine]					
FM66	Sub-hubco shall respond to each Service Report and, where relevant, Make Safe, within the relevant Response Period.	Major	As per Appendix C	N/A	Through Helpdesk system.	Per Request	N/A
FM67	Sub-hubco shall undertake all actions, including Rectification, arising from planned tests and inspections including insurance inspections. All such works shall be treated as Routine unless otherwise deemed to be Urgent or Important.	[Major]	As per Appendix C	As per Appendix C	Each corrective action has been rectified within the agreed Rectification Period. Monitored through Helpdesk records.	Per Request	N/A
Utility Supplies							
FM68	Sub-hubco shall receive written consent from the Authority's Representative prior to arranging/agreeing to interruptions in the	Major	N/A	N/A	Written approval from Authority's Representative has been provided.	Per Occurrence	1 Business Day. To commence from the expiry of the due date. <b>Remedy:</b>



PS Ref	Performance Standard	Performance Monitoring					
		Category	Response Period	Rectification Period	Monitoring Method	Performance Monitoring Period	Remedial Period / Remedy
	supply of utilities to the facilities.						Restore Utilities until consent is in place.

## F. Availability Standards — - To be reviewed during Stage 2 - technical solutions and sensitivity analysis of Payment Mechanism required.

AS Ref	Availability Standard		
Accessibility Condition			
A01	The relevant Functional Area is maintained such that the means of access to it allows all persons who are entitled to enter, occupy or use the relevant Functional Area to enter and leave the Functional Area safely and conveniently in a manner that is reasonable having regard to the Prescribed Operational Function and is operational at all times.	[30 mins]	[1 hour]
Prescribed Operational Function Condition			
A02	The relevant Functional Area is maintained in a state or condition which allows the Prescribed Operational Function for that Functional Area to be carried on and performed having regard to the practicalities of carrying on and performing such Prescribed Operational Function.	[1 Hour]	[90 mins]
Use Condition			
A03	The relevant Functional Area is maintained such that the range of functional requirements for the proper use and enjoyment of a Functional Area for its particular purpose relating to temperature are the same as specified on the Room Data Sheets for the relevant Functional Area.	[1 Hour]	[2 hours]
A04	The relevant Functional Area is maintained such that the range of functional requirements for the proper use and enjoyment of a Functional Area for its particular purpose relating to humidity are the same as specified on the Room Data Sheets for the relevant Functional Area.	[1 Hour]	[4 Hours]

AS Ref	Availability Standard		
A05	The relevant Functional Area is maintained such that the range of functional requirements for the proper use and enjoyment of a Functional Area for its particular purpose relating to air-flow are the same as specified on the Room Data Sheets for the relevant Functional Area.	[1 Hour]	[2 hours]
A06	The relevant Functional Area is maintained such that the range of functional requirements for the proper use and enjoyment of a Functional Area for its particular purpose relating to lighting are the same as specified on the Room Data Sheets for the relevant Functional Area.	[1 Hour]	[90 mins]
A07	The relevant Functional Area is maintained such that the range of functional requirements for the proper use and enjoyment of a Functional Area for its particular purpose relating to power (essential and non-essential) are the same as specified on the Room Data Sheets for the relevant Functional Area.	[1 Hour]	[90 mins]
A08	The relevant Functional Area is maintained such that the range of functional requirements for the proper use and enjoyment of a Functional Area for its particular purpose relating to safe water (relating to availability, temperature, quality and safe sewerage system) are the same as specified on the Room Data Sheets for the relevant Functional Area.	[1 Hour]	[90 mins]
Safety Condition			
A09	The relevant Functional Area is maintained such that all persons who are entitled to enter, occupy and/or use the relevant Functional Area can do so safely in accordance with all Authority health and safety requirements, Law and Guidance.	[1 Hour]	[90 mins]

## **Appendix A: Reporting Standards**

### **A.1. Monthly Service Report<sup>10</sup>**

The Monthly Service Report shall contain as a minimum the following information in respect of the Contract Month:

1. A record of all conditions that made the Facilities and/or part(s) thereof unsuitable for use (and the duration and reasons for such events);
2. Closures or service limitations during Core Times, setting out the details of the closure, the reasons for such closure and any remedial action taken by Sub-hubco;
3. Helpdesk call logs during Core and non-Core Times and e-mail response logs;
4. The monitoring which has been performed in accordance with the [Method Statements] with a summary of the findings;
5. A summary of all Service Reports during the Contract Month including the actual response and rectification times achieved;
6. A report of all Service Events recorded under Sub-hubco's self monitoring process for all Performance Standards and Availability Standards including the duration of each Service Event not responded to or rectified on time, with the time and date it commenced and the time and date it ceased;
7. The number of days that any Functional Area has been Unavailable or Unavailable but Used and the Availability Deductions to be awarded in respect of such Unavailability (shown on a daily basis);
8. A calculation of the Performance Deductions for the Contract Month;
9. The level of Deductions for the Contract Month (and for each of the previous 5 Contract Months) as a percentage of the Annual Service Payment;
10. Details of all Health and Safety issues arising during the month including incidents;
11. Details of all amendments made to helpdesk records;
12. A maintenance report including details of plant breakdowns, repairs and planned action for reinstatement where applicable;
13. Details of defects identified at the Facilities and any remedial action taken by Sub-hubco's;
14. Complaints relating to the Services and any remedial action taken by Sub-hubco's;
15. Details of outstanding requests and any actions being taken to address these by Sub-hubco's.

Staff and industrial relations issues including details of training undertaken in the previous month and due within the next 3 months.

---

<sup>10</sup> To be reviewed on a project-specific basis

## **Annual Service Report<sup>11</sup>**

The annual service report will cover as a minimum, the following:

1. Summary of Service Reports during the Contract Year including category, response and rectification times achieved;
2. Report indicating Functional Areas that were Unavailable or Unavailable but Used in the Contract Year;
3. Summary of all Performance Failures and Availability Failures during the Contract Year;
4. Financial performance indicating income generated from Services;
5. Asset acquisition and disposal (where relevant) including lifecycle replacement;
6. Summary of all annual reviews of documentation including but not limited to Health and Safety policies, this shall include details of any changes made that may impact the Authority Services delivered at the Facilities;
7. Summary of KPI performance over the previous Contract Year;
8. Summary of the contingency plan testing carried out in the previous contract Year;
9. Customer Service Performance review;
10. Resource summary and performance review including any changes;
11. Energy performance report (energy consumed, energy use and distribution data);
12. Utility usage report (water consumption and sewage);
13. Details of all Utilities initiatives implemented in the previous 12 months with summary of their relative success; and
14. Details of Utilities initiatives planned for the forthcoming 12 months.

---

<sup>11</sup> To be reviewed on a project-specific basis

## Appendix B: Service Quality Standards

### B.1. Buildings

Element	Standard
Building fabric (external) including: <ul style="list-style-type: none"> <li>• External walls</li> <li>• Roof</li> <li>• Fire escapes</li> <li>• walkways</li> <li>• safety barriers</li> <li>• balconies</li> <li>• eaves</li> <li>• rendering</li> </ul>	<ul style="list-style-type: none"> <li>• All elements of building fabric, finishes, furniture or a services system component shall be functional, operational, complete according to their specification, and satisfy the performance requirements as specified in [Schedule Part 6 (<i>Construction Matters</i>)];</li> <li>• sound secure and weatherproof where appropriate;</li> <li>• Free from damp penetration or spalling;</li> <li>• Claddings, copings and parapets are structurally sound and secure;</li> <li>• Free from areas capable of harbouring vermin and/or pests;</li> <li>• Chimney stacks/flues are structurally sound and secure and flue is free from blockages/excess soot;</li> <li>• Free from debris and moss growth;</li> <li>• Free from all but minor surface blemishes and due wear and tear;</li> </ul> <p>external surfaces are free from cracks or any other surface degradation inconsistent with a building maintained in accordance with Legislation and Good Industry Practice.</p>
Building fabric (internal) including: <ul style="list-style-type: none"> <li>• Internal walls</li> <li>• Partitions</li> <li>• ceilings</li> </ul>	<ul style="list-style-type: none"> <li>• free from unsealed asbestos;</li> <li>• All elements of building fabric, finishes, furniture or a services system component shall be functional, operational and satisfy the performance requirements as specified in [Schedule Part 6 (<i>Construction Matters</i>)];</li> <li>• Free from structural cracks and/or deflection;</li> <li>• Free from damp and vermin, free from undue damage, comply with the requirements set out in CIBSE guidelines;</li> <li>• Shall function as intended and shall be free from all but minor surface blemishes and due wear and tear.</li> </ul> <p>Provided that the extent of Sub-hubco's responsibility for [plaster and other interior wall [and ceiling] finishes and decoration in the Functional Areas] shall be as provided for in Clause 23.21.</p>
Fixtures and fittings including <ul style="list-style-type: none"> <li>• doors (external, internal and fire)</li> </ul>	<ul style="list-style-type: none"> <li>• Operate as intended, in a safe way, without making undue noise and without including observable stains on hinges, locks, catches and handles, and without binding, rubbing or catching in any way;</li> </ul>

Element	Standard
<ul style="list-style-type: none"> <li>• windows and sills</li> <li>• hatches</li> <li>• vents</li> <li>• ironmongery</li> <li>• shelving</li> <li>• cupboards</li> <li>• railings</li> <li>• racking</li> <li>• notice boards</li> <li>• mirrors</li> <li>• balustrades</li> <li>• magnetic door holders</li> </ul>	<ul style="list-style-type: none"> <li>• Shall function as intended and shall be free from all but minor surface blemishes and wear and tear;<sup>12</sup></li> <li>• Luminescent strips, signs, notices, warning signs where appropriate are intact, legible and illuminated where appropriate;</li> <li>• Free from corrosion.</li> </ul>
[Floors and floor coverings] <sup>13</sup>	<ul style="list-style-type: none"> <li>• Complete, according to their specification</li> <li>• Fully fixed to the floor so as not to cause a health and safety hazard;</li> <li>• Free from tears, scoring, cracks or any other damage that is unsightly and/or could cause a health and safety hazard maintained in such a way as to provide a suitable uniform surface (taking into account the pre-existing sub-surface), with minimal resistance, for trolleys, wheel chairs and any other wheeled vehicle in use in the Facilities;</li> <li>• Allow adequate drainage where necessary.</li> </ul> <p>Provided that the extent of Sub-hubco's responsibility for <i>insert reference to relevant floor coverings for which the Authority is retaining responsibility under Clause 23</i> shall be as provided for in Clause 23.21.</p>

<sup>12</sup> While overall decoration responsibilities have been transferred to the Authority, some elements remain in Sub-hubco responsibilities (detailed under other Standards) to ensure that no blemishes or stains are caused in the delivery of the Services

<sup>13</sup> To be reviewed depending on extent to which Authority takes responsibility for floor coverings

## B.2. Systems

Element	Standard
<p>Infrastructure services including:  sanitation and drainage systems, water systems  fuel storage plant,  electricity distribution system, LV and HV, gas distribution system,  telecoms (voice) data networks), security systems, fire systems, and alarms,  street lighting, and building management systems</p>	<ul style="list-style-type: none"> <li>• All infrastructure services shall function as intended, at the correct temperatures, pressures and flow rates, voltages and frequency, quality and standards without undue noise or vibration.</li> </ul>
<p>Heating and ventilation services including fume cupboards, humidifiers heaters, ductwork, mixing boxes and fire and smoke dampers, coolers, inlet/outlet grilles, refrigeration plant, cooling towers, boilers, LPHW distribution including TMVs, calorifiers, heat exchangers, pumps and other local ventilation systems</p>	<ul style="list-style-type: none"> <li>• All heating and ventilation services shall function as intended, at the correct temperatures, pressures and flow rates, voltages and frequency, quality and standards without undue noise or vibration;</li> <li>• Air changes and ventilation levels as required to achieve the Availability Standards.</li> <li>• Ductwork, fittings and pipework shall be securely fastened to their intended points of anchorage.</li> <li>• There shall be no leaks of water (or other heating/cooling medium) or air from ventilation systems.</li> <li>• Secure to authorised access only.</li> <li>• Free from corrosion, erosion and organic growth;</li> <li>• Grilles and vents are free from dirt &amp; dust.</li> </ul>
<p>Specialist services  Including uninterruptible power supply systems, catering specialist fridge and freezers, automatic fire detection and fire fighting systems, generators and lifts</p>	<ul style="list-style-type: none"> <li>• All specialist services shall function as intended, at the correct temperatures, pressures and flow rates, voltages and frequency, quality and standards without undue noise or vibration.</li> </ul>
<p>Fire fighting equipment</p>	<ul style="list-style-type: none"> <li>• fire extinguishers and other fire fighting equipment shall be maintained in accordance with BS 5306 Part 3 Code of Practice or equivalent;</li> <li>• Sound, secure and fixed to their intended point of anchorage;</li> </ul>



Element	Standard
	<ul style="list-style-type: none"> <li>• Fully operational within manufacturer's recommendations;</li> <li>• Hydrants, sprinklers and hoses shall be at correct operating pressure and capacity;</li> <li>• Pipework shall be free from corrosion, leaks and drips;</li> <li>• Be of suitable type and quantity for the hazards present within their vicinity.</li> </ul>
Lifts	<ul style="list-style-type: none"> <li>• Service lifts are key operated to avoid unauthorised use;</li> <li>• No persons shall be trapped in a lift for more than 30 minutes shall have a fully functioning control panel and phone;</li> <li>• [Shall have a functioning emergency communication system];</li> <li>• [Shall function as intended, including any operating controls (key operation, access control etc.)].</li> </ul>
<p>Mechanical and electrical services (including [lighting installation, internal electrical power and lighting installations, emergency lighting systems, communications systems, data cabling, security and fire alarm systems, fixed electrical appliances, lifts, space heating systems, cooling systems, air conditioning systems, ventilation extracts and air systems, internal fire extinguishing systems, electrical mains distribution system, emergency electrical generation plant, chilling plant and chilled water storage and distribution systems, thermal systems and distribution systems, heating plant, steam and hot water distribution systems, domestic hot water storage and distribution systems, central air handling plant, cold</p>	<ul style="list-style-type: none"> <li>• All mechanical and electrical services shall function as intended, at the correct temperatures, pressures and flow rates, voltages and frequency, quality and standards without undue noise or vibration.</li> </ul>

Element	Standard
<p>water storage and distribution systems, emergency electrical central battery systems, water treatment systems, fixed and portable first aid fire fighting systems other than automatic fire fighting systems detailed above, mechanical &amp; electrical control systems, external natural gas installations, external mains water installations, and external fire hydrant installations]).</p>	
<p>Emergency power supply (As appropriate)</p>	<ul style="list-style-type: none"> <li>• Standby power source shall be operational, secure and tested regularly;</li> <li>• Emergency lighting units shall comply with BS5299, be free from dust at the point of Programmed Maintenance and/or Unprogrammed Maintenance, operational and fully charged;</li> <li>• Batteries and battery rooms shall be adequately ventilated, free from acid leakage; batteries shall be topped up and fully charged;</li> <li>• Static inverters shall be in working order and not overheat during normal operational loading.</li> </ul>
<p>HV / LV distribution</p>	<ul style="list-style-type: none"> <li>• Ratings shall be clearly marked;</li> <li>• fuse elements or circuit breaker mechanisms in working order;</li> <li>• contacts and connections clean and mechanically tight;</li> <li>• No overheating during normal operating loads;</li> <li>• Secure to authorised access only;</li> <li>• Recording instruments operational where necessary;</li> <li>• Transformers are free from oil leaks;</li> <li>• Protective coatings are intact;</li> <li>• IDMT relays and grading charts;</li> <li>• No signs of excessive heating;</li> <li>• electric strength of oil satisfactory;</li> <li>• Cable joint boxes free from compound leaks;</li> <li>• Marker and covering notices where necessary.</li> </ul>
<p>Electrical power and other cabled systems, (including [IT, BMS</p>	<ul style="list-style-type: none"> <li>• Electrical installations to comply with BS7671 or equivalent;</li> <li>• Weatherproof where appropriate;</li> </ul>

Element	Standard
communications, lighting, safety systems; and alarm systems, CCTV, access control)	<ul style="list-style-type: none"> <li>• Wiring, fittings, fixtures, controls and safety devices shall be properly housed and fastened securely to their intended point of anchorage and labelled;</li> <li>• Lighting conductor should be complete, isolated and comply with BS6651 or equivalent;</li> <li>• Light illuminance within CIBSE design Lux levels;</li> <li>• All systems function as specified in [Schedule Part 6 (<i>Construction Matters</i>)].</li> </ul>
Hot and cold water systems	<ul style="list-style-type: none"> <li>• Deliver water at the required temperatures, quality criteria and flow rates as the design intended;</li> <li>• Taps, valves and other related fittings and fixtures function as intended;</li> <li>• Pipework and fittings shall be fastened securely to their intended points of anchorage;</li> <li>• There shall be no drips or leaks of water from pipework, taps, valves and/or fittings.</li> </ul>
Public health and other drainage systems, (including [all sanitary ware and associated fittings]).	<ul style="list-style-type: none"> <li>• Provide a safe and comfortable environment;</li> <li>• All pipework and fittings fastened securely to their intended points of anchorage;</li> <li>• There shall be no leakage of waste and/or foul water and/or rain water;</li> <li>• Free from persistent odour;</li> <li>• Free flowing and free from blockage.</li> </ul>

### B.3. External Site Elements Standards

Element	Standard
Site circulation routes including: <ul style="list-style-type: none"> <li>• Pavings</li> <li>• Paths and walkways</li> <li>• Driveways</li> <li>• Roads</li> <li>• Car parks</li> <li>• Ramps</li> <li>• Hardstandings</li> <li>• Vehicle turning circles</li> <li>• Drop off areas</li> <li>• Facilities Entrances</li> </ul>	<ul style="list-style-type: none"> <li>• Sound safe and even surface with no potholes or sinkings;</li> <li>• Free from standing water free from an accumulation of fallen leaves, moss algae or interstitial weeds;</li> <li>• Kerbs and edgings are sound;</li> <li>• No loose kerbs or paving stones;</li> <li>• Road markings are clear and complete.</li> </ul>
Gutters and Drains	<ul style="list-style-type: none"> <li>• Swept;</li> <li>• Free from litter, leaves, weeds and extraneous material;</li> <li>• Safe and secure;</li> <li>• Free from persistent odour;</li> <li>• Free flowing and free from blockage.</li> </ul>

## Appendix C: Response Periods and Rectification Periods

Category	Response Period	Rectification Period	Indicative Examples
ROUTINE	[8 hours]	[2 working days]	<ul style="list-style-type: none"> <li>Leaking tap</li> <li>Sticking door handle</li> <li>Electric socket not working in an area which will not affect the function of the room</li> </ul>
IMPORTANT	[4 hours]	[8 hours]	<ul style="list-style-type: none"> <li>Leaking heating pipe / radiator</li> <li>Damaged electrical socket / switch fascia plate</li> <li>Equipment fault which could affect provision of service</li> <li>Blocked toilet</li> </ul>
URGENT	[1 hour]	[4 hour]	<ul style="list-style-type: none"> <li>Loss of Utilities services</li> <li>Broken window</li> <li>Fire alarm</li> <li>Lift failure – with or without an occupant</li> <li>Door access system fault</li> <li>Sluice fault</li> <li>No hot/cold water</li> <li>Single zone heating failure</li> <li>External fire door fault</li> </ul>

Note: Response Periods and Rectification Periods run concurrently

Shetland Islands Council accepts that the above Response and Rectification Periods require to be discussed,





**Education and Families Committee  
Executive Committee**

**22 May 2013  
3 June 2013**

## **Clothing Grants – Revised Policy**

**CS-23-13-F**

**Report Presented by Director of Children's Services**

**Children's Services**

### **1.0 Summary**

- 1.1 The purpose of this report is to seek approval from the Committee for a revised Children's Service Policy on the eligibility criteria for Clothing Grants. The proposed revised policy is attached to this report as Appendix A and guidelines are attached as Appendix B.
- 1.2 The policy will change each year in line with updates from the Scottish Government regarding eligibility.

### **2.0 Decision Required**

- 2.1 That the Education and Families Committee RECOMMEND that the Executive Committee RECOMMEND that the Council RESOLVE to approve the change to the Clothing Grants Policy.

### **3.0 Detail**

- 3.1 The provision of clothing grants is a way of dealing with the authority's duty under section 54 of the Education (Scotland) Act 1980. The duty is to make such provision as the authority may determine of adequate and suitable clothing for pupils attending school who would otherwise be unable to take full advantage of the education provided by reason of the inadequacy or unsuitability of their clothing.
- 3.2 In May 2009 a change was made to those who were eligible for clothing grants. It was agreed that S5 and S6 pupils would not receive it as they could receive Education Maintenance Allowance (EMA). It was also agreed to introduce clothing grants to pre-school children.

- 3.3 Clothing grants are currently £50 per secondary school pupil per school year, £45 per primary school pupil per school year and £40 per pre-school child.
- 3.3 At Shetland Islands Council on 20 February 2013, as part of the Shetland Islands Council Budget 2013/14 Report (Min Ref: SIC 09/13), Children's Services proposed, as one of its savings measures, that it would remove the payment of clothing grants to parents/carers of children attending pre-school education. This would generate a recurring saving of approximately £1,200 per year.
- 3.4 The provision of clothing grant for pre-school children is quite unusual for local authorities in Scotland, and removing this from Shetland Islands Council's policy would bring us in line with almost all other local authorities. No other changes to the policy are proposed. This policy change would also enable Children's Services to fully utilise the SEEMIS system to process all Clothing Grant Payments.
- 3.5 It is proposed that the clothing grant remains at £50 per secondary pupil per year and £45 per primary school pupil per year.
- 3.6 Currently £1,200 is paid out to 30 parents/carers of pre-school children, £10,350 is paid out to parents/carers for 230 primary aged pupils and £5,600 is paid out to parents for 112 secondary aged pupils.

## **4.0 Implications**

### Strategic

- 4.1 Delivery On Corporate Priorities – this report helps achieve the aims of:

Shetland Islands Council Improvement Plan 12/13

- Area 1.6 – To develop a Medium Term Financial Plan covering the term of this Council (2012-17);

Children's Services Directorate Plan

- To ensure efficient use of the resources to deliver the best possible services, and to deliver the agreed budget strategy within the timescales agreed by Council.

- 4.2 Community /Stakeholder Issues – None.

- 4.3 Policy And/Or Delegated Authority – in accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, the Education and Families Committee has responsibility and delegated authority for decision making on matters within its remit which includes school education. The Executive Committee has responsibility for advising the Council in the development of its Policies. Approval of new or revised Policies is reserved to the Council for a decision. This report is related to the function of an education authority.



- 4.4 Risk Management – Failure to reduce the net ongoing running costs of the Council carries a significant risk of the Council's financial policies not being adhered to and will require a further draw from Reserves.

The removal of this grant from pre-school children is not seen as creating a risk, due to the fact that there are other options available to parents of pre-school children.

- 4.5 Equalities, Health And Human Rights – Clothing Grants provide a responsive service to those parents who require support, and are means tested to ensure that grants are targeted to those most in need.

- 4.6 Environmental – None

#### Resources

- 4.7 Financial – The Council set a budget on 9 February 2012 which included savings of £15.4 million. The removal of Clothing Grant payment to parents/carers of pre-school pupils was included within that total.

The Council recently approved the Medium Term Financial Plan and it is assumed that all savings proposals will be achieved to maintain reserves at £125 million. At present the Council's level of expenditure is not sustainable and if left unchecked will result in reserves becoming fully depleted by 2017/18.

- 4.8 Legal – None

- 4.9 Human Resources – None

- 4.10 Assets And Property – None

## **5.0 Conclusions**

- 5.1 Removing the eligibility for Clothing Grant from parent/carers of pre-school pupils is one of a whole raft of savings proposals put forward by Children's Services to the budget setting meeting on 20 February 2013 as part of the Shetland Islands Council Budget 2013/14 Report, to meet the challenging levels of savings required across the whole service.

- 5.2 Removing this payment from the parents/carers of pre-school pupils will bring Shetland Islands Council in line with almost all other local authorities.

---

For further information please contact:

*Helen Budge, Director of Children's Service*

*Tel: 01595 74 4064. E-mail: [helen.budge@shetland.gov.uk](mailto:helen.budge@shetland.gov.uk)*

*Report finalised: 10 May 2013*

---

#### List of Appendices

Appendix A – Revised Clothing Grant Policy

Appendix B – Guidelines

END



**Shetland Islands Council: Clothing Grant Policy**

**Table of Contents**

<b>Introduction</b>	<b>2</b>
<b>Aims</b>	<b>2</b>
<b>Eligibility</b>	<b>2</b>
<b>Application</b>	<b>2</b>
<b>Award</b>	<b>3</b>
<b>Assessment and Appeals</b>	<b>3</b>

---

## INTRODUCTION

---

A Clothing Grant is assistance towards the cost of school clothing and footwear.

---

## AIM

---

The aim of this policy is to determine who should be eligible for a Clothing Grant.

---

## ELIGIBILITY

---

Clothing Grants are linked to the level of income/benefit a family receives and will be provided if a family is in receipt of:

### Benefit Received

- Income Support
- Income-based Jobseeker's Allowance
- Any income related element of Employment & Support Allowance
- Universal Credit
- Guaranteed Pension Credit
- Child Tax Credit and/or Working Tax Credit with and income of less than £15,910
- Support under Part VI of Immigration and Asylum Act 1999

Children and young people are eligible for a Clothing Grant if they are attending School and are of compulsory school age.

Children and young children who are receiving education while living in a foster home or children's home, and are in the care of the local authority, will be eligible for a Clothing Grant without having to provide evidence of household income.

---

## APPLICATION

---

No Application forms will be accepted after the 31<sup>st</sup> March. However, there will be allowances made for unexpected circumstances. This will be at the discretion of the Children's Services Department.

If a child or young person moves to the area from a different authority, checks will be made to ensure that the student has not already received a Clothing Grant in the current academic year.

A new application should be made each academic year.

---

### **AWARD**

---

Only one Clothing Grant will be payable each academic year.

#### **Rates**

The current rates of Clothing Grant are:

Primary	£45.00
Secondary	£50.00

#### **Payment**

When an application has been approved, the applicant should receive payment into their Bank Account within 21 days of date of approval letter.

---

### **ASSESSMENT AND APPEALS**

---

All applications will be assessed in accordance with this policy.

Unsuccessful applicants will be advised that they can make a written appeal to the Director of Children's Services who will in turn present their appeal to the Education and Families Committee for consideration.





# **Guidelines for Application for Clothing Grant/Free School Meals**

Free School Meals and Clothing Grants are based on the applying adult being in receipt of an eligible benefit, as detailed below.

## **Completing the Application Form**

- You must complete all of section 1.
- You must complete all of section 2; remember to submit proof of your qualifying benefit (see table below for acceptable forms of evidence). If you do not have proof of your benefit, please take the form to the Job Centre Plus for them to complete.
- You must complete section 3, detailing all children you wish to apply for.
- You must complete section 4 of the application form. If this is not completed, no Clothing Grant payment can be made.

You must provide proof of the qualifying benefit along with your application; forms of acceptable supporting evidence are detailed in the table below. Please note that if you do not submit a Tax Credit Award Notice (TCAN), you will be required to provide proof of Child Benefit along with supporting evidence of your qualifying benefit. Please note that we can accept scanned/emailed copies of your supporting evidence, but we reserve the right to request original documents if necessary.

<b>Benefit(s) Received</b>	<b>Acceptable Supporting Evidence</b>	<b>Award</b>
Income Support	Your most recent Income Support letter	Free School Meals & Clothing Grant
Income-based Job Seekers Allowance	All pages of your award letter	Free School Meals & Clothing Grant
Employment & Support Allowance (Income related element only)	All pages of your award letter	Free School Meals & Clothing Grant
Universal Credit	All pages of your award letter	Free School Meals & Clothing Grant
Support under Part IV of the Immigration and Asylum Act 1999	Letter of confirmation from Home Office	Free School Meals & Clothing Grant
Child Tax Credit <b>only</b> with an annual income of less than £15,910 (not working Tax Credit)	All pages of your current Tax Credit Award Notice (TCAN) – must state your <b>actual</b> income, estimates are not acceptable.	Free School Meals & Clothing Grant
Both Child Tax Credit and Working Tax Credit, with an annual income of less than £6,420	All pages of your current Tax Credit Award Notice (TCAN) – must state your <b>actual</b> income, estimates are not acceptable.	Free School Meals & Clothing Grant
Working Tax Credit and Child Tax Credit with an income greater than £6,420 but less than £15,910.	All pages of your current Tax Credit Award Notice (TCAN) – must state your <b>actual</b> income, estimates are not acceptable.	Clothing Grant

### **Clothing Grants**

Children and young people are eligible for a Clothing Grant if they are attending School and are of compulsory school age.

### **Rates**

Primary £45.00

Secondary £50.00

### **Free School Meals**

Children and young people over the statutory school leaving age should still be included on the application form, as they may be eligible for Free School Meals.

Children and young people are eligible to apply for Free School Meals in their own right if they are aged 16-18 years and are in receipt of one of the benefits detailed in the table above.

### **Important Notes**

- One application form is suitable for all children in your family, even if they attend different schools.
- Clothing Grants are only awarded once per school year (August – July).
- Parents with children attending school who are over the statutory school leaving age of 16 can apply for an Education Maintenance Allowance (EMA), forms are available from the above address or by telephoning 01595 743845.
- Applications received after 30<sup>th</sup> September will not be backdated, and will only be effective from the date the application is received by Children's Services.
- Free School Meals cease when you stop receiving any of the benefits listed above. It is your responsibility to inform us of any changes in your circumstances that may affect your entitlement.
- Applications will be acknowledged and original documents returned within 21 working days where possible.
- A new application must be completed each year.

### **Contact Us**

If you require assistance with completing your application, or have any queries regarding your entitlement to a Clothing Grant and/or Free School Meals, please call us on 01595 743845.

Application forms should be submitted by 31<sup>st</sup> July to ensure continuation of Free School Meals after the Summer Holidays.

No application forms will be accepted after 31<sup>st</sup> March.



**Education and Families Committee****22 May 2013****Instrumental Instruction Review****CS-21-13-F****Report Presented by Executive Manager –  
Schools****Children's Services****1.0 Summary**

- 1.1 The purpose of this report is to update Members on work done thus far on the review of instrumental instruction in Shetland.
- 1.2 At Shetland Islands Council on 9 February 2012, three proposals for budget reductions were presented in respect of this service; they were
  - a) To increase instrumental music instruction fees by 50% based on current levels of service to £210 per annum – raising an additional £24,500 of income;
  - b) To reduce the number of instruments taught – would realise savings of £122,823, and
  - c) To reduce the percentage of pupils receiving music instruction from 40% to 25% - would realise savings of £202, 697.
- 1.3 Options b. and c. were to have been presented as either/or options; however, the decision of the Council that day was that all three options were parcelled together under the auspices of one review which then meant an overall target reduction in the budget of £350,000.

**2.0 Decision Required**

The Education and Families Committee is asked to RESOLVE to approve:

- 2.1 the actions developed within the working group, namely:

- The exploration of group instruction;
  - The conversion of one existing instructor post to facilitate a 0.5 full time equivalent senior instructor position, and
  - To work towards establishing a balance of provision;
- 2.2 that the review of instrumental instruction is now complete but that the scheme of provision be reviewed over the next academic year.

### **3.0 Background**

- 3.1 The Education and Families Committee recently agreed to constitute an inter agency working group, comprising the Chair and Vice Chair of Education and Families Committee, central staff, instrumental instructors as well as representatives from the Shetland College and local music industry. Their remit was to undertake a review of instrumental instruction delivered in schools in Shetland.
- 3.2 Members will be aware of recent media interest in local authorities' policies on charging for instrumental music tuition. Much of this interest has stemmed from a campaign by the EIS against local authorities charging for music instruction. Further, the newspaper, Scotland on Sunday ran a campaign called 'Let the Children Play' which included a five point plan for music instruction which called for:
- An immediate end to tuition charges for students sitting Scottish Qualifications Authority (SQA) music exams;
  - A national government policy on music tuition;
  - The Education Minister to take on direct responsibility and accountability for music tuition;
  - A commitment to reduce instrument hire costs and the establishment of an instrument fund, and
  - A government commitment to end tuition fees for instrumental music tuition in schools.
- 3.3 The Scottish Government's response to this was to set up its own review Group, with an independent Chairperson, to look at the provision of instrumental music tuition and local authority charging policies. The remit of that group was agreed as:
- To investigate the circumstances and practices of Local Authorities' provision and policies for instrumental music tuition services and in particular, the practice of Local Authorities' charging for such provision for pupils taking SQA exams as well as charging for instrumental music tuition in general;

- To consider the options for the delivery of instrumental music tuition through the use of community resources both in and out of school, and
  - To provide recommendations to ensure greater clarity, transparency and fairness of Local Authority instrumental music tuition practices and the continued uptake and enjoyment of instrumental music opportunities in schools, irrespective of a young persons' background or location.
- 3.4 The Government's Instrumental Music Group is due to report its findings to Scottish Ministers by 30 June 2013.
- 3.5 Thus far, COSLA has maintained a strong position on maximum flexibility for councils on the matter of charging, recognising that the removal of such charges will have an impact on other service areas.

#### **4.0 Detail**

- 4.1 As previously reported to Members, the provision of instrumental instruction is entirely discretionary and at February 2012, cost £610,972 per annum. There were 14.18 full time equivalent instructors and 743 pupils receiving instrumental instruction.
- 4.2 The current position is that due to the retirement of some staff and the ending of some temporary contracts, the number of instructors employed from August 2013 will be 10.51 full time equivalents. Savings realised as a result will be circa £182,000. The total number of pupils receiving instrumental instruction from August 2013 will be approximately 570.
- 4.3 The annual charge remains at £140.00, with those in receipt of either clothing grants and/or free school meals being exempt from any charge. The first term for any pupil starting instrumental instruction is free; no charge is made for instrument hire.
- 4.4 The Scottish Government has recently announced the allocation of £1 million to the Royal Conservatoire of Scotland for the purchase of musical instruments for schools. Shetland Islands Council's allocation is £5,000.
- 4.5 Instrumental music instruction is provided in addition to music teaching – those studying National Qualifications receive 160 hours of music teaching per annum, with their instrumental instruction provided in addition to that – one lesson per week per instrument, free of charge. Additional instrumental instruction is not essential to students' success in National Qualifications however its removal would severely restrict student options in the performance area of the music course.
- 4.6 Much has been done to ensure that the service runs as efficiently as possible, although that is difficult given the remoteness of some

schools. The working group have requested that some refinement of the timetabling be done to try to rationalise still further by making sure, as far as possible, that there is only one instructor per instrument per school.

- 4.7 The working group would also like to explore again the possibility of group instruction. Parent Council representatives were previously consulted on this when the charging scheme was first introduced, however, as well as being seen by instructors as beneficial to the pupils in so many ways, it may also provide a vehicle for maintaining the numbers of pupils able then to access instruction.
- 4.8 It is proposed to explore this over the next academic year, for this would require changes to the current scheme of provision – group instruction lessons would require to be longer than those for individual lessons, for example. It will also be important to seek the views of parents of this proposed change. Further, the group would wish to pilot this before rolling it out.
- 4.9 Children's Services management of instrumental instructors' timetables and waiting lists has caused some concern amongst some instructors; therefore the working group wish to explore the possibility of one of the existing instructors taking on some management responsibility for that group and that person then being the conduit between the instrumental instructors, parents and the central service.
- 4.10 The current balance of provision was the one over-riding concern held by the working group. The central service has undertaken to increase the provision of brass and upper strings instruction, from within the current instructor group, with an undertaking that as other members of staff leave the service, the balance of instruction in those instruments is further addressed. To illustrate this, Table 1 in Appendix A details the previous balance of provision pre 2012; and Table 2, the shape of the service as it will be at August 2013.
- 4.11 Children's services has also undertaken to use Youth Music Initiative monies for the provision of vocal coaching, not currently offered; these monies cannot be used to offset existing provision.
- 4.12 The working group are keen to be able to retain, as far as possible, the ethos of the service as it was when it was expanded some years ago – that children and young people would come together and play as an orchestra, or in other groupings, with all the educational, social and emotional benefits which that brings.

## **5.0 Implications**

### Strategic

- 5.1 Delivery On Corporate Priorities - The budget has been produced bearing in mind the Single Outcome Agreement states that there is to be financial sustainability and balance across all sectors with efficient

and responsive public services and a reduced reliance on the public sector.

- 5.2 Community /Stakeholder Issues – There may be an impact on community groups /activities as a result of budget reductions in this service, for example, Shetland Youth Band; Saturday Music Club etc. It may however, provide opportunity for private and/or voluntary enterprise.
- 5.3 Policy And/Or Delegated Authority – In terms of Section 2.3.1 of the Council's Scheme of Administration and Delegations, matters relating to children and families come within the remit of the Education and Families Committee. The Education and Families Committee has delegated authority to advise the Executive Committee and the Council in the development of service, objectives, policies and plans concerned with service delivery for matters within its remit. The Council approved the Medium Term Financial Plan on 20 September 2012. This set the parameters for the 2013-14 revenue budget and allocated the available resources amongst directorates. This report is related to the function of an education authority.
- 5.4 Risk Management - Failure to reduce the net ongoing running costs of the Council carries a significant risk of the Council's financial policies not being adhered to and will require a further draw on reserves. However, there are Opportunity Risks arising from this report in that three positive meetings of the working group have now been held and the view of that group is that if the changes proposed in section 4 above can be realised, then £182,000 of savings will have been found and the service will be restructured in a way which meets the needs of as many pupils as possible.
- 5.5 Equalities, Health And Human Rights – an Equality Impact Assessment has been done and at this stage, there are no equalities, health and human rights impacts. This will be kept under close review however.
- 5.6 Environmental – None

### Resources

- 5.7 Financial - The budget reduction of £182,000 included within this report formed part of the Children's Services 2013/14 budget, approved by the council on 20 February 2013 (Min Ref: 09/13). This approved budget adheres to the Medium Term Financial Plan, which seeks to maintain reserves at £125 million by 2017/18. Failure to approve the savings within this report will result in an additional draw on reserves, until such time as an alternative saving is identified.
- 5.8 Legal – None
- 5.9 Human Resources – As specific duties and job remits are a devolved matter for the Local Negotiating Committee for Teachers (LNCT), negotiations with the LNCT will commence forthwith in respect of the

0.5 full time equivalent Senior Instructor post to determine how that post may best be created.

5.10 Assets And Property –None

## 6.0 Conclusions

6.1 Three positive meetings of the working group have now been held. The view of that group is that if the changes proposed in section 4 above can be realised, then £182,000 of savings will have been found and the service will be restructured in a way which meets the needs of as many pupils as possible.

6.2 The Scottish Government's 'Instrumental Music Group' would appear to be focussing on the charging for tuition, particularly in respect of those pupils taking SQA exams – the Shetland Islands Council does not currently charge those pupils, nor is there any intention to introduce such a charge. The working group does not feel therefore, that there is a need to wait for the outcome from that Government group before proceeding as planned, although we will of course pay close attention to its findings.

---

For further information please contact:  
*Shona Thompson, Executive Manager - Schools*  
[Shona.Thompson@shetland.gov.uk](mailto:Shona.Thompson@shetland.gov.uk)  
Tel: 01595 743965  
*Report Finalised – DRAFT – 8 May 2012*

---

### List of Appendices

Appendix A Previous Balance of Provision Pre 2012;

### Background Documents

None

END

## **Appendix A**

**Table 1 – Balance of Provision pre 2012**

Upper & Lower Strings	1.75
Brass	1.00
Woodwind	2.22
Accordion	1.00
Drums	1.00
Fiddle	4.02
Piano	4.19
	<b>15.18 FTE</b>

**Table 2 – Balance of Provision – August 2013**

Upper & Lower Strings	0.3
Brass	0.12
Woodwind	1.42
Accordion	1.00
Drums	1.00
Fiddle	3.02
Piano	3.65
	<b>10.51 FTE</b>







**Development Committee**  
**Education & Families Committee**  
**Social Services Committee**

**27 March 2013**  
**22 May 2013**  
**24 May 2013**

## **Development Services Directorate Plan 2013/14**

**Report No: DSD-03-13-F Ed&Fam**

**Report by: Director of Development Services**

**Development Services**

### **1.0 Summary**

- 1.1 This report presents the draft Development Services Directorate Plan which sets the policy and performance management framework for the directorate and outlines the aims, objectives and actions for Development Services Directorate for the financial year 2013/14.
- 1.2 The Directorate Plan is aligned to the Council's agreed budget strategy and will be fully integrated with the new Shetland Single Outcome Agreement / Community Plan and the SIC Corporate Plan 2013-2018 as they are brought to Council in the June meeting cycle.
- 1.3 Progress reports relating to Community Planning & Development and Train Shetland be submitted to this Committee on a quarterly basis to allow Members to monitor the delivery and progress of the Plan.

### **2.0 Decisions Required**

- 2.1 That the Committee RESOLVE to:
  - 2.1.1 review and discuss the contents of the Draft Directorate Plan and Service Action Plans relating to Community Planning & Development and Train Shetland;
  - 2.1.2 endorse the contents of the Plan; and
  - 2.1.3 approve the priorities for the Development Services Directorate for the financial year 2013/14 as set out in the Plan, in relation to Community Planning & Development and Train Shetland.

### 3.0 Detail

- 3.1 The Council's Planning and Performance Management Framework and the Council's constitutional arrangements require the reporting of activity and performance to functional Committees.
- 3.2 The draft Directorate Plan sets out the key aims, objectives and actions, core performance measures and key risk management activities of the Directorate so the Committee can understand how the Directorate is contributing to the delivery of the Single Outcome Agreement / Community Plan, the Council Improvement Plan and the agreed Budget Strategy.
- 3.3 The Committee is asked to consider and discuss any aspect of the information provided and to endorse the contents of the Directorate Plan and approve the priorities for Development Services for the 2013/14 financial year.
- 3.4 Quarterly progress reports will be submitted to this Committee to allow Members to monitor the delivery and progress of the Plan.

### 4.0 Implications

#### Strategic

- 4.1 Delivery On Corporate Priorities – Effective Planning and Performance Management are key features of the Council's Improvement Plan.
- 4.2 Community /Stakeholder Issues – Consultation with customers and other stakeholders is on-going as an integral part of each aspect of service delivery.
- 4.3 Policy And/Or Delegated Authority –
  - 4.3.1 The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;

“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –

    - (a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.
    - (b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus.”
  - 4.3.2 Matters relating to community learning and development are within the remit of this Committee, so the Committee is required to monitor and review the Community Planning & Development Service and Train Shetland Action Plans, which are part of the overall Development Services Directorate Plan.

4.4 Risk Management – Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.

4.5 Equalities, Health And Human Rights – NONE

4.6 Environmental – NONE

#### Resources

4.7 Financial – The actions, measures and risk management described in this report will be delivered within existing approved budgets and are aimed at ensuring delivery of the Council's agreed budget strategy.

4.8 Legal – NONE

4.9 Human Resources - NONE

4.10 Assets And Property – NONE

## **5.0 Conclusions**

5.1 The Development Services Directorate Plan is the key performance management document for the directorate. It sets out our aims, objectives and actions for the coming year. The adoption of this Plan will allow the directorate to demonstrate how it contributes to the delivery of the council action Plan. It will allow Members to monitor delivery and progress of the Plan in relation to Community Planning & Development and Train Shetland and the performance of the directorate throughout the year.

---

For further information please contact:

*Neil Grant, Director of Development Services*

*Tel: 01595 744968 Email: nrjgrant@shetland.gov.uk*

*10 May 2013*

---

#### List of Appendices

Appendix 1 Development Services Directorate Plan 2013 –2014 / Service Action Plans (Community Planning & Development & Train Shetland)

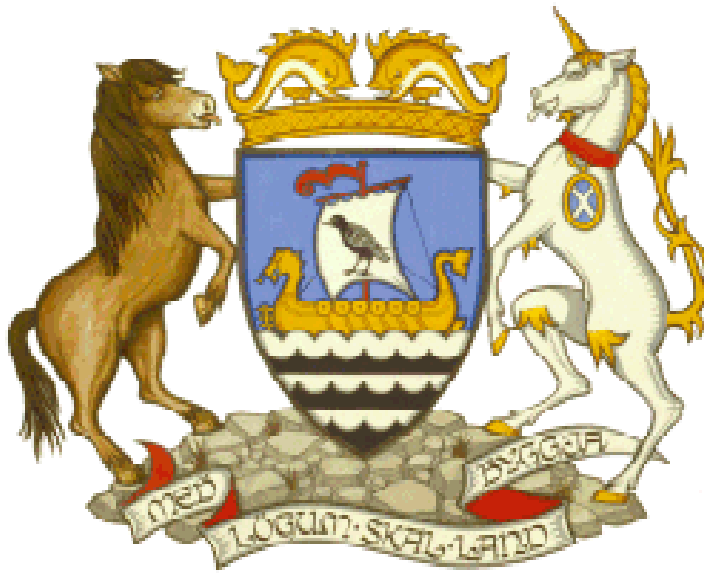
Appendix 2 Risk Management (Community Planning & Development & Train Shetland)

#### Background Documents

[Development Services Directorate Plan 2013-14 / Service Plans \(complete version\)](#)



# **Development Directorate Plan 2013-2014**



***'Enabling our communities to develop their potential'***

## **DEVELOPMENT DIRECTORATE PLAN 2013-14**

This Directorate plan provides an overview of the plans over the next year for the Development Directorate. Detailed activities for each service are included in the attached Service Action Plans. These encompass activities, outcomes, objectives, actions, targets and resources as well as the performance indicators for each service.

### **1. ABOUT US**

The Development Directorate was formed as a result of the Council organisation and management re-structure in 2011. It comprises the functions of community planning and development, economic development, housing, planning, transport planning, and further and higher education.

The Directorate has 232 whole time equivalent staff and an annual budget of £16,699,000 for 2013-14.

The Directorate has a complex governance system in that it reports to several Council Committees, namely:

**Economic Development** - Development Committee.

**Planning** – Planning Committee, and strategic items to Development Committee.

**Transport Planning** - Development Committee.

**Housing** - Social Service Committee.

**Community Planning & Development** - Education & Families Committee (Adult learning & Community Work), Social Service Committee (Community Grants & Community Planning Development), Development Committee (Museum & Archives), and Executive Committee (Community Planning).

**Shetland College** - Shetland College Board, and strategic items to Education & Families Committee.

**Train Shetland** - Education & Families Committee.

### **2. VISION**

The management team's vision for the Directorate is as follows:

***“Enabling our communities to develop their potential”.***

### **3. AIMS FOR 2013-14**

- We will promote Community Planning within the Council and with partners, ensuring it is bought into and that it drives service planning.
- We will demonstrate progress in key policy areas, the main ones being internal transport network, renewable energy, the Local Development Plan,

the Local Housing Strategy, digital communications, and taking the lead role in skills development.

- We will follow and promote best practice in engaging with communities, and evaluate and measure the impact of engagement.
- We will achieve a balanced budget having made the required savings and efficiencies.
- We will ensure Shetland's demographics are consistently used and shared to influence the work of our Directorate and the rest of the Council.
- We will demonstrate we are an effective, cohesive team with a reputation for innovation.
- We will ensure staff feel valued and supported particularly through periods of challenge and change.
- We will make more effective connections with key external partners including Scottish Government and European Parliament.

#### **4. OBJECTIVES FOR 2013/14**

Each service has specific objectives. The following relate to the overall Directorate vision and aims and our specific contribution to the corporate plan.

Promote Community Planning:

- We will work together and with communities to deliver the key priority areas of the Single Outcome Agreement and Community Plan, ensuring community engagement is at the heart of partnership working and service delivery across all partners.
- We will support an effective Shetland partnership by implementing efficient structures and processes in line with the National Review of Community Planning.

Progress in key policy areas:

- We will have an affordable transport network, including internal flights, ferries and busses.
- A draft Local Development Plan was presented to Council in November 2012 and is presently in a process dealing with representations. A report will be put to Committee/Council in August 2013 for a decision to submit the plan as the settled view to the Scottish Government by mid 2013.
- We will provide a draft Planning policy on renewable energy development as part of LDP Supplemental Guidance by mid 2013.
- We will work with community partners to provide a Renewable Energy Development Plan by the end of 2013.
- The five key themes of the Local Housing Strategy will continue to be delivered.
  - Future Supply of Housing

- Fuel Poverty
- Housing Support/ Housing for and Ageing Population
- Homelessness
- Private Sector Housing
- We will continue to work with community partners to develop solutions to enable new build housing to be delivered in Shetland.
- We will work with community partners, HIE and Scottish Government to ensure that Next Generation Broadband is available to 75% of the Shetland population by 2016.
- We will have greater consistency in the provision and practice of CLD across Shetland, with services being delivered in line with local priorities, and focussed on improving outcomes.
- Economic Development and Community Planning & Development will provide support to find money, e.g. EU / Big Lottery Fund. Assisting the Voluntary sector to increase their capacity in delivering more cost effective service.
- We will work in partnership with proactive communities in Shetland to identify barriers to employment, and create jobs in remote areas.
- By May 2013 the Skills Learning & Employability Partnership will have developed an action plan, with a specific focus on Youth Employment.
- We will work with community partners to identify skill and trade shortages and develop action plans to support the unemployed and under employed to access training in these areas.
- We will undertake a review of Tertiary Education Provision in Shetland and present options to Council in June 2013 for delivery of a best practice and affordable model.

#### Balanced budget:

- Implement budget savings contained in the 2013/14 activity sheets.
- Implement recommendations of SOFIE reviews.
- Implement the recommendations of the Planning Service Review by June 2013.
- Plan and carry out a review of Community Planning & Development by October 2013.

#### Shetland's demographics:

- The development directorate will develop an integrated research and information team operating across the services. The team will collect and analyse a wide



range of demographic and other relevant data (including up to date census information). From this we will be able to identify trends and indicators which will feed into the Single Outcome Agreement and enable policies and service delivery to be shaped appropriately.

#### Team development:

- We will free up time to deliver change
- Are you needed at this group? Saying “No”
- Better structure and organisation of meetings
- Delivery on commitments
- We will fully implement the new Employee Review and Development Policy to all of our staff.
- We will resolve accommodation issues for Development Directorate Services.

#### External connections:

- We will work with community planning partners develop and implement a plan to attract people to Shetland to live, work, study and invest.
- We will better use our MSP, MP and MEPs, this will include seeking to secure formal meetings on behalf of the Directorate on a 3-6 monthly basis.
- We will be more proactive at getting Ministers to Shetland and more formally plan how we use the time we have with Ministers.
- We will plan and agree in advance at our Directorate meetings the key issues we want to get across to high profile visitors
- We will promote representation on relevant national and European committees and take opportunities to engage
- We will continue to negotiate with the UK and Scottish Governments for a solution to the historic housing debt (£40million) to enable a financially sustainable Housing Revenue Account.

## **5. LINKS TO NATIONAL AND LOCAL STRATEGIC PLANS AND FRAMEWORKS**

Shetland stays a safe place to live, and we have strong, resilient and supportive communities.

Shetland has sustainable economic growth with good employment opportunities, our people have the skills to match, good places to stay and the transport people and businesses need.

We have tackled inequalities by ensuring the needs of the most vulnerable are identified and met.

We have financial sustainability and balance within each partner and a better balance between a dynamic private sector, a strong third sector and efficient and responsive public sector.

## **6. WHAT WE ACHIEVED LAST YEAR**

There are a number of achievements which have been secured during the past year. The main achievements are:

- Achieved budget reductions of £3,114,000
- In partnership with Hjaltland Housing Association we have enabled 95 units of new housing currently on site across Shetland.
- We have achieved the national target of abolition of priority need for Homelessness ahead of target.
- Progressed the Local Development Plan to public representations stage.
- Implemented Planning Service back office systems and achieved dramatic improvement. Number of all local development applications determined within 2 month period increased to 73.2%.
- Completed review of Planning Service
- Installed Shetland Telecoms NGB fibre connection to Sullom Voe.
- Worked with Total E&P, Petrofac and other companies engaged in the Shetland Gas Plant Project to maximise engagement of Shetland businesses.
- Retendered and Implemented new island air service contract, savings of £72,500k.
- Developed and implemented new governance arrangements for Community Planning in the Shetland Partnership Board and Performance Group. We have started to investigate options to develop community planning arrangements at a local level in consultation with key partners.
- Supported more than 50 community groups with external funding applications, securing £0.5m of external funding to date, with decisions pending on another 15 applications. This is an increase of approximately 33% on the previous year in relation to external funding secured.

## **7. SELF EVALUATION**

Several systems are used within the Directorate to assess how effective we are at the delivery of what we set out to do and what we are expected to do in relation to Best value, legislative obligations and external inspections, more details of these can be found within the attached service plans. The approaches in place include national systems such as the balanced scorecard methodology used in building standards. The Directorate will also engage in the Council-wide assessment which is planned using 'How Good is our Council?'

## **8. HOW WE WILL WORK TOGETHER**

Working productively together is important to us as evidenced by one of our key aims as stated above i.e.

We will demonstrate we are an effective, cohesive team with a reputation for innovation. The newly established Development Partnership, which is part of the overall Shetland Partnership, will strengthen our ability to contribute to high level strategic planning through the single outcome agreement. We will work together and with our partners to develop innovative approaches to the key priority areas of economic recovery and growth, employment and inequality of outcomes.

We have also agreed to adopt the values as agreed by Executive Managers and Corporate Management Team on 12 December 2011, namely: customer focused, fairness, honesty, openness and transparency, integrity, respect, trust, positive attitude, hardworking and conscientious.

## **9. PLANS FOR 2013-14**

Details of plans for each service within the Directorate is included in the attached service plans.

- **Business as Usual**

Each service has a large number of day to day activities which form the core of their services, these are the key activities for the Directorate for the year. These maintenance activities are set out in the individual service plans.

- **Change Management**

These activities are detailed in section 4. 'OBJECTIVES FOR 2013/14' and in the attached service plans.

## **10. WORKING BETTER TOGETHER**

Improve Communication within team/opportunities to share information/join-up staff teams to make more efficient use of existing resources to support managers e.g admin, research and information

Avoid duplication at all opportunities including attendance at meetings.

Use time most productively by only attending meetings that pertain and being focused for those meetings we control.

Delegate where possible.

Ensure feedback from meetings is shared where appropriate and relevant

## **11. EXTERNAL ENGAGEMENT**

External engagement is key to our success. Specifically maintaining or improving customer satisfaction and developing better connections with external partners and the community are key aims and objectives for the Directorate for next year as set out above.

## **12. BENCHMARKING ARRANGEMENTS**

Resources within the Directorate Services will be pooled to form an integrated research and information team.

Benchmarking will take place as part of service reviews.

Audit Scotland Annual Performance Indicators.

SOLACE Indicators.

### 13. DIRECTORATE RISKS

#### RISK ANALYSIS:

- 1 is very low
- 2 is low
- 3 is average
- 4 is high
- 5 is very high

Description of Risk/ Mitigation	Probable (1-5)	Impact (1-5)	Risk (Probable x Impact)
Low staff morale impacts on Directorate services	4	5	20
College regionalization means decisions are made out with Shetland and has a negative impact on skill development *	4	4	16
Budgets do not balance	3	5	15
Welfare reform impacts	5	3	15
Complexity of governance arrangements impacts on decision making	4	3	12
Lack of 'buy in' to community planning impacts adversely on Council reputation	3	4	12

### 14. KEY PERFORMANCE INDICATORS FOR DIRECTORATE

- Increase sustainable economic growth to 2.7% by March 2014 (baseline 2%).
- Increase the number of businesses/start up rate to 4.5 per 1,000 of population by March 2014 (baseline 4.49 per 1000 of population).
- Population growth to 24,400 by 2024 (baseline 23,000).
- Increase economic participation to 85% by March 2014 (baseline 82.9%).
- Public/Voluntary/Private sector balance – target for March 2014, Public 37%, 3<sup>rd</sup> Sector 2.5%, Private 60.5% (baseline Public 38.4%, 3<sup>rd</sup> Sector 1.7%, Private 59.9%).
- Maintain the proportion of people on out of work benefits (JSA or equivalent) at 1.5%
- Increase average (median) earning to £560.84 by March 2014 (baseline £546.10)
- Improve the skill profile of the population (% qualified at NVQ1 level or above) to 87% of 16-64 qualified at NVQ1 level or above; 32% 16-64 qualified at NVQ4 level or above.
- Improve access to suitable housing options for those in housing need.
- Increase the supply of new affordable homes by between 53 and 72 per year.

- Directorate Internal Performance Indicators:
  - Cost of Overtime.
  - Sickness Absence Rates.
  - Energy Usage
  - Employee Review and Development
  - Return to Work Interviews
  - Accidents/Incidents
  - Complaints

Service Plans attached

Housing Service Plan 2013-14  
 Planning Service Plan 2013-14  
 Community Planning & Development Service Plan 2013-14  
 Transport Planning Service Plan 2013-14  
 Economic Development Service Plan 2013-14  
 Shetland College Service Plan 2013-14  
 Train Shetland Service Plan 2013-14

COMMUNITY PLANNING & DEVELOPMENT PERFORMANCE DATA																
Type	Indicator	Year	apr	may	june	july	aug	sept	oct	nov	dec	jan	feb	mar		
N	No of SPB Board meetings per year	Qrtly														
N	% attendance at SPB Board	Qrtly														
N	No of SPPG meetings per year	Qrtly														
N	% attendance at SPPG meetings	Qrtly														
S	Number of Members who report that they're satisfied with effectiveness of Board governance arrangements	Annual														
A	Number of community groups which influence local and wider decision making	Annual														
S	Number of community organisations which identify themselves as influencing local and wider deicison making	Annual														
A	Evidence of local and wider decisions influenced by community groups	Annual														
A	Outcomes for communities of local and wider decisions influenced	Annual														
N	Number of people accessing community guidance	Qrtly														
N	Number of IIAs completed	Qrtly														
N	Number of EqIAs completed	Qrtly														
N	No of Equality Forum meetings per year	Qrtly														
N	% attendance at Equality Forum	Qrtly														
N	Number of participants in activities that improve employability, including self-employment	Qrtly														
N	Number of participants who complete activities that improve employability, including self-employment	Qrtly														
S	Number of participants who after the activity ends are in sustained	Six months														
	a) voluntary work															
	b) part-time work															
	c) full time work															
	d) self employment															
S	Number of participants who six months after the activity ends are in sustained	Six months														
	a) voluntary work															
	b) part-time work															
	c) full time work															
	d) self employment															
N	Number of participants in activities that improve literacy and numeracy	Qrtly														
N	Number of participants who complete activities that improve literacy and numeracy	Qrtly														
N	Number of participants in activities that improve English as a second language	Qrtly														
N	Number of participants who complete activities that improve English as a second language	Qrtly														
N	Number of participants in activities that lead to accredited study	Qrtly														
S	Number of participants who achieve their learning goals fully or partly	Annual														
N	Number of participants in activities that improve the take-up of benefits	Qrtly														
N	Number of participants in activities that improve money management	Qrtly														
N	Number of jobs created in the social economy	Qrtly														
S	Number of participants who report that their mental and emotional wellbeing or resilience has improved	Annual														
S	Number of community members / volunteers who identify themselves as confident and skilled	Annual														
A	Number of community groups which have effective planning, management and evaluation arrangements in place	Qrtly														
A	Number of community groups representing disadvantaged communities & social groups	Annual														
A	Number of community groups developing and delivering services in response to priority need	Annual														
N	Number of community groups supported to obtain assets	Qrtly														
N	Additional assets secured by community groups to improve their communities over a one year period	Annual														
A	Outcomes for communities of assets acquired by community groups	Annual														
N	Number of community minibus transport services operating throughout Shetland	Annual														
N	Number of grant applications per scheme	Qrtly														
N	Number of successful grant applications per scheme	Qrtly														
N	Number of different clubs etc receiving grant assistance	Qrtly														
N	Number of participants in group, club or organisation	Qrtly														
A	Number of participants from disadvantage communities and social groups	Qrtly														
A	Number of participants in activities that challenge discrimination and celebrate people's identities and differences	Qrtly														
N	Number of community groups supported to secure external funding	Qrtly														
N	Additional investment secured by community groups to improve their communities over a one year period	Annual														
A	Outcomes for communities of funding raised by community groups	Annual														





TRAIN SHETLAND SERVICE ACTION PLAN

	Section Purpose	Best Value Toolkits / Indicator Guidance	Responsible Officer
10	Provision and management of a range of training and skills development services for Shetland Islands Council and local industry,	Skills Development Scotland Quality Management Standards Investors in People Standard	Margaret Simpson - Vocational Training Manager Fiona Stirling- Short Courses Manager

**Service Action Plan**  
**Note** each Action/Objective should be **SMART** eg Specific - (says what the team will do/deliver). **M** measurable - (shows how you are going to measure the achievement). **A**ttainable - (accomplishing the objective is within the teams realm of authority and capabilities). **R**ealistic - (the objective/action is practical,results orientated, deliverable and relevant). **T**ime Bound - (specify when the action/objective needs to be completed.

Business Activity Ref	Business Activity	Action Ref	Outcome for the Customer	Objective	Action	Alignment with Corporate Plans			Targets	Timescales	Progress				Resources	
						SOA Ref	IP Ref	CP Ref			Q1	Q2	Q3	Q4	FTE	Budget
	Contract Management of External Funding	VT	Young people and businesses benefit from national funding available for Modern apprenticeship training	Increase the proportion of young people in learning, work and training	Complete and submit tender to Skills Development Scotland for MA contract funding				Contract funding secured for 50 new apprentices (or more)	Jan-14					0.84	£30,198
		VT	We deliver a sustainable service by maximising income available from Scottish government via SDS	Liaise with SDS, comply with mandatory requirements and claim as much funding as possible	Complete and submit to Skills Dev Scotland the required financial forecasts, volumes and redistribution data				Over 85% of available funding claimed by end of contract in March 14	quarterly to Mar 14						
	Manage Modern Apprenticeships	VT	Young people are supported in applying for new apprenticeship opportunities with local employers	Increase the proportion of young people in learning, work and training	Engage with employers to recruit new apprentices				Recruit new apprentices to fill all our SDS New Start Places	Mar-14					4.42	£75,393
		VT	Current apprentices and their employers are supported through MA training plans to promote achievement	Fulfill terms of existing MA contracts by co-ordinating apprenticeships to sustain employment and promote achievment.	Undertake the mandatory review visits with MAs in their workplace. Min of 6 per year per apprentice				Maintain number of Modern Apprentices in-training between 95 -105	ongoing						
	Provision of Training	SC	SIC employees have access to mandatory short course training to comply with job roles and regulations	Provision of quality training which is cost-effective and appropriate to the identified needs of SIC workforce	Plan and deliver mandatory training in line with Corporate training plan and Service training plans				Maintain success rate for accredited training - 95%.	Mar-14					1.70	£21,218
		SC	Non-SIC customers have access to quality training and learning.	Improve the skill profile of the population and maximise external income opportunities	Engage with private sector businesses to deliver training which is in demand.				50% of revenue from external customers	Mar-14					1.56	-£6,261
		VT	SVQ/NVQs are available for a range of customers	Improve the skill profile of the population and maximise external income opportunities	Expand range of provision and engage with more employers in both private and public sector				Maintain high achievement rates, above 75%	Mar-14					0.66	£11,623
	Administration of SIC Construction Plant Competency Scheme Centre	SC	SIC can provide mandatory training in construction plant operations to ensure safety and comply with legislation.	SIC and Local businesses have an appropriately qualified workforce and in turn satisfy the competence requirements of their customers.	Take over admin of scheme from SIC Roads Service and ensure it runs to the standards required by the regulating body, Cskills				Maintain pass rate over 90%	Mar-14					0.27	-£554
	Administration of SIC Construction Plant Vocational Training Centre	VT	SIC employees can access mandatory training in construction plant operations to ensure safety and compliance with legislation	SIC have appropriately qualified workforce and satisfy the competence requirements of their customers.	Take over admin of centre from SIC Roads Service and ensure it runs to the standards required by the regulating body, Cskills				Essential training needs met and high pass rates maintained, above 85%	Mar-14					0.17	£2,993
	Co-ordination of SIC Construction Apprentice Scheme	VT	SIC Construction apprentices progress through their training agreements	Manage and support the SIC construction scheme apprentices, as numbers reduce .	Implement budget reductions				8 apprentices will qualify by Mar 14. Posts will not be refilled.	Sep-13					13.88	£290,116
	School Visits & Employability	VT	Young people are given up-to-date information on local employment and apprenticeship opportunities	To engage with maximum number of young people who are due to leave school in current year (300 in 2012)	Plan and deliver series of school visits, and also SQA Employability Award				80% achievement rate for SQA Award and over 5 school presentations delivered.	ongoing					0.17	£2,714
	Business Gateway	SC	Customers able to access subsidised training for business start-up, growth and development.	To provide essential training required of SIC by Scottish government	Deliver work and targets agreed in contract				minimum of 10 courses per year	Mar-14					0.36	£8,685
	Exam Services	SC	Customers able to sit exams in Shetland, without time and cost of travelling off-island	To provide a service that is in steady demand and provides external income	Deliver exam and invigilation service				50 exams	Mar-14					0.17	£998
	Shetland Conctruction Training Group Contract	SC	Customers are private sector construction industry seeking training delivery on-island	To increase training opportunities funded from external sources	Source and deliver appropriate training in line with SCTG plans and ensure other actions and targets in contract met				SCTG targets met	quarterly					0.43	-£210
	External Funding Projects	VT	Generate income to support service delivery/SOFIE	To increase training opportunities funded from external sources	Research external funding which is relevant for apprenticeships and training in Shetland				SOFIE target	Mar- 14						-£27,762
		SC	Generate income to support service delivery/SOFIE	To increase training opportunities funded from external sources	Research external funding which is relevant for apprenticeships and training in Shetland				SOFIE target	Mar-14						-£30,000

Actions and commitments required from other sections or partners to deliver improvements

Service level agreement with colleges & other providers for delivery of quality training

Completion of the review of SIC training & review of "internal market"

Strategic Learning & Employability Partnership

Engagement by industry to enable effective planning of skills & training

Performance Indicators						
	Council Wide Indicators / Measures	Source / Freq	Baseline	Targets (2012 – 2015)		Actions Ref
1	Overtime Cost	P&I – Monthly	Covalent Report	0		
2	Sickness Absence Rates	P&I – Monthly	5.00%	below baseline		
3	Energy Usage	P&I - Qtrly				
4	Employee Review and Development	P&I – Monthly	40%	100%		
5	Return to Work Interviews	P&I – Qtrly	85%	100%		
6	Accidents/Incidents	P&I – Qtrly	0	0		
7	Insurance Claims	P&I – Qtrly	0	0		

	Service Indicators / Measures	Source / Freq	Baseline	- 193 -	Targets (2012 – 2015)	Actions Ref
--	-------------------------------	---------------	----------	---------	-----------------------	-------------

1	Number of Modern Apprentice Contracted Start places filled	SDS/Quarterly	65-74%	75%	
2	MA Achievement rates	SDS/Quarterly	60-75%	75%	
3	MA Leaver rates	SDS/Quarterly	3-5%	lower than 5%	
4	SIC short course completion rate	quarterly	2012-13 delegate numbers		
5	10% increase in external income	6 monthly	external income 45% in 2012-13		
6	CPCS Test Centre achievement rate	quarterly	70 - 85% of candiadates achieving	85% of candidates achieving	
7	Construction Plant NVQ achievement rate	quarterly	70-85% of candiadates achieving	85% of candidates achieving	
8	Business Gateway places delivered	quarterly	contract targets	contract targets met	
9					

### Risk Register (From JCAD)

[illegible]

TRAIN SHETLAND PERFORMANCE DATA														
Indicator		2013-2014	apr	may	june	july	aug	sept	oct	nov	dec	jan	feb	mar
APPRENTICE STARTS & GRANT INCOME	Number of MA starts	tbc												
	Contract value £s	tbc												
	In-training liability	tbc												
	New starts value	tbc												
	Income claimed													
SKILLS DEVELOPMENT SCOTLAND QUALITY AUDIT MEASURES		Quality measures	2008	2009	2010	2011	2012	2013						
		Contracted MA starts	55	64	45	51	48							
		Actual starts	54	64	53	37	39							
		SDS Contract funding	367,640	376,770	353,023	no value given	229,199							
		Actual funding	367,639	340,908	332,235	254,125	263,519							
APPRENTICE ACHIEVEMENT		% of funds drawn	99%	90%	94%		93%							
		MAs qualifying	52	52	53	47	55							
		Achievement rate	77%	78%	75%	74%	87%							
		Early leavers	2	2	6	8	2							



Alert	Target Date	Business Unit	Control Measure Ref	Risk	Control Measure	Responsible To	Estimated Cost	Cost to Date	Priority	% Complete
		Community Work and Planning	EDC0003/001	Central Govt Funding Issues	Strong National Position regarding CDL; Good reputation for delivering services which make a difference	Community Planning And Development			2 - Normal	100
		Community Work and Planning	EDC0013/001	Motor Third Party Liability	Regular maintenance checks; MIDAS driver training	Community Planning And Development			2 - Normal	100
		Community Work and Planning	EDC0021/001	Damage to vehicles, mobile plant and equipment	Regular checks on vehicles	Community Planning And Development			2 - Normal	100
		Community Work and Planning	EDC0035/001	Deadlines - failure to meet	Staff training; Recruitment and Selection policy; Work Plan reviews; CLD Joint Planning	Community Planning And Development			2 - Normal	100
		Community Work and Planning	EDC0038/001	Key staff - loss of	Written procedures; Staff training; Staff development interviews	Community Planning And Development			2 - Normal	100
	16/01/2014	Lerwick and Bressay Community Work Office	EDCA0002/001	Storm, Flood, other weather related, burst pipes etc	Remote working / working from home	Community Work and Planning			2 - Normal	0
	31/07/2013	Lerwick and Bressay Community Work Office	EDCA0004/001	Staff number/skills shortage	Team back up	Community Work and Planning			2 - Normal	0
	16/01/2014	Lerwick and Bressay Community Work Office	EDCA0005/001	After Hours/ Lone working	Common sense	Community Work and Planning			2 - Normal	0
		Lerwick and Bressay Community Work Office	EDCA0006/001	Communications poor	Good CW Team communciation	Community Work and Planning			2 - Normal	0
	17/07/2013	Lerwick and Bressay Community Work Office	EDCA0007/001	Key staff - loss of	Service Plan / Communication	Community Work and Planning			2 - Normal	0
		North Mainland and Whalsay Community Work office	EDCB0001/001	Storm, Flood, other weather related, burst pipes etc	Staff team to get together to discuss and organise VPN/ tech development etc with management and ICT rep, Plan work from home	Community Work and Planning			2 - Normal	0
	01/07/2013	North Isles Community Work Office	EDCC0001/001	Storm, Flood, other weather related, burst pipes etc	Staff team to get together to discuss and organise VPN/ tech development etc with management and ICT rep	Community Work and Planning			2 - Normal	0
	15/01/2014	North Isles Community Work Office	EDCC0002/001	IT Skills/Resources inadequate	agree with boss to work from home when this happens, or read policies?	Community Work and Planning			2 - Normal	0
		North Isles Community Work Office	EDCC0004/001	Communications poor	team communication	Community Work and Planning			2 - Normal	0
	06/09/2013	South mainland, Fair Isles and Skerries Community Work Office	EDCD0001/001	Storm, Flood, other weather related, burst pipes etc	Staff team to get together to discuss and organise VPN/ tech development etc with management and ICT rep	Community Work and Planning			2 - Normal	0
OD		Adult Learning	SCTA0002/001	Staff number/skills shortage	CPD arrangements	Community Planning And Development			2 - Normal	100
OD		Adult Learning	SCTA0002/002	Staff number/skills shortage	Recruitment	Community Planning And Development			2 - Normal	100
OD		Adult Learning	SCTA0002/003	Staff number/skills shortage	Good use made of In service days	Community Planning And Development			2 - Normal	100
OD		Adult Learning	SCTA0002/004	Staff number/skills shortage	Training	Community Planning And Development			2 - Normal	100
OD		Adult Learning	SCTA0002/005	Staff number/skills shortage	Policies	Community Planning And Development			2 - Normal	100
OD		Adult Learning	SCTA0002/006	Staff number/skills shortage	Succession Plans	Community Planning And Development			2 - Normal	100
OD	26/03/2010	Train Shetland Short Courses	SCTS0002/001	Failure of Key supplier	Put in place alternative trainers	Shetland College	2000		1 - High	0
OD		Train Shetland Short Courses	SCTS0006/001	Procurement policy - failure to observe	Train Shetland Manager to familiarise self with SIC Procurement policy and procedures	Shetland College			2 - Normal	0
OD	26/02/2010	Train Shetland Short Courses	SCTS0006/002	Procurement policy - failure to observe	Ensure all of Train Shetland's suppliers are on the SIC suppliers database	Shetland College			2 - Normal	0
OD		Train Shetland Short Courses	SCTS0006/003	Procurement policy - failure to observe	Ensure all Train Shetland staff are aware of SIC procurement policy and procedures	Shetland College			2 - Normal	0
OD		Train Shetland Short Courses	SCTS0007/001	Bad debts	Ensure all customer bookings are confirmed in writing.	Shetland College			2 - Normal	0
OD		Train Shetland Short Courses	SCTS0007/002	Bad debts	Monthly budget monitoring	Shetland College			2 - Normal	0
OD		Train Shetland Short Courses	SCTS0007/003	Bad debts	Implement Finance Procedures for chasing bad debtors	Shetland College			2 - Normal	0





<b>Shetland Youth Strategy</b>	
<b>CS-29-F</b>	
<b>Report Presented by: Director of Children's Services</b>	<b>Children's Services</b>

## **1.0 Summary**

- 1.1 The purpose of this report is to present a strategy for the delivery of Youth Work in Shetland. It is attached as Appendix A.
- 1.2 This report sets out the proposed Shetland Youth Strategy as it has been developed following meetings with people who are involved in delivering services to young people.

## **2.0 Decision Required**

- 2.1 The Education and Families Committee recommend that the Council RESOLVE to approve:
  - the Shetland Youth Strategy.

## **3.0 Background**

- 3.1 In June 2012, Strategic Guidance for Community Planning Partnerships – Community Learning and Development, was launched. This guidance expects Community Learning and Development partners to work together to support communities and individuals to develop the resilience and ambition needed to combat economic factors which cause deprivation and inequality.
- 3.2 The guidance states that the specific focus for Community Learning and Development should be:
  - Improving life chances for people of all ages through learning, personal development and active citizenship;
  - Building stronger, more resilient, supportive, influential and inclusive communities.
- 3.3 For Youth Work particularly then, this means a focus on the Community Learning and Development priorities – delivering family learning; supporting the delivery of the Senior Phase of Curriculum for

Excellence; early intervention work with children and young people; and a strong focus on prevention.

#### **4.0 Detail**

- 4.1 Education Scotland carried out an inspection of the Learning Community surrounding the Anderson High School in February 2012. Whilst they rated Impact on Young People as 'Excellent', there were three areas for improvement which arose from that inspection. One of those was for an 'effective, co-ordinated, needs led youth information strategy to be developed, which maximises the contribution of all key partners'.
- 4.2 Work has been underway since then to draft such a strategy and to ensure all partner agencies to have input into it.
- 4.3 Community consultation events have recently been held in order for parents, staff, representatives from a variety of community groups, and members of the public to share their views. These events were held at:
- Mid Yell Public Hall  
Brae Youth Club  
Livister Youth Club  
Salloway Hall  
Germatwatt Centre  
Islesburgh Community Centre  
Sandwick School.
- Meetings have also been held with Church groups and uniformed groups.
- 4.4 These meetings also served as a vehicle for the Council to seek the views of those communities around how the Council might best restructure its Youth Service to deliver their commitments with regard to the Youth Strategy, and also to then accord with the national guidance.
- 4.5 The suggested restructure of Youth Services is included as a separate exempt report to the Education and Families Committee today, 22 May 2013.

#### **5.0 Implications**

##### Strategic

- 5.1 Delivery On Corporate Priorities – The report has been produced bearing in mind the Single Outcome Agreement states that there is to be financial sustainability and

Shetland Single Outcome Agreement 2012/15

- Young people are successful learners, confident individuals, effective contributors and responsible citizens;



- We have improved the life chances of for children, young people and families at risk and,
- Our children have the best start in life and are ready to succeed.

#### A Better Brighter Future for all Children and Young People in Shetland

- Shift from crisis intervention to prevention and early intervention;
- Shift from reliance on service provision, to building the capacity, resilience and wellbeing of children and young people, parents and families, and communities;
- Have in place integrated children's services which meet the needs of children and young people and make best use of resources;
- Increased capacity within our workforce to support interagency processes, bearing in mind reduced levels of funding and,
- Children and young people are safe, healthy, active, achieving, respected, responsible and included.

#### Schools and Quality Improvement Service Action Plan

- All customers are treated with equality;
- Children and young people get the help they need, when they need it, through revised implementation of Getting It Right for Every Child;
- Curriculum for Excellence is fully implemented and,
- To maintain quality of service within reduced budgets.

- 5.2 Community /Stakeholder Issues – As the Shetland Youth Strategy is implemented, appropriate consultation has taken place and it will be for all groups and provision to continue to be involved.

Thus far, seven community consultation events have been held across Shetland.

- 5.3 Policy And/Or Delegated Authority – In terms of Section 2.3.1 of the Councils Scheme of Administration and Delegations, all matters relating to children and young people come under the remit of the Education and Families Committee. The Education and Families Committee is responsible for advising the Executive Committee regarding the development of service objectives, policies and plans for service areas within its functional areas.

- 5.4 Risk Management – Failure to have a Shetland Youth Strategy could ultimately lead to an increase in other services - police, social work, youth justice and education involvement in a young person's or families' lives, costing significantly more to the local authority. Scottish Government record positive destinations achieved by young people when leaving school, as well as numbers participating in Activity Agreements - we have a commitment to work towards reducing the number of young people not achieving this.

- 5.5 Equalities, Health And Human Rights – An Integrated Impact Assessment has been carried out.

- 5.6 Financial – There are no direct financial implications from the implementation of the Shetland Youth Strategy.
- 5.7 Legal – There are no Legal implications from the Shetland Youth Strategy.
- 5.8 Human Resources – None
- 5.9 Assets And Property – There are no direct implications for any asset and property from the Shetland Youth Strategy.

## **6.0 Conclusions**

- 6.1 In responding to the Strategic Guidance for Community Planning Partnerships, the focus shifts from one of universal provision to one of prevention and a greater integration with other services.
- 6.2 The development of a Shetland Youth Strategy represents a major step forward in terms of targeting our resources, to best meet the needs of all children and young people in this respect.
- 6.3 The intention would be that the Shetland Youth Strategy also be presented to the Integrated Children and Young People's Forum, and an action plan be developed by that group.

---

For further information please contact:

*Helen Budge, Director of Children's Services*

*Telephone: 01595 744064; Email: [Helen.budge@shetland.gov.uk](mailto:Helen.budge@shetland.gov.uk)*

*Report Finalised – 21 May 2013*

---

### Appendix

#### Appendix A – Youth Strategy

### Background Documents

Strategic Guidance for Community Planning Partnerships – Community Learning and Development: <http://www.scotland.gov.uk/Resource/0039/00394611.pdf>

END

### **Youth Commitment**

We are committed to making sure that every young person in Shetland achieves their full potential and is able to make the most of the opportunities available to them. Unfortunately we know that many of our young people can feel excluded, isolated and unable to participate in society.

We see this Strategy, as a way of putting the needs of young people first. It will help us to build on the links we already have with young people themselves, bring them into our decision making processes and strengthen our partnership activities. The Strategy is not a stand alone document but will influence us regarding our mainstream resources and spending.

The Strategy will enable us to bring together key developments and consultations which will enable us to work more effectively with young people in Shetland.

### **Definition**

In 2004 YouthLink Scotland consulted widely with the sector to develop an agreed Statement on the nature and purpose of Youth Work. The document received widespread support across the Youth Work sector and clearly states that:

Youth Work plays a key role in delivering the principles outlined in the UN Convention on the Rights of the Child, particularly Article 12, the right of the young person to voice their opinion, have their views listened to and be taken seriously. By engaging young people in social activism, Youth Work builds citizenship, respect for human rights and a sense of mutual responsibility.

Youth Work is an educational practice contributing to young people's learning and development. Youth Work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; it takes account of all strands of diversity.

Youth Work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage with young people.

The effectiveness of Youth Work methods has led to an increasing number of organisations developing Youth Work approaches, for example those working in youth justice and health improvement programmes.

This demonstrates the range of ways Youth Work can be applied, enabling young people who might otherwise be alienated from support to get the services they need. The Youth Work sector welcomes these developments and seeks to co-operate with those who contribute to young people's social and personal development.

However, there remains a fundamental need for community based Youth Work, at a time when young people are under greater pressure than ever, especially the most disadvantaged.

### **Partnership Working**

The Shetland Youth Strategy is a partnership document to enable organisations to see how as those supporting learning for young people they are delivering in relation to the aspirations of national and local policies.

The Strategy draws together areas where service providers and the voluntary sector can work differently to better meet the needs of individuals, families, employers and communities. The Strategy will take a preventative approach to addressing underachievement, educational disadvantage and health inequalities. The Strategy recognises the positive duties on partners to promote equality and eliminate discrimination.

Youth Work organisations make a significant contribution to improving the lives and life chances of young people in Shetland by providing a wide range of opportunities to nurture their ambitions, their sense of achievement and the skills they need to succeed in life.

Youth Work provides opportunities for young people to learn to: develop confidence, foster creative thinking, acquire leadership and negotiation skills, learn to problem solve, work well with others and to build teams. In the current economic climate, these are the key skills that employers across Scotland are looking for in their employees.

## National Context

Community Learning and Development Strategic guidance for Community Planning Partnerships:

“The Scottish Government issued strategic guidance in June 2012 which clarifies expectations of Community Planning Partnerships (CPPs), within the broad framework of public service reform, and in line with the Review of Community Planning and Single Outcome Agreements.

In it they clarify the purpose of Community Learning and Development ( CLD ) – Youth Work

**“We see it as empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.”**

The guidance outlines the action necessary to maximise CLD's impact, resulting in better alignment of services and optimal use of resources.

The Government is pursuing those changes with three clear objectives in mind:

- ▶ **to align the system more purposefully with our ambitions for jobs and growth;**
- ▶ **to improve people's life chances; and**
- ▶ **to ensure the sustainability of our system in a time of inescapable pressures on public spending.**

## National Outcomes:

- ▶ **Our young people are successful learners, confident individuals, effective contributors and responsible citizens.**
- ▶ **We have improved the life chances for children, young people and families at risk.**
- ▶ **Our children have the best start in life and are ready to succeed.**

Local Outcomes, these have been incorporated into the Youth Strategy.

- ▶ **Shift from crisis intervention to prevention and early intervention.**
- ▶ **Better co-ordinate existing services and provision.**
- ▶ **Shift from a reliance on service provision, to building the capacity, resilience and wellbeing of young people, parents, families and communities.**
- ▶ **Have in place a Youth Strategy which meets the needs of young people and makes best use of resources.**
- ▶ **Increased capacity within our workforce to support inter-agency processes, bearing in mind reduced levels of funding.**
- ▶ **Children and young people are safe, healthy, active, nurtured achieving, respected, responsible and included.**

## ► Participation:

**We want local providers working together to support young people to take part in active decision making. By doing this:**

- All of Shetlands young people are able to actively participate in shaping of policy and services, and the opportunity for young people to be seen as the driver for change rather than the main reason for it.
- We will support and expand existing and new youth engagement structures.
- Young people have the opportunity to access and participate in local and national activities, which will help them gain new skills and experience to support their personal development.

What do we want to achieve?	How ( actions )?	By when?	Who will do it?	How will we know it has been achieved?
All young people should be involved in the services which affect them and should have the opportunity to get involved in local decision making opportunities.	<p>Identify people, groups, areas who struggle to participate in local and national initiatives.</p> <p>Work in partnership to deliver good quality political, democracy and citizenship education in schools and in youth work settings.</p> <p>Youth representatives involved in policy development.</p>	2013-14	<p>Youth Services</p> <p>Young Scot</p> <p>Scottish Youth Parliament</p> <p>Children's Rights Officer</p> <p>Schools Service</p>	<p>Increased numbers of young people voting for the Scottish Youth Parliament (SYP) elections.</p> <p>Ensure young people are taking part in Scottish Referendum.</p> <p>Young people actively involved in community consultations.</p> <p>Increase the number of young people involved in local Community Councils.</p> <p>Youth Voice informing Shetland Partnership of youth issues.</p>

► **Inclusion:**

**Recognising some young people need additional support to overcome the barriers they face. We will:**

- Ensure young people are able to participate, irrespective of their needs and abilities.
- Support vulnerable young people to be included in the community and have positive social networks.
- Challenge through high profile events and balanced media representation, the negative portrayal of vulnerable groups.

What do we want to achieve?	How ( actions )?	By when?	Who will do it?	How will we know it has been achieved?
Young People with Additional Support Needs have the opportunity to access youth provisions and services.	<p>Evaluation of provision during school holiday times for young people with Additional Support Needs and develop an action plan.</p> <p>Evaluate pilot of Scalloway social network group.</p> <p>Multi-agency training for all relevant staff in GIREC.</p>	<p>July 2013</p>       <p>October 2013</p>	<p>Additional Support Needs (ASN) parents group</p> <p>Youth Service, Schools Service, Short Breaks Service, Psychological Service and Sports and Leisure Services</p> <p>Disability Shetland</p> <p>Shetland Recreational Trust</p>	<p>Action plan developed for holiday provision for young people with Additional Support Needs.</p> <p>Increased number of young people with Additional Support Needs accessing youth activities.</p>



	Establish and promote Activity Agreement.	Ongoing	Moving On Employment Project, Youth Service, Skills Development Scotland, Schools Service and Eric Gray Resource Centre	Increase the number of young people on Activity Agreements.
	Develop nurture groups in the High Schools.	Ongoing	Psychological Services	2 groups established in Brae High School and Anderson High School.
	Provide targeted sports sessions.	Ongoing	Active Schools	Deliver 200 sports sessions.
Young People with Additional Support Needs receive the right support at the right time.	Early identification of issues preventing young people from achieving their full potential.	Ongoing	Schools Service, Youth Service, Psychological Services, Social Work and Short Breaks  Skills Development Scotland  Voluntary youth groups, Moving On	Increased numbers of young people with a GIRFEC plan in place.  Increase the number of looked after young people achieving sustained positive destinations.  Reduce the number of young people in our community with low or no qualifications.

			Employment Project, Befriending and Family Mediation.  Shetland College/ North Atlantic Fisheries College (NAFC)	
Challenge stigmatisation and labelling of young people.	Produce positive press releases.  Develop Mind Your Head Road show. Increase awareness of where to go to and have a better understanding of mental health problems, how to recognise them or their onset and where to get help for young people.	Ongoing  Oct-Dec	All partners  Schools Service, Youth Service and Mind Your Head	Increased number of positive youth reports.  Reduced number of young people requiring mental health services.
	Youth celebration event.	March 2014	All partners	Positive Youth Event achieved.

► **Empowerment:**

**We will value the ability of individuals and groups to influence matters affecting them and their communities. We will**

- Ensure young people are provided with the tools necessary to become confident individuals for the future.
- Actively consult with young people taking into account their needs.

What do we want to achieve?	How ( actions )?	By when?	Who will do it?	How will we know it has been achieved?
Young people will be ambassadors locally and nationally.	<p>Youth Ambassador programmes established in schools.</p> <p>Develop peer education project.</p> <p>Support Youth Legacy Ambassadors.</p> <p>Establish Mental Health Ambassadors in schools.</p> <p>Support Members of Scottish Youth Parliament.</p>	2013-14	<p>Active Schools and Schools Service</p> <p>Voluntary Action Shetland, Youth Service and Schools Service</p> <p>Youth Service and Young Scot</p> <p>Mind Your Head and Youth Service</p> <p>Youth Service and Scottish Youth</p>	<p>30 Youth Sports Ambassadors.</p> <p>10 young people trained as peer educators.</p> <p>Peer education taking place in schools.</p> <p>6 Youth Ambassadors.</p> <p>2 young people being Mental Health Ambassadors.</p> <p>2 Members of Scottish Youth Parliament.</p>

	Uniformed Group Representatives.		Parliament  Uniformed Groups	2 young people annually taking part in national events.
Strong Youth Participation.	Support Restructure of Youth Voice.	October 2013	Schools and Youth Services	Youth Voice structure in place. Communication mechanism between Youth Voice and Shetland Partnership.
Increase Youth volunteering.	Promote volunteering within the senior phase.	2013-14	Schools Service, employers, Voluntary Action Shetland and Uniformed Organisations	Increase the number of young people achieving Saltire Awards.

► **Self – Determination:**

**Supporting the right of young people to make their own choices in life. By:**

- Using the latest technology, they will be able to access quality youth friendly information on the issues and interests that impact on their lives.
- Becoming responsible citizens, confident individuals, successful learners and effective contributors.
- Making sure services are accessible and sensitive to the needs of young people and offer information which can help them to make positive decisions and take action responsibly.
- Being responsive to the changing needs of young people.

What do we want to achieve?	How ( actions )?	By when?	Who will do it?	How will we know it has been achieved?
Provide a range of appropriate support and information services which meet the needs of young people.	Providing Young Scot Cards and information to all P7 / S4 pupils.	Ongoing	Youth Services and Young Scot	Increased numbers of Young Scot cards distributed. Young Scot Road Show annually.
	Develop central drop-in facility in Lerwick.	Ongoing	Youth Services	Increase number of hits on the Young Scot Website.
	Encourage service to be youth friendly.	Ongoing		Monitor the numbers attending Islesburgh drop in.
Adolescent engagement	Alternative Accredited Learning including; Duke of Edinburgh, First Aid, Sports Leadership, Dynamic Youth Award and Youth Achievement Award.	Sept 2013	Youth Service, Youth Scotland, Duke of Edinburgh Awards staff, Shetland College, Train Shetland, Active Schools and schools.	50 young people achieving Youth Scotland accreditation.  Increase in Saltire Awards.  Increase in number of young people enrolled in Duke of Edinburgh Awards.

	<p>Engagement and Achievement Supporting young people to link with existing services, to become more active in the community, 1-2-1 targeted support to increase attendance and remain in education.</p> <p>School Attendance and Attainment – Targeted Support. Provide targeted youth work for young people with issues around school attendance and attainment. Build better contact with local schools.</p> <p>Promote early intervention / preventative work with young people who offend. Increase use of diversion from prosecution as part of the whole systems approach.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Schools, Women’s Aid, NHS, Youth Services, Children’s Resources and Voluntary Action Shetland</p> <p>Schools and Youth Services</p> <p>Criminal Justice Social Work, Youth Service, Restorative Justice and Citizens Advice Bureau.</p>	<p>Reduce the number of school refusers.</p> <p>School Liaisons Groups established in Brae High and Andersons High School.</p> <p>Targeted youth work sessions with young people identified in Brae High School and Anderson High School.</p> <p>Reduction in youth offending.</p>
--	---	-------------------------------	--	--

► **Employability:**

**Supporting young people into sustained positive destinations. By:**

- Educating and prepare young people for the world of work.
- Providing appropriate information, advice and guidance.
- Ensuring everyone has the opportunity to work, improve their skills and make a positive contribution by increasing the number of supported work placement.

What do we want to achieve?	How ( actions )?	By when?	Who will do it?	How will we know it has been achieved?
Ensure a sustainable process, systems, structures and practices – to support young people’s participation in post 16 learning and training toward and into employment are in place.	<p>Activity Agreement practise and structures are clear and become embedded.</p> <p>Develop School Liaison Groups.</p> <p>Systematic use of GIRFEC or With You For You (WYFY) processes.</p>	Sept 2013	Employability Group, Moving On Employment Project, Youth Service, Eric Gray Resource Centre, Skills Development Scotland, Voluntary Action Shetland.	<p>Increase the % of young people in positive post school destinations.</p> <p>Increase the number of young people with Additional Support Needs who are job ready, progressing into sustainable destinations.</p> <p>Increase the number of work placements for young people with Additional Support Needs.</p> <p>Increase the number of looked after young people in positive destinations.</p> <p>Coordinate approach for employability pipeline.</p>



More resilient and skilled young people.	<p>Work with partners to identify barriers to employment and develop creative solutions, accessing external funding where possible.</p> <p>Coordinate employment services through the employability pipeline.</p> <p>Offer a wide range of learning options.</p>		Employability Group, Youth Service, Skills Development Scotland.	<p>Increase the number of young people accessing Skills Development Scotland my world of work website.</p> <p>Increase contact with young people relating to employment support.</p> <p>Reduce the number of young people economically inactive.</p> <p>Increase enhanced work placements.</p> <p>Reduce the number of 18 – 25 yr olds in receipt of out of work benefits.</p> <p>Increase the number of young people achieving core skills qualifications.</p>
--	--	--	--	---

► **Partnership:**

**Ensuring resources, varied skills and capabilities are used effectively to meet the needs of young people. We will use:**

- An outcome focussed approach to ensure better performance and value for money.
- A joint approach to staff and volunteer skills development.

What do we want to achieve?	How ( actions )?	By when?	Who will do it?	How will we know it has been achieved?
Creative use of staff, volunteers and the community to meet the needs of young people.	Joint training opportunities for all working with young people.	2013-14	Voluntary Action Shetland, Youth Services, Train Shetland and North Alliance	Increased number of people receiving training in youth issues / concepts.
Integrated planning and delivery of services.	Integrated action plan to inform practice.  Mapping of youth services.	2013-14	Integrated Children and Young People Forum	Action plan in place and outcomes monitored and reported.