



Education and Families Committee	11 April 2016
Employees JCC	14 April 2016
Shetland College Board	14 April 2016
College Lecturers JCC	14 April 2016
Policy and Resources Committee	18 April 2016
Shetland Islands Council	20 April 2016

## College Integration – Progress Update and Next Steps

Report No: DV-22-16-F

Report Presented by: Director of  
Development Services

Development Services Department

### 1.0 Summary

- 1.1 On the 24 February 2016 the Shetland Island Council delegated authority to the Director of Development Services to progress joined up governance, an integrated management structure, further collaboration and stability funding as the next steps in moving towards a single governance and delivery model for “Tertiary Education<sup>1</sup>, Research and Training in Shetland”.
- 1.2 This report provides an update on progress and plans to take those actions forward and seeks decisions on actions to support that.

### 2.0 Decisions Required

- 2.1 That the Committees note the information contained in this report, concerning the proposed next steps as set out in sections 3 to 9, comment on those areas within their remit, and inform Council of their views; and
- 2.2 That the Shetland College Board **RESOLVE** to nominate three members, and three substitutes, for appointment to a “Colleges Integration Liaison Group” which will be a reference group for this stage of the project, provide an interface between the Shetland College Board and the SFTCT and provide advice and support to the Director of

<sup>1</sup> In this document the sole use of “Tertiary” includes Tertiary Education, Research and Training unless otherwise stated

Development Services and the Interim Joint Principal of Shetland College, Train Shetland and the NAFC Marine Centre following their appointment.

- 2.3 That the Policy and Resources Committee **RESOLVES**, having taking account of the views of Committees, to approve the proposal to amend the Council's Constitution – Part C – Section 2.8 to include Train Shetland within the remit of the Shetland College Board as set out in Appendix 2; and
- 2.4 **RECOMMENDS** that the Council approve the proposals detailed at 2.2 and 2.3.

### **3.0 Progress and Plans for Each of the Work Streams**

- 3.1 The action areas must be all be progressed together for better joined up working. Development of one or another on its own is not likely to succeed.
- 3.2 Details of the timetable and milestones to take matters forward for the four recommendations approved in February, and ensure that Communications and any “legacy” items are properly addressed are set out in the attached Project Plan – Appendix 1.
- 3.3 This stage focuses on moving joined up governance ahead, initially through the establishment of a “Colleges Integration Liaison Group” and including Train Shetland within the remit of the Shetland College Board and progressing management integration through the appointment of an Interim Joint Principal for Shetland College, Train Shetland and the NAFC Marine Centre.
- 3.4 Carrying through on these initial steps and having a clear timetable and specific actions agreed for the remainder of the stage should create the circumstances where stability funding can brought forward.

### **4.0 Governance**

- 4.1 The due diligence processes have identified that full integration as an independent body or under a joint committee or board with directive powers across Shetland College and the NAFC Marine Centre is not possible at this stage due to substantive legal and financial obstacles.
- 4.2 It may be possible to identify arrangements that could allow further formal integration of decision making through a joint board type arrangement, however that will require significant internal and external research and investigation. That should be progressed but should not stop more immediate actions being made. Time lines and milestones for this work are included in Appendix 1.
- 4.3 In technical terms the Interim Joint Principal will be responsible to both organisations. How straightforward that is for them will depend on how well the needs of the organisations can be brought together. An arrangement where three members of Shetland College Board and

three members of the NAFC board were appointed as a “College Integration Liaison Group” is proposed to assist with that. That group would replace the “Strategy Group” which has supported the project up to now.

- 4.4 A “College Integration Liaison Group” would not have any formal decision making powers assigned to it, but would discharge a communications and engagement function up, down and between the two organisations and provide a focus for the Interim Joint Principal and the College Management team to consult with and obtain input and opinion at a political governance level. Successful collaboration depends on consensus and agreement being possible; there would be an expectation that the Liaison Group would contribute to building that consensus and helping resolve contentious matters as far as that was possible. Appointments therefore need to be made to the group understanding its constraints but also understanding the attributes required to contribute to its likelihood of success.
- 4.5 That Liaison Group would also have to actively promote the identification and development of the next steps that would get the most benefit out of our colleges working more closely together. The group would need to lead, along with the management team, on the identification of further collaboration areas such as a joint curriculum, the investigation and resolution of issues like property and the development of the best structure for the senior management team. They would have to support the Interim Joint Principal and the management team in their work and provide a bridge to, from and between the two Boards.
- 4.6 The technical authority for decision making and implementation must continue to lie with the formal structures of the Council and SFTCT/NAFC and with the delegated authority of the officers they employ. However the advice and advocacy of an effective liaison group would clearly have a very significant role in policy and option development, opinion forming and communications.
- 4.7 The general level of authority delegated by Shetland Islands Council to Shetland College Board is a matter that needs to be reviewed for a number of reasons. However it is not a fundamental blockage or prerequisite for the development of better liaison in the short term. Work needs to be done on Shetland College Board delegated authority, but that is probably a medium term action complementing the examination of any options for more formal joint political arrangements. Time lines and milestones for this work are included in Appendix 1.
- 4.8 It is however possible to change the Council’s Scheme of Delegation immediately to include Train Shetland in the remit of the Shetland College Board. That would simplify reporting, improve accountability and at the same time allow Train Shetland’s interests to be properly included in the responsibilities of Shetland College Board as they considered further detailed integration actions. The proposed change is set out in Appendix 2.

## **5.0 Management Integration**

- 5.1 Proposals for the recruitment of an Interim Joint Principal of Shetland College, Train Shetland and NAFC Marine Centre are set out in detail on an accompanying report to this cycle of meetings.
- 5.2 A time line and milestones for further management integration actions are included in Appendix 1.

## **6.0 Collaborative Working**

- 6.1 A Collaborative Agreement for the treatment of Further Education credits has now been formalised between Shetland Islands Council and the NAFC.
- 6.2 The identification of priority areas for further collaboration is a key task for the Colleges Integration Liaison Group, cross College management and the project team to work on.
- 6.3 Potential areas might include;
  - Joint Curriculum
  - Sharing rooms and resources
  - Aligned reporting on FE & HE Credits
  - Joint business development
  - Joint marketing
  - Aligned student and business communications
  - Aspects of support service operations
  - Quality assurance systems
  - Etc
- 6.4 It will be important for the liaison group and management to strike the right balance between making valuable progress in as many areas as possible and not overloading the capacity of available staff.

## **7.0 Finance**

- 7.1 The Project has been tasked with “establishing as much confidence as possible about Medium Term Funding from all of the key public funding bodies for Tertiary Education in Shetland”.
- 7.2 Provision for a sum of £261,000 in addition to the NAFC core grant will be made available during 2016/17 as change and stability funding which will enable the agreed integration steps to take place, which will be provided on a yet to be agreed structure to support the change programme.
- 7.2 Following completion of the key actions described in this report, i.e. the establishment of a College Integration Liaison Group, the agreement and initiation of the Interim Joint Principal appointment process and the endorsement of the follow up time lines and milestones. It will be possible to make an application to the Council’s Change Fund and

other sources at an appropriate point to provide “Business Stabilisation” funding to stabilise the financial position of individual institutions through to the point where medium term actions are implemented.

- 7.4 I would anticipate the change fund application being made in May 2016 and covering the period from April 2017 through to the end of March 2018.

## **8.0 Communications**

- 8.1 In order to successfully deliver this project it is essential that all key stakeholders are engaged in the process throughout. Good communication is crucial both locally, regionally and nationally to assist in good design and implementation.
- 8.2 A Project Board and a Project Team with experience and expertise in local Further Education has been established using PRINCE 2 project management processes. In addition the following groups need to be communicated with regularly and clearly:
- Student/Learners - Through Shetland College, Train Shetland and NAFC student engagement arrangements
  - Businesses - Through the relevant community planning groups.
  - Staff at Shetland College, NAFC and Train Shetland, and Unions through; Line Management, the Staff Stakeholders Group and JCC are as required.
  - Other Council services including Finance, Legal, Capital Programme & HR through the Project Team.
  - Shetland Learning Partnership Project Board through the Project Executive and SLP Project Manager.
  - Director colleagues and Chief Executive at CMT through Project Executive updates
  - College Board/Education & Families Committee/Shetland Islands Council/NAFC Trustees through College Integration Liaison Group and regular reports on progress to relevant committees and boards.
  - UHI/Skills Development Scotland/SFC through circulation of highlight and other appropriate progress reports and direct contact where required by the Project Manager

## **9.0 Legacy Issues**

- 9.1 A number of significant issues have emerged during this project that requires attention, although they may not be specifically related to the work being undertaken on four main recommendations. It is very important that these issues are not forgotten about as they central to long term arrangements.

- 9.2 They include the properties used by Shetland College, Train Shetland and the NAFC Marine Centre, the costs of both rents and operations and the options for change.
- 9.3 They also include the pension costs associated with more radical organisational change and the options for avoiding or moderating those costs if an independent integrated college remains an aspiration.
- 9.4 Deciding how these, and any other significant issues, should be progressed will be another key task for the Colleges Integration Liaison Group, Cross College Management and the project team to work on.

## **10 Implications**

### Strategic

- 10.1 Delivery on Corporate Priorities – “Our Plan” sets out a vision for Shetland where there are opportunities for people with all levels of skills, and there will be a close match between the skills that businesses need and those that the trained workforce have.

Key projects to make that happen over the coming years are;

- Building the new Anderson High School and Halls of Residence to provide an excellent learning environment as part of an efficient and effective schools service;
- Shetland Learning Partnership developing opportunities for young people to gain workplace experience and vocational qualifications while at school, giving them the skills they need to get jobs or continue into further education, and;
- The Shetland Tertiary Education, Research and Training project creating an effective model to provide excellent services to all continuing learners.

Through these projects, and our other actions, we are determined that all people, old, young and children, and particularly those from vulnerable backgrounds, will be getting access to the learning and development opportunities that allow them to best fulfil their potential.

- 10.2 Community/Stakeholder Issues – Staff, Students, Business and local, regional and national partners have been engaged with and consulted throughout this process. Implementing the recommendations of this review will require further consultation and engagement with partners including integration of any new governance arrangements with the Shetland Community Planning Partnership.

10.3 Policy and/or Delegated Authority –

**Employees JCC and College Lecturers JCC**

To consider and offer recommendations on proposals requiring a Council decision, which affects or may affect the terms and conditions of employment of employees.

**Shetland College Board**

Support the operation and management of Shetland College and to monitor progress against the Council's approved strategic direction for Shetland College.

**Education and Families Committee**

Advise the Policy and Resources Committee and the Council in the development of service objectives, policies and plans concerned with service delivery within the functional areas relating to skills development and lifelong learning.

**Policy and Resources Committee**

Advise the Council in the development of its strategic objectives, policies and priorities, and to be responsible for the development of cross departmental change including for example customer management, workforce deployment and asset management and health and safety matters.

**Shetland Islands Council**

Determining the overall Goals, Values and Strategy Framework Documents or matters of new policy/strategy or variation of existing policy/strategy and establishment of any body to be part of the political management framework and all appointments to or removal from those bodies, are matters reserved to the Council.

- 10.4 Risk Management – The review project has followed Prince 2 best practice. All associated risk management arrangements will be recorded and managed in the Council's Risk Register system. The prime risk identified in recent assessments has been the length of time this area has been under review and the continuing negative effects uncertainty creates.

- 10.5 Equalities, Health and Human Rights – The review has sought to ensure any equalities implications of proposals have been identified and considered.

- 10.6 Environmental – None.

Resources

- 10.7 Financial – Provision for a sum of £261,000 in addition to the NAFC core grant will be made available during 2016/17 as change and stability funding which will enable the agreed integration steps to take place, which will be provided on a yet to be agreed structure to support the change programme.

Following completion of the key actions described in this report, i.e. the establishment of a College Integration Liaison Group, the agreement and initiation of the Interim Joint Principal appointment process and the endorsement of the follow up time lines and milestones. It will be possible to make an application to the Council's Change Fund and other sources at an appropriate point to provide "Business Stabilisation" funding to stabilise the financial position of individual institutions through to the point where medium term actions are implemented.

It is anticipated the change fund application being made in May 2016 and covering the period from April 2017 through to the end of March 2018.

- 10.8 Legal – Legal advice on potential integration has been provided by Shetland Islands Council throughout the review with further specialised input from the solicitors Anderson Strathern, Scottish Funding Council, Education Scotland - HMIE and the University of the Highlands and Islands. It is anticipated that all these sources of advice will continue to be available during further development of the model and into any implementation phase.
- 10.9 Human Resources - HR information and advice has been provided by Shetland Islands Council throughout the review, with further specialised input from the Scottish Funding Council and the University of the Highlands and Islands. It is anticipated that all these sources of advice will continue to be available during any implementation phase. There have been opportunities for informal consultation with all affected staff through the stakeholder engagement process and this will continue. Formal staff consultation will take place in line with existing procedures of both organisations. Agreement will be reached between all parties on the processes to be used in restructuring and recruitment.
- 10.10 Assets and Property – There are no direct Asset and Property implications in this report. Further work is being undertaken to establish whether it is possible to find ways to reduce both rental and other operating costs. Progress on this matter will be reported in future meetings.

## **11.0 Conclusions**

- 11.1 In any change process there needs to be a balance between taking the time required to make sure things are done properly and delaying action unnecessarily beyond the time needed to do things properly. Progress also needs to be made across all of the action areas together for things to progress overall.
- 11.2 The stage plans for the next few months strike that balance by taking practical steps forward on joined up governance and the key role in an integrated management team. Taking those steps together should create the circumstances where stability funding can be sought.

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Date Cleared: 6 April 2016

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### Appendices

Appendix 1 – Project Plan

Appendix 2 – Shetland College Board Delegation Changes

### Background Documents

A full set of background documents for this project can be found at

<http://portal.shetland.uhi.ac.uk/ster/SitePages/Home.aspx>

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## PROJECT PLAN

**Project:** Colleges' Integration Project.

**Release:**

**Date:** 11.3/16

## PRINCE2

**Author:** Project Manager – Angela Sutherland  
Project Assurance – John Smith  
Executive – Neil Grant  
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Project Critical Assistance – Sandra Laurenson

**Owner:** Neil Grant

**Client:** SIC and STFCT

**Document Ref:**

**Version No:** V1.2

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## 1 Plan History

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### 1.1 Document Location

This document is only valid on the day it was printed.

The source of the document will be found at this location –

*O:\Directorate\Development\Meetings\STERT\College Integration Project  
File\Plans\Project Plan*

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### 1.2 Revision History

Date of this revision:

Date of next revision:

Revision date	Previous revision date	Summary of Changes	Changes marked
		First issue	

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### 1.3 Approvals

This document requires the following approvals.

Signed approval forms should be filed appropriately in the project filing system.

Name	Signature	Title	Date of Issue	Version

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### 1.4 Distribution

This document has been distributed to:

Name	Title	Date of Issue	Version

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## 2 Plan Description

This Project Plan follows a decision by Council on 24 February 2016 to proceed with the 4 recommendations of the Integration Proposal Report in regards to integrating the management structure of Shetland College, Train Shetland and NAFC.

- Jointed up Governance
- Integrated Management Team
- More Collaboration
- Stability Funding

On the 3 March 2016 SFTCT agreed to proceed with the initial stages, More Collaboration, Stability Funding and Jointed up Governance. They would like to have a clearer plan on how an Integrated Management Team will work and establish an Interim Joint Principal in the First Instance.

SFTCT and the Council will be given an opportunity to approve and delegate authority for this phase by way of a Stage Plan which will be presented to Council and SFTCT before Tier Two is implemented.

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## 3 Plan Prerequisites

Both the Council and SFTCT must support the project and continue to agree next stages.

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## 4 External Dependencies

SFC, UHI, HIE, Skills Development Scotland and OSCR need to approve changes.

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## 5 Planning Assumptions

None

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## 6 Lessons Incorporated

To Follow – Lessons to be learned from NHS / SIC aligned working.

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## 7 Monitoring and Control

This Project Plan will be monitored by the Project Manager and Project Assurance weekly and updated before each end stage, where it will be monitored by the Executive, SFTCT and Council. There will be weekly Project Board Meetings and Monthly Project Strategy Meetings where the plans will be scrutinised.

## **8 Budgets**

A Change Budget of c£300K will be made available for the purposes of stabilising the Colleges during the period of change, to fund external advisors or overtime by key SIC staff. SFC has also granted £60K for the purposes of Integration.

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## **9 Tolerances**

The tolerances for each stage will be determined by the Council and will be requested in Stage Plans.

The timing of each stage will tend to follow the cycle of the Council's meetings, however, we have been given permission to hold Special Council Meetings if necessary.

Each Work Package will be given tolerances which should be met.

A schedule has been created which sets out the overall project timescale and tolerances.

A Work Stream Schedule will be created using Project Manager giving detailed timelines.

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## 10 Product Descriptions

The Products of the Project can be found listed on the Work Package Tracker.

### 1) Governance

The project needs to bring together the two existing college boards and align them in order to effectively provide more unified decision making arrangements which the proposed Interim Joint Principal will report into.

The project needs to help Stakeholders come to an agreement and define how the Interim Joint Principal will be appointed and employed.

The Project will create a written Agreement on Aligned Governance which will include best practice, membership, Delegated Authority, meeting frequency, Performance Management of the Interim Joint Principal Etc.

### 2) More Collaborative Working

The Project will produce a Joint Collaborative Working Agreement on sharing resources (including staff) and working together more closely and effectively for the benefit of Shetland, its learners, communities and businesses. This Agreement will form the basis of further agreements on collaborative working as and when new opportunities for collaboration present themselves.

The Project will produce a Joint Collaborative Agreement on the sharing of Credits.

### 3) Stability Funding

The Project will have an approved budget of c£300K for the purposes of introducing changes for integration and collaborative working and for stabilising the colleges during the period of change.

The stability funding has been divided into milestones which are attached to achieved changes.

The stability funding is planned to continue for up to one year.

### 4) Integrated Management Team

The Project will facilitate the recruitment of a single Interim Joint Principal across Shetland College, Train Shetland and NAFC through the process of a joint panel, with a desire to have the Joint Principal in situ by August 2016.

Once the Interim Joint Principal is in post, the structure and Job Descriptions for the Second Tier of management will be created with the help of the Interim Joint Principal and approved by Stakeholders.

### 5) Communications

6) Legacy Issues

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## 11 Schedule

### Stage 1 – 18/4/16

Outline plan for Governance for Colleges' Integration Liaison Group  
Recruitment Panel Approved by Council and NAFC  
Aligned College Boards' members chosen  
Recruitment panel members chosen

Through a series of work stream, work group, Project Board, Strategy Group and Stakeholder meetings the Project will bring together ideas and reach agreement on aligned boards' governance under the name of Colleges' Integration Liaison Group, a recruitment panel and aligned boards' membership. This will then be presented to Council and SFTCT for approval and Delegated Authority for the next stage.

Job Description and sizing complete 14/4/16  
Job Internally advertised 20/4/16

### Stage 2 – 23/5/16

Interim Joint Principal selected and start date confirmed  
Outline agreement on Governance

Using the agreed process approved by Council and NAFC and Delegated Authority provided, the Interim Joint Principal will be recruited and the next stages of the Project Plan will be aligned to the start date of the Interim Joint Principal.

By a series of work stream, work group, Project Board, Strategy Group and Stakeholder meetings the Project will reach an outline joint agreement on how the aligned governance will work, create protocol documents to provide future guidance and assist L & G to create an Agreement for the process of Aligned governance of the two boards for Shetland College and NAFC. Governance Structures will require approval of the Council and SFTCT.

With the assistance of the Interim Joint Principal, Project Board, Strategy Group and Stakeholders and unions through various meetings, a strategy for recruitment of tier two, the management structure and job descriptions will be created and agreed. This will then be presented to the Council and SFTCT for approval of next stage.

### Stage 3 – 20/6/16

Council and NAFC mandate to recruit Tier Two.  
Recruitment process, job descriptions, management plan for Tier Two agreed.  
Joint Collaborative Working Agreement Final



Plan

Date: 6 April 2016

Through the process of work streams, work group, Project Board, Strategy Group and Stakeholder meetings the Project will reach an outline agreement on Joint Collaborative Working and this agreement will be drafted by SIC L&G with the aim of creating a document which will serve as a general agreement on working collaboratively. The Joint Collaborative Working Agreement will require approval of the Council and SFTCT.

NB this date may slip depending on start date of Principal.

Stage 4 – 30/8/16

Tier 2 Start Work

Joint Curriculum Created

Management Structure Finalized

Rapid Improvement Events

Rapid Improvement Events will take place with Key staff to find efficiencies, resolve issues and find consensus.

Any structural gaps that occur due to the management restructuring will need to be analysed and quickly filled and it is anticipated that the Interim Joint Principal and Integrated Management Team will perform this task.

NB this stage date may be brought forward depending on start date of Principal, arrangement of a Special Council Meeting and SFTCT agreement

Stage 5 – 31/11/16

Creation of Joint Strategic Plan

Joint Curriculum Agreed

The Joint Strategic Plan and Joint Curriculum will be created primarily by the Interim Joint Principal and the Integrated Management Team, using the Joint vision as guidance.

End Stage – August 2017

Joint Strategic Plan implementation started

Joint Management Structure in place and tested

Joint Curriculum implemented

Collaborative working implemented and tested

Aligned Governance Boards in place and tested

Joint Service financially stable and no longer in need of stability funding

The desired deadline for having a new Interim Joint Principal in place is by the start of the new academic year, however, it could be sooner if one is found who can start sooner or later if progress is delayed for any reason.

Tier 2 change is planned to be the first task of the Interim Joint Principal.

The Interim Joint Principal may require specific change management projects to be undertaken or require assistance on specific tasks but as this cannot be prejudged. We

## Colleges' Integration Project

Plan

Date: 6 April 2016

are expecting that the Interim Joint Principal will want changes made; we can only note at this stage that it is likely and allow space and time for this occurrence in the schedule.

There may be one academic year from (August 2016 to 17) where significant curriculum change may not be fully achievable due to existing curriculum demands.

The position of Joint Principal is Interim. A fixed period of 18 months is required to ensure stability and change fully embedded

Also see Attached Schedule and Project Manager Worksheet.

### Timeline

11/4/16	Strategy Board Meeting Education and Families Committee	Communication
14/4/16	Employers JCC	Communication
14/4/16 SFTCT Shetland College Board Meeting	College Lecturers JCC Agreement to create recruitment panel and members selected Agreement to create Colleges Integration Liaison Group and members selected	Communication  Governance
18/4/16 Policy and Resources Meeting	Authority to create recruitment Panel and members selected Authority to create Colleges Integration Liaison Group and members selected	Communication  Governance
20/4/16 Council Meeting	Stage 2 Approval sought	Communication
20/4/16 Job description and sizing complete	Job advertised internally for one week, to ring- fenced employees. Interim Joint Principal recruited or job advertised externally	Collaborative Working
23/5/16	Aligned governance protocol of Liaison Group documented Interim Joint Principal recruited (N.B. start date will effect rest of schedule) HR strategy for tier two recruitment planned	Governance  Collaborative Working
20/6/16	Integrated management structure and Job descriptions for 4 Tier Two positions created Joint Collaborative Working Agreement draft in completion stage ready for council and SFTCT mandate to proceed Council and SFTCT mandate to recruit Tier Two sought	Collaborative Working  Communication
30/9/16	Tier Two recruited	Collaborative Working
30/11/16	Creation of Joint Strategic Plan for sustainability and growth based on Joint Vision	Legacy
30/12/16	Joint curriculum created Internal communication strategy created and implementation applied	Collaborative Working

<b>c Jan 2017</b>	<b>Interim Joint Principal 6 month milestone</b>	
30/2/17	A single voice promoting Shetland Tertiary Education, Training and Research in place. Authority sought for long term strategic plan from Council and SFTCT	Legacy Communication
30/4/17	Implementation of long term strategy which reduces the reliance of all three entities on Shetland Island Council deficit funding with the ultimate goal of financial independence. Joint curriculum advertised	Legacy Collaborative Working Finance
<b>C June 2017</b>	<b>Interim Joint Principal 12 month milestone</b>	
30/8/17	Joint Curriculum implemented Shared resources process fully working Improved student activity	Collaborative Working Legacy
30/11/17	Improvement in research funding and activity Reduction in deficit funding reflected in budget forecast	Finance
30/12/17	Joint requirements for accommodation understood and a joint plan for accommodation in 2020 created	Collaborative Working Legacy
<b>C Jan 2018</b>	<b>Interim Joint Principal 18 month milestone</b>	

## 12 Table of Resource Requirements – by Work Stream type

See attached Work Stream Tracker.

### Glossary

Joint	– across Shetland College (including Train Shetland) and NAFC.
Integrated	– Joined together between Shetland College (including Train Shetland) and NAFC.
Aligned Governance	- Representatives of two separate boards working together in a liaison group.



## 2.8 Shetland College Board

*(proposed changes in italics and bold)*

- 2.8.1 To support the ~~Principal~~ **Senior Management** of Shetland College **and Train Shetland** in carrying out his/her **their** roles and to monitor progress against objectives which have been set by the Council in relation to the following -
- a Strategic direction for Shetland College **and Train Shetland**
  - b Ascertaining the needs of users and promoting access between school, work and higher education
  - c Resources to support the learner
  - d Staffing to meet needs and provision for staff development and career review
  - e Quality assurance and improvement
  - f Sound financial management
  - g Liaising with UHI Millennium Institute and other appropriate learning bodies



**Education and Families Committee****11 April 2016****External Audit Reports – Care Inspectorate and Education Scotland****CS-06-16-F****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 On 20 August 2014 a new policy and procedure for Audit Scotland and other External Audit body's reports as detailed in report IP-20-14-F was approved. (Min Ref: P&R 28/14)
- 1.2 All reports from Audit Scotland/external advisers will be directed to and considered by the relevant Committee in the first instance, and this will include reports where there are no specific issues relevant to the Council.
- 1.3 Children's Services receives reports regarding education provision in schools from Education Scotland, which includes HM Inspectors of Education (HMIE), and regarding nurseries and hostel accommodation from the Care Inspectorate.
- 1.4 The purpose of this report is to highlight nine such recent reports, two from the Education Scotland and seven from the Care Inspectorate, to the Education and Families Committee and to highlight any actions to be taken as a result of the reports.

**2.0 Decision Required**

- 2.1 It is recommended that the Education and Families Committee consider and note the Education Scotland reports on:
  - Aith Junior High School
  - Burravoe Primary School

And the Care Inspectorate reports on:

- Urafirth Primary School Nursery
- Sandwick Junior High School Nursery
- Cunningsburgh Primary School Nursery

- Whalsay School Nursery
- Ness Out of School Club
- Fetlar Primary School Nursery
- Fair Isle Primary School Nursery

### 3.0 Detail

3.1 The following establishments were inspected since the last report in June 2015 following approval of the policy in August 2014. Links to these reports are included at the end of the report.

- Aith Junior High School Inspection by Education Scotland, during the week of 14 September 2015.
- Burravoe Primary School Inspection by Education Scotland during the week of 2 November 2015.
- Urafirth Primary School Nursery by the Care Inspectorate on 14 January 2016 (unannounced inspection).
- Sandwick Junior High School Nursery by the Care Inspectorate on 20 January 2016.
- Cunningsburgh Primary School Nursery by the Care Inspectorate on 28 January 2016 (unannounced inspection).
- Whalsay School Nursery by the Care Inspectorate on 17 February 2016 (unannounced inspection).
- Ness Out of School Club by the Care Inspectorate on 24 September 2015.
- Fetlar Primary School Nursery by the Care Inspectorate on 10 February 2016.
- Fair Isle Primary School Nursery by the Care Inspectorate on 2 March 2016.

3.2 The Aith Junior High School's Education Scotland inspection grades and a summary of the findings are outlined below.

3.2.1 Aith Junior High School and Nursery Class:

#### Primary and Secondary Department

Improvements in Performance:	Good
Learners' Experiences:	Very Good
Meeting Learning Needs:	Good

#### Nursery Class

Improvements in Performance:	Good
Children's Experiences:	Good
Meeting Learning Needs:	Good

#### The Whole School and Nursery Class

The Curriculum:	Satisfactory
Improvement through Self-evaluation:	Good

3.2.2 The inspection of Aith Junior High School highlighted the following key strengths:



- Confident children and young people who are well motivated to learn.
- Positive relationships, a supportive, inclusive ethos and the school's sense of the local community.
- Use of the local environment and positive partnerships to enhance learning.
- Strong attainment in national qualifications at S4.
- Staff use of professional learning to improve experiences for children.

3.2.3 The inspectors discussed with staff and Shetland Islands Council how they might continue to improve the school and nursery class. This is what was agreed:

- Improve the curriculum across all stages, taking account of prior learning.
- Continue to improve learning and teaching across the school.
- Develop further approaches to monitoring and tracking progress 3 to 16.

3.2.4 Aith Junior High School has produced a School Improvement Plan that contains proposed actions that relate to this inspection:

Early Years:

- Define the curriculum for the Early Years Childcare Centre.
- Strengthen the curricular transition from Early Years to Primary.
- Develop the pupil Learning Stories.

The Curriculum:

- The school's Aim, Values and Curricular Rationale are tangible, visible and understood by all stakeholders.
- Review and develop the curriculum.
- Develop the 1+2 initiative throughout the school.
- Develop curricular transition from primary to secondary.

Learning and Teaching:

- Enhance classroom pedagogy.
- Develop Personal Learning Plans in the primary.

3.2.5 Any recommendations are taken forward by the school management, with support from the school's Quality Improvement Officer.

3.3 The Burravoe Primary School's Education Scotland inspection grades and a summary of the findings are outlined below.

3.3.1 Burravoe Primary School:

Improvements in Performance:	Very Good
Learners' Experiences:	Very Good
Meeting Learning Needs:	Very Good

The Curriculum:	Very Good
Improvement through Self-evaluation:	Good

3.3.2 The inspector found the children in Burravoe Primary School to be happy and very supportive of each other as well as showing good levels of understanding of their personal strengths and next steps in their learning. Standards of attainment in Burravoe Primary School are very good and children are making strong progress across almost all curriculum areas. The inspector commented on the children's exceptionally strong digital literacy skills.

3.3.3 More specifically, this inspection found the following key strengths:

- The ethos of trust and mutual support which is developing responsible, independent and ambitious learners.
- Exciting learning experiences that link well with the local community and build children's global understanding.
- The very high quality of children's skills in digital literacy.
- How well the curriculum develops children's skills for learning, life and work.
- The partnership between the Head Teacher and Learning Support Worker which supports children's learning.

3.3.4 The area that the inspector felt the school needs to improve on is:

- Building on children's learning blogs, formalise the recording of children's progress through Curriculum for Excellence and share with parents.

3.3.5 The school intends to use Glow (online) pupil's blogs in this area through "tagging" (commenting and evaluating) pupils' work, using Education Scotland's Significant Aspects of Learning to make judgements on pupil progress in relation to the Curriculum for Excellence levels.

3.4 Urafirth Primary School Nursery Care Inspection grades and a summary of the findings are outlined below.

3.4.1 Urafirth Primary School Nursery:

Quality of Care and Support:	Very Good
Quality of Environment:	Very Good
Quality of Staffing:	Very Good
Quality of Management and Leadership:	Very Good

3.4.2 The Care Inspectorate commented on the following strengths in the Urafirth Primary School Nursery:

- The Head Teacher and staff continue to provide a warm and caring service which has a positive atmosphere.

- Members of staff have created an interesting learning environment for the children.
- Parents and carers respect the staff and commented that they are good at sharing information.
- Children like coming to the nursery and enjoy their time there.

3.4.3 The inspection also highlighted positive improvement in the nursery since their last inspection in January 2013, including the introduction of a new “Big Book” planning and evaluation regime, which is shared with parents and more opportunities for parents to view their children’s learning stories.

3.4.4 Actions for the Urafirth Nursery arising from the inspection report are:

- Reviewing care plans every six months, or sooner should the need arise.
- Continue to look at how they involve the parents and carers with their child’s early learning and development.
- Upgrade the outdoor area.

3.4.5 The actions will be taken forward by the school and included in the annual school improvement plan.

3.5 Sandwich Junior High School Nursery Care Inspection grades and a summary of the findings are outlined below.

3.5.1 Sandwich Junior High School Nursery:

Quality of Care and Support:	Very Good
Quality of Environment:	Very Good
Quality of Staffing:	Very Good
Quality of Management and Leadership:	Good

3.5.2 The Care Inspectorate commented on the following strengths in the Sandwich Junior High School Nursery:

- The staff have created a welcoming and friendly service for the children who attend.
- The staff have built up positive relationships with the children and their parents and carers.
- The staff had created a stimulating learning environment where children could choose from a wide range of interesting activities.
- The children had access to outdoors on a daily basis, weather permitting.
- Parents and carers said that the nursery was good at sharing information, and they especially liked the “Big Books”.

3.5.3 Actions for the Sandwich Junior High School Nursery arising from the inspection report are:

- To continue to look at staff roles and responsibilities and work on the new methods they had introduced to the service, including methods of keeping parents and carers informed of their child's learning and development.
- Attention must be given to the children's personal plans to ensure these reflect the child's care and support needs. Each plan must be reviewed every six months, or sooner should this be necessary.
- Sun hats should not be stored in open containers in toilet areas, but stored safely within the setting.
- The waste bins in the toilet area should be foot operated or open and used for waste paper towels only.
- Staff should continue with plans to gain an appropriate qualification in order to meet the requirements for registration with the Scottish Social Services Council (SSSC).
- The service should continue to develop and improve the quality assurance measures in place including the range of methods used to consult parents and carers overall.

3.5.4 The actions will be taken forward by the school and included in the annual school improvement plan.

3.6 Cunningsburgh Primary School Nursery Care Inspection grades and a summary of the findings are outlined below.

3.6.1 Cunningsburgh Primary School Nursery:

Quality of Care and Support:	Very Good
Quality of Environment:	Very Good
Quality of Staffing:	Very Good
Quality of Management and Leadership:	Very Good

3.6.2 The Care Inspectorate commented on the following strengths in the Cunningsburgh Primary School Nursery:

- The staff had created an interesting and stimulating learning environment for the children.
- The children were relaxed and happy and were enjoying their play and learning.
- The children could choose from a wide range of interesting activities, and they had access to outdoors on a daily basis, weather permitting.
- Staff were keen to promote healthy lifestyles, and noted that access to fresh air and exercise was included in the planning.
- Parents and carers thought the service was "excellent" and their child enjoyed their time there.
- Parents and carers thought that the selection of activities was varied and interesting for the children.

3.6.3 Actions for the Cunningsburgh Primary School Nursery arising from the inspection report are:

- Items of clothing are not stored open to the environment in the toilet areas.
- The acting Head Teacher to continue with plans to complete an annual review with the remaining member of staff.
- All documents and certificates on display are the most up to date ones.

3.6.4 The actions will be taken forward by the school and included in the annual school improvement plan.

3.7 Whalsay School Nursery Care Inspection grades and a summary of the findings are outlined below.

3.7.1 Whalsay School Nursery:

Quality of Care and Support:	Very Good
Quality of Environment:	Very Good
Quality of Staffing:	Very Good
Quality of Management and Leadership:	Very Good

3.7.2 The care inspectorate commented on the following strengths in the Whalsay School Nursery:

- Staff had created a stimulating and interesting learning environment where children had time to learn at their own pace.
- There was a wide range of activities to choose from with an emphasis on getting fresh air and exercise.
- There was a warm and caring atmosphere within the service where the staff put the children's wellbeing at the centre of all they did.

3.7.3 Actions for the Whalsay School Nursery arising from the inspection report are:

- The service should continue with plans to upgrade the outdoor area.
- The door bell should be repaired as soon as possible.
- All staff should be familiar with current best practice guidelines in relation to administration of medicine should they need to administer this.

3.7.4 The actions will be taken forward by the school and included in the annual school improvement plan.

3.8 Ness Out of School Club Care Inspection grades and a summary of the findings are outlined below.

3.81 Ness Out of School Club:

Quality of Care and Support:	Very Good
Quality of Environment:	Very Good
Quality of Staffing:	Very Good

Quality of Management and Leadership: Very Good

3.8.2 The Care Inspectorate commented on the following strengths in the Ness Out of School Club.

- A welcoming, safe environment with a wide range of interesting activities for the children to choose from.
- A relaxed and happy atmosphere within the service and very good rapport between the staff and the children.
- The children were involved with, and decided and planned the activities they enjoyed, as well as where to go for trips and outings.
- The parents and carers thought very highly of the staff and said that they were good at keeping them updated and informed about any changes within the service.

3.8.3 Actions for the Ness Out of School Club arising from the inspection report are:

- To further develop the care plans to ensure these contain up to date information and more detail regarding the children's support needs.

3.8.4 The Ness out of School Club is managed by the Head Teacher of Dunrossness Primary School, who has ensured that this action has been taken forwards. All plans of current users are checked and updated.

3.9 Fetlar Primary School Nursery Care Inspection grades and a summary of the findings are outlined below.

3.9.1 Fetlar Primary School Nursery:

Quality of Care and Support:	Very Good
Quality of Environment:	Good
Quality of Staffing:	Adequate
Quality of Management and Leadership:	Good

3.9.2 The Care Inspectorate commented on the following strengths in Fetlar Primary School Nursery:

- Staff had created a welcoming atmosphere with a good range of activities to choose from.
- Staff were very good at finding ways for interaction between the nursery and primary children.
- Parents find staff friendly and helpful.

3.9.3 Actions for the Fetlar Primary School Nursery arising from the inspection report are:

- Making sure the personal care plans are reviewed every six months in line with current guidance.
- Further develop child led planning and looking at how they evaluate the child's learning and development.

- Ensure that staff are up to date on the administration of medication guidelines.
- Upgrade the outdoor play area.
- Make sure up to date certificates are displayed within the premises.

3.9.4 The actions will be taken forward by the school and included in their annual school improvement plan.

3.10 Fair Isle Primary School Nursery Care Inspection grades and a summary of the findings are outlined below.

3.10.1 Fair Isle Primary School Nursery:

Quality of Care and Support:	Very Good
Quality of Environment:	Very Good
Quality of Staffing:	Very Good
Quality of Management and Leadership:	Very Good

3.10.2 The Care Inspectorate commented on the following strengths in Fair Isle Primary School Nursery:

- The staff had worked hard to provide a stimulating learning environment for the child.
- There was a very happy and welcoming atmosphere.
- There was a wide range of activities for the child and they went outdoors regularly.
- The Head Teacher was keen to make sure the child had opportunities to interact and play with older children.
- They were very good at involving the parents with all aspects of their service.

3.10.3 Actions for the Fair Isle Primary School Nursery arising from the inspection report are:

- To continue to look at the child-led planning and how this is shared with the parents.
- To continue with self-evaluation systems to ensure they meet the needs of the children of Fair Isle.

3.10.4 The actions will be taken forward by the school and included in their annual school improvement plan.

## 4.0 Implications

### Strategic

#### 4.1 Delivery On Corporate Priorities – 2016 to 2020 Corporate Plan

The report links to the Corporate Plan objective “Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential.”

Children's Services Directorate Plan has the following relevant priorities:

- To get it right for every child.

In addition Children's Directorate Plan set outs the key aims for all its services in 2015-16. The aim to this proposal is:

- We will deliver the best possible service we can which balances access, opportunities and resources.

4.2 Community /Stakeholder Issues

These reports are available to the general public through the Care Commission website, and parents of pupils at the relevant schools are made aware of the contents.

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

4.4 Risk Management

The council has a statutory duty to secure improvement in the quality of education it provides.

4.5 Equalities, Health and Human Rights – None

4.6 Environmental – None

Resources

4.7 Financial – None

4.8 Legal – None

4.9 Human Resources – None

4.10 Assets And Property – None

## 5.0 **Conclusions**

5.1 The attached reports can be considered at the appropriate time by Education and Families Committee, in line with the agreed policy. Progress through any action plans that are developed as a result can be monitored.

5.2 The recommendations in the reports for the seven schools and one out of school club can be met by inclusion in the relevant school improvement plan that is produced on an annual basis. Education Scotland and the Care Inspectorate have indicated that they are satisfied with the overall quality of education provision in the establishments, and, as a result, they will make no further visits in connection with the inspections.



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For further information please contact:  
*Helen Budge, Director of Children's Services*  
01595 744064  
[helen.budge@shetland.gov.uk](mailto:helen.budge@shetland.gov.uk)  
Report Finalised: 30 March 2016

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### List of Appendices

None

### Background documents:

Aith Junior High School:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/AithJuniorHighSchoolShetlandIslands.asp>

Burravoe Primary School:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BurravoePrimarySchoolShetlandIslands.asp>

Urafirth Primary School Nursery:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=280692>

Sandwick Junior High School Nursery:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=281172>

Cunningsburgh Primary School Nursery:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=281134>

Whalsay School Nursery:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=281131>

Ness Out of School Club:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=278910>

Fetlar Primary School Nursery:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=281310>

Fair Isle Primary School Nursery:

<http://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=281396>

**Education and Families Committee****11 April 2016****Naming of the new Halls of Residence****CS-08-16-F****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 Shetland Islands Council confirmed the new Anderson High School and Halls of Residence moved to financial close on 16 June 2015 as detailed in report CS-25-15.
- 1.2 Financial close was achieved on 29 July 2015. Since then the construction phase has commenced on both the Anderson High School and Halls of Residence.
- 1.3 This report seeks to establish a process for the naming of the new Halls of Residence.

**2.0 Decision Required**

- 2.1 That Education and Families Committee approve the process outlined in Section 3 for finding a name for the Halls of Residence.
- 2.2 That the Director of Children's Services bring back a recommendation following the process, for Education and Families Committee to make a final decision.

**3.0 Detail**

- 3.1 The current Janet Courtney Hostel was linked to the Carnegie Trust and there is no such link with the new build therefore it is proposed to seek suggested names from the public.
- 3.2 The period of consultation will be from 20 April 2016 until 8 June 2016 which allows for more than a period of 30 school days. During this period anyone can submit a suggested name.

- 3.3 Interested parties are invited to respond by making written or electronic submission to:

Children's Services  
Hayfield House  
Hayfield Lane  
LERWICK  
ZE1 0QD

or

email: [arianne.fraser@shetland.gov.uk](mailto:arianne.fraser@shetland.gov.uk)

- 3.4 A form is available from Children's Services, Hayfield House, Hayfield Lane, Lerwick, ZE1 0QD, or online at [www.shetland.gov.uk/education/NewAHSPProject.asp](http://www.shetland.gov.uk/education/NewAHSPProject.asp) for the convenience of those wishing to respond. Its use is not compulsory. (Appendix 1).
- 3.5 There will also be consultation with the young people who currently stay in the Janet Courtney Hostel and those in other schools who will come into the accommodation in future years.
- 3.6 A report will then come back to Education and Families Committee with the proposed suggestions for Elected Members to make the final decision.

## 4.0 Implications

### Strategic

- 4.1 Delivery On Corporate Priorities – 2016 to 2020 Corporate Plan  
The report links to the Our Plan 2016-20 priority "Complete and move into the new Anderson High School and Halls of Residence".

The report also links to the Corporate Plan objective "Children and young people, particularly those from vulnerable backgrounds and in care, will be getting the learning and development opportunities that allow them to fulfil their potential."

Children's Services Directorate Plan has the following relevant priorities:

- To get it right for every child.

In addition Children's Directorate Plan set outs the key aims for all its services in 2015-16. The aim to this proposal is:

- We will deliver the best possible service we can which balances access, opportunities and resources.

- 4.2 Community /Stakeholder Issues  
Local media will be used to promote this exercise and to encourage wide participation. Community Councils and Parent Councils will be informed and a circular will be distributed to all schools.
- 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. This report is related to the function of an education authority.

4.4 Risk Management

The council has a statutory duty to secure improvement in the quality of education it provides.

4.5 Equalities, Health and Human Rights – None

4.6 Environmental – None

Resources

4.7 Financial – None

4.8 Legal – None

4.9 Human Resources – None

4.10 Assets And Property – None

## 5.0 Conclusions

- 5.1 Education and Families Committee is asked to approve the process for finding a name for the Halls of Residence and task the Director of Children's Services to provide a recommendation to base the final decision upon. This process will involve the public and young people who currently stay in the Janet Courtney Hostel and those who will come into the accommodation in future years.

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For further information please contact:  
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01595 744064  
[helen.budge@shetland.gov.uk](mailto:helen.budge@shetland.gov.uk)  
*Report Finalised: 01 April 2016*

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## List of Appendices

Appendix 1: Suggested Name Form





## Naming of the new Halls of Residence – Name Suggestion

Children's Services are giving the public the opportunity to help with the process of naming the new Halls of Residence. The period of consultation will run from 20 April 2016 until 8 June 2016 and during this period anyone can submit a suggested name.

<b>Name</b>	
<b>Address</b>	
<b>Contact Number</b>	

<b>Name Suggestion</b>	
<b>Reason (not compulsory)</b>	

**Please return completed form to:**

Children's Services  
 Hayfield House  
 Hayfield Lane  
 Lerwick  
 ZE1 0QD

**Or email to:**

[arianne.fraser@shetland.gov.uk](mailto:arianne.fraser@shetland.gov.uk)