

**Education and Families Committee****13<sup>th</sup> June 2016****Shetland's Autism Spectrum Disorder Strategy 2016-21****CC-38-16 F****Report by: Team Leader – Supported Living****Community Health and Social Care****1.0 Summary**

- 1.1 This report introduces Shetland's Autism Spectrum Disorder Strategy 2016-21 (the Strategy) to the Education and Families Committee for approval.

**2.0 Decision Required**

- 2.1 The Education and Families Committee is asked to:
- 2.1.1 Approve Shetland's Autism Spectrum Disorder Strategy 2016-21
  - 2.1.2 Agree that an Autism Spectrum Disorder action plan will be monitored through six monthly reports to the Integration Joint Board (IJB) and Education and Families Committee

**3.0 Detail**

- 3.1 The Scottish Strategy for Autism was published by the Scottish Government in November 2011, and identified autism as a national priority.
- 3.2 The Scottish Government's 10-year strategy identifies 26 recommendations for action at national and local levels, recognising that people with Autism Spectrum Disorder (ASD) have unique needs. The Strategy has been developed in response to those recommendations, and in consultation with local service providers.
- 3.3 ASD is a lifelong neurodevelopment condition, which affects how people communicate and interact with others. The Strategy encompasses the whole lifespan, complementing the Scottish Strategy for Autism, acknowledging that ASD is a lifelong condition.

- 3.4 The Strategy seeks to improve outcomes for people who have ASD, and support the delivery of the Scottish Government's vision for improving local services for people with ASD.
- 3.5 Data collection regarding the number of individuals with a diagnosis of ASD is an issue at a national level. Autism is now included in the Learning Disability Statistics Scotland (LDSS) report, compiled annually by the Scottish Consortium for Learning Disability, however this report does not include statistics for children, and reflects data for individuals who have had contact with the local authority in the last three years.
- 3.6 In 2005, a report for the Office of National Statistics estimated that ASD affects 1 in 100 people, which would translate into approximately 225 people in Shetland.
- 3.7 Diagnosis of ASD has not always been available in Shetland (particularly for adults), and it is likely that there are a number of adults with ASD who do not yet have a formal diagnosis. There is an established diagnostic pathway for children, and work is underway to address diagnosis for adults.
- 3.8 The Strategy identifies six local goals, which will inform the development and improvement of local services for people with ASD, as follows:
- 1. Awareness Raising and Workforce Development**  
People employed across all sectors will recognise the unique needs of people with ASD. We will work to ensure that clear information is available to people with ASD, their families and carers, regarding local services available to them.
  - 2. Assessment and Diagnosis**  
There will be a clear pathway for the assessment and diagnosis of ASD, for both children and adults. This will include signposting to appropriate post diagnostic supports.
  - 3. Active Citizenship**  
People with ASD will have opportunities to engage in meaningful activity throughout the lifespan, enabling them to develop new skills and maximise their potential for independence.
  - 4. Transition**  
Transitions at key life stages will be planned and managed well for people with ASD, particularly for those moving between children and adult services.
  - 5. Support for Families and Carers**  
Carers will be recognised as equal partners in providing care and support for people with ASD.
  - 6. Employment**  
People with ASD should be supported to access employment where possible, and there must be a clear pathway for this.
- 3.9 An Action Plan is being developed to accompany the Strategy, which will coordinate activity required to deliver on the Strategy aims. A working group has been established including representation from all statutory

services, a carer representative, and we hope include people with ASD.

## 4.0 Implications

### Strategic

- 4.1 Delivery on Corporate Priorities – The Strategy supports the following delivery of the following Council priorities in Our Plan 2016-20, with a specific focus on ASD:

*Children and young people, particularly those in care, will be getting the learning and development opportunities that allow them to fulfil their potential*

*Shetland learning partnership will be providing 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.*

*Young people will feel that their voices are being heard by the council, having regular opportunities to have a say on issues that affect them.*

- 4.2 Community /Stakeholder Issues – the Strategy is intended to bring about improvement in the way services are provided for people with Autism Spectrum Disorder throughout the lifespan, ensuring that Shetland responds to the unique needs of these individuals.

- 4.2 Policy and/or Delegated Authority – the Council’s Constitution – Part C – Scheme of Administration and Delegations provides 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 Risk Management – The risk of not delivering against the Strategy is that we will not achieve Scottish Government’s aims of improving outcomes for people with ASD, their parents and carers, by 2021.

Risk in relation to delivering the Strategy will be monitored and reported to the IJB and Education and Families Committee against an action plan, which will accompany the Strategy, and is currently in development.

- 4.4 Equalities, Health and Human Rights – the Strategy is intended to improve equality of access to services and support for people with ASD, and as such there is no requirement for further equality impact assessment.

#### 4.5 Environmental – NONE

#### Resources

- 4.6 Financial – There are no financial implications arising from the ongoing development and implementation of the Strategy. Any costs will be met from within existing budgets or external funding will be sought.

Shetland Islands Council, NHS Shetland, and Disability Shetland have been successful in bidding for external funding, on separate occasions, from the Scottish Government's Autism Innovation and Development fund. Having a finalised Strategy will provide a clear aims for all partners, and strengthen our position should we bid for external funding in the future.

- 4.7 Legal – While there are no direct legal implications arising from this report, the Strategy will assist the Council to meet its statutory obligations across a number of service areas.

- 4.8 Human Resources – There are no significant Human Resources implications however the Strategy does address workforce development, with a view to consolidate and rationalise training we already provide to staff across health, social care and education, to ensure that the training we provide meets the needs of the respective staff groups.

- 4.9 Assets and Property – NONE.

### 5.0 **Conclusions**

- 5.1 The Strategy identifies priority areas for development and improvement to services for people with ASD in Shetland and will inform how local services will develop until 2021. An action plan is in development, and will be reported to Education and Families Committee and the Integration Joint Board six monthly, to monitor progress in delivering the Strategy.

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*26<sup>th</sup> May 2016*

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#### List of Appendices

Shetland's ASD Strategy 2016 – 2021

#### Background documents:

[The Scottish Strategy for Autism \(2011 – 2021\)](#)

END



Shetland Islands Council



# Shetland's Autism Spectrum Disorder Strategy 2016 -2021



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## Document Control

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<b>Document Clearance</b>	<b>Date</b>
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December 2015	V1.0	First draft		
5 <sup>th</sup> April 2016	V1.1	Groups as above	Comments received during document clearance process	V 1.2
02.06.16	V1.2	Legal + Admin	Comments received during clearance process	V 1.3

<b>DATE</b>	<b>AMENDMENTS MADE TO DOCUMENT</b>
16.02.2016	Significant amendments to text
08.03.2016	P2. Document Clearance – Dates added
17.04.2016	Various minor amendments to text, following comments from various meetings, Allied Health Professions, and GIRFEC Programme Manager,
18.04.2016	Artwork added
02.06.2016	Added reference to Education (ASL) (Scot) Act 2004, and amended an image, removing an individual's name

# **Shetland's Autism Spectrum Disorder Strategy 2016 - 2021**

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## **1. EXECUTIVE SUMMARY**

Scottish Government published The Scottish Strategy for Autism in 2011, making Autism a national priority. The national strategy sets out the government's vision for improvements to services for people with autism spectrum disorder, their families and carers, over a 10 year period.

Shetland's Autism Spectrum Disorder Strategy 2016-2021 has been developed with a range of key stakeholders, and we have identified six local goals, which will inform the development and improvement of local services for people with Autism Spectrum Disorder (ASD) in Shetland.

### **Our Local Goals:**

#### **1. Awareness Raising and Workforce Development**

People employed across all sectors will recognise the unique needs of people with ASD. We will work to ensure that clear information is available to people with ASD, their families, and carers, regarding local services available to them.

#### **2. Assessment and Diagnosis**

There will be a clear pathway for the assessment and diagnosis of ASD, for both children and adults. This will include signposting to appropriate post diagnostic supports.

#### **3. Active Citizenship**

People with autism will have opportunities to engage in meaningful activity throughout the lifespan, enabling them to develop new skills and maximise their potential for independence.

#### **4. Transition**

Transitions at key life stages will be planned and managed well for people with ASD, particularly for those moving between children and adult services.

#### **5. Support for Families and Carers**

Carers will be recognised as equal partners in providing care and support to people with ASD.

#### **6. Employment**

People with ASD should be supported to access employment, and there must be a clear pathway for this.

Simon Bokor-Ingram

Director of Community Health and Social Care

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Director of Children's Services



## 2. INTRODUCTION

The Scottish Government published the Scottish Strategy for Autism in 2011, setting out the governments vision that:

*‘Individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives’*

The 10-year strategy identifies 26 recommendations for action at national and local levels, recognising that people with autism have unique needs. These recommendations are far reaching, and consider the needs of people with autism across the whole spectrum, and throughout the lifespan. In addition to the recommendations, the strategy identifies ten indicators of best practice in the provision of autism services (see table 1).

Shetland’s Autism Strategy sets out the priorities and strategic direction for the development and improvement of local services for people with autism, their families and carers.

### Terminology

Autism Spectrum Disorder is used throughout this document, and includes Asperger Syndrome and childhood autism. Some people prefer to use Autism, or the word ‘condition’ rather than ‘disorder,’ however for the purpose of this document, Autism Spectrum Disorder is used to fit with diagnostic terminology.

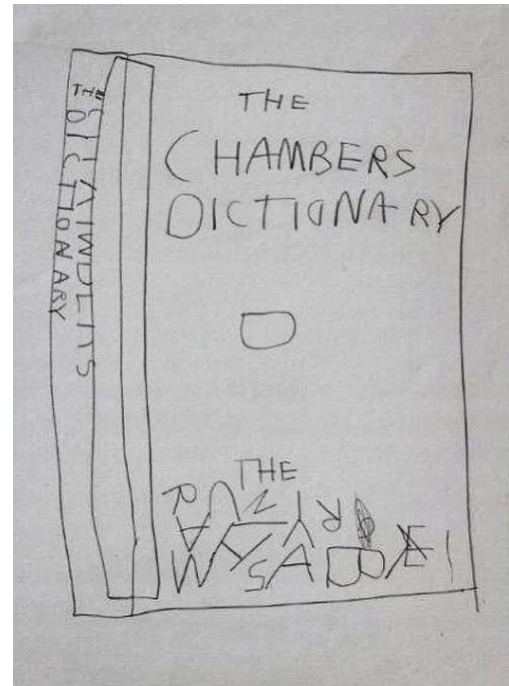
No.	Ten indicators for Best Practice (table 1)
1.	A local autism strategy developed in co-operation with people across the autism spectrum
2.	Access to training and development to inform and improve understanding of Autism Spectrum Disorder (ASD) amongst professionals
3.	A process for ensuring a means of easy access to useful and practical information about ASD
4.	An ASD training plan to improve the knowledge and skills of those who work with people who have ASD
5.	A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services
6.	A multiagency care pathway for assessment, diagnosis, intervention and support
7.	A process for stakeholder feedback to inform service improvement and encourage engagement
8.	Services that can demonstrate that service delivery is multi-agency and coordinated and targets the needs of people with autism
9.	Clear multi-agency procedures and plans to support individuals through major transitions at each important life stage
10.	A self-evaluation framework to ensure best practice implementation and monitoring

Table 1: 10 Indicators of Best Practice (Scottish Government 2011)

### 3. WHAT IS AUTISM SPECTRUM DISORDER (ASD)?

Autism is a lifelong neurodevelopmental disorder commonly referred to as autism spectrum disorder (ASD). ASD affects people differently with some individuals being able to live independently, while others will need a lifetime of specialist support.

ASD affects how people communicate with, and relate to, other people. It also affects how they make sense of the world around them.

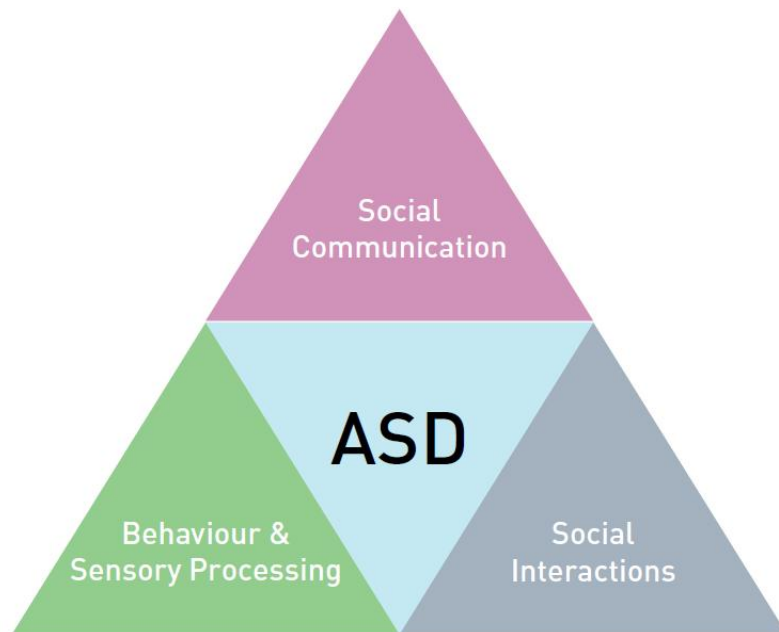


*"It makes me more of a loner. I am antisocial; I can't easily cope with too many human-to-human integrations. I find it difficult to process all that verbal and non-verbal information. It's a bit like a PC, you can run your OC under Windows and you select four applications to use. Then you spend ages waiting while your computer is trying to sort out which of these tasks it is going to work on and for how long. Then, it shares out the processor time on a basis that cannot prioritise. The upshot is that I can only cope with things on a one-to-one or small group basis, and I don't know how to evaluate and prioritise things"*

David Nicholas Andrews - <http://www.angelfire.com/in/AspergerArtforms/autism.html>

Wing and Gould (1979) first described autism as a spectrum disorder. ASD affects each individual in a different way, although all people with ASD will experience difficulty in three areas of functioning. This is sometimes referred to as the triad of impairments and means people may experience problems with the following:

- Social communication – may include difficulty in processing verbal information, understanding and using language, and tone of voice, body language, facial expressions, gestures and articulating feelings.
- Social Interactions – may include difficulty understanding social behaviour and boundaries, personal space, making eye contact, expressing emotions, understanding others emotions, interpreting the actions of others, understanding humour, or showing interest in others views and affects the ability to interact with other people.
- Behaviour and Sensory processing (social imagination) – may include difficulty with sensory processing, may feel more comfortable in set routines and/or repetitive behaviours, develop special areas of interest, and have difficulty in unfamiliar situations, predicting what comes next, and understanding danger, thinking and behaving flexibly.



*Figure 1: Autism Spectrum Disorder triad of impairments*

The most significant area of difficulty for people with autism spectrum disorders is social interaction. This is particularly relevant for people who are diagnosed later in childhood or adult life, as many people learn to compensate for difficulties with social communication or imagination, but the social interaction impairment is still evident even though it may be shown in more subtle ways. Many people with Autism Spectrum Disorder have a co-existing (or comorbid) medical condition such as a learning disability, epilepsy, or other medical problem, which affects their quality of life.

The Scottish Strategy for Autism: Menu of Interventions (Scottish Government 2013) identifies 14 main challenges encountered by people with Autism Spectrum Disorder and their families (see figure 2).

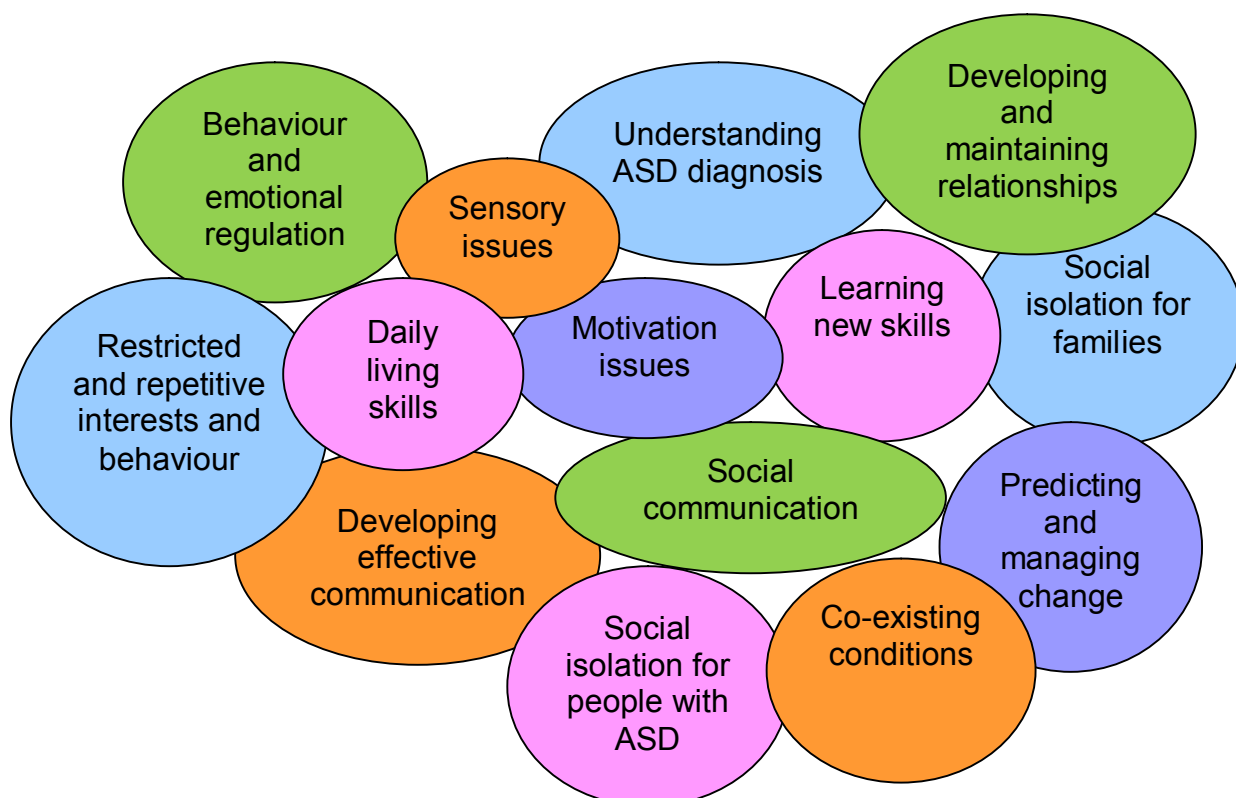


Figure 2: 14 Challenges that can impact on people with ASD and their families

#### 4. PREVALENCE OF AUTISM SPECTRUM DISORDER IN SHETLAND

The national prevalence of autism in children is rising yearly. In 2003 it was reported to be 1 child in 163, 10 years later in 2013 it was reported to be 1 child in 67<sup>1</sup>.

The National Autistic Society estimates that approximately 1.1% of the UK population or 700,000 people have autism. Based on 2011 census figures the prevalence in Scotland is as follows:

Population of Scotland: 5,295,400

Prevalence of Autism: 58,249

(National Autistic Society, 2013)

It was estimated that in 2012 there were approximately 202 people in Shetland with Autism, based on a population of 22,500 (National Autism Services Mapping Project: Shetland Council Service Map 2013). Local statistics showed a much lower proportion of people known to statutory services as having Autism Spectrum Disorder, which suggests that there may be people with ASD who do not have a diagnosis, and are not known to the local authority living in the community.

Data collection is an issue nationally as there are no reliable statistics specific to ASD for children and adults. Data is collected in schools regarding the numbers of pupils with additional support needs (ASN), which can include a wide variety of issues. The Scottish Consortium for Learning Disability (SCLD) publishes annual statistics regarding the numbers of adults with learning disabilities (LD), including those with ASD, who have been in contact with local authorities in the past three years, but there are no reliable national statistics regarding the total number of individuals with ASD.

Autism Spectrum diagnosis				No AS Diagnosis	Not known	AS diagnosis as % of all adults	All adults
Classical Autism	Asperger's Syndrome	Other AS diagnosis	Total with AS diagnosis				
28	13	0	41	33	80	26.6	154

Figure 3: Adults with Learning Disabilities or ASD known to Local Authority in last three years (SCLD 2015)

#### 5. THE NATIONAL CONTEXT

The Scottish Government's policy direction is set out through three interlinked strands of Vision, Values and Goals.

##### Vision

"Our vision is that individuals on the autism spectrum are respected, accepted and valued by their communities and have confidence in services to treat them fairly so that they are able to have meaningful and satisfying lives"

*The Scottish Strategy for Autism Scottish Government 2011*

<sup>1</sup> Data Source: [www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus18](http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus18)

## Underpinning Values

- **Dignity:** people should be given the care and support they need in a way which promotes their independence and emotional well-being and respects their dignity
- **Privacy:** people should be supported to have choice and control over their lives so that they are able to have the same chosen level of privacy as other citizens
- **Choice:** care and support should be personalised and based on the identified need and wishes of the individual
- **Safety:** people should be supported to feel safe and secure without being over-protected
- **Realising potential:** people should have the opportunity to achieve all they can
- **Equality and diversity:** people should have equal access to information assessment and services. Health and social care agencies should work to redress inequalities and challenge discrimination

(Scottish Government 2011)

People with ASD expect to have the support of professionals working together in their best interests to make these values a reality.

## Goals

The Scottish Government has set out the following high-level goals in the Scottish Strategy for Autism, and a timeframe for achieving them, in order to benchmark progress towards delivering on the government's vision.

### Foundations: by year 2:

1. Access to mainstream services where these are appropriate to meet individual needs
2. Access to services which understand and are able to meet the needs of people, specifically related to their autism
3. Removal of short term barriers such as unaddressed diagnosis and delayed intervention
4. Access to post-diagnostic support for families and individuals (particularly where there is a late diagnosis)
5. Implementation of existing commissioning guidelines by local authorities, NHS and other relevant service providers

### Whole life journey: by 5 years

1. Access to integrated service provision across the lifespan to address the multi-dimensional aspects of autism
2. Access to appropriate transition planning across the lifespan
3. Consistent adoption of good practice guidance in key areas of education, health and social care across local authority areas
4. Capacity and awareness-building in mainstream services to ensure people are met with recognition and understanding of autism

### Holistic personalised approaches: by 10 years

1. Meaningful partnership between central and local government and the independent sector.
2. Creative and collaborative use of service budgets to meet individual needs (irrespective of what the entry route to the system is)
3. Access to appropriate assessment of needs throughout life
4. Access to consistent levels of appropriate support across the lifespan including into older age

## **Links to other National and Local Drivers**

[The Keys to Life: Improving Quality of Life for People with Learning Disabilities, 2013](#)

[National Health and Wellbeing Outcomes 2015](#)

[Shetland Partnership: Our Community Plan, 2013-2020](#)

[Integrated Children and Young People's Services Plan 2014-17](#)

[A Guide to Getting It Right for Every Child, 2012](#)

[Commissioning Services for People on the Autism Spectrum: Policy and Practice Guidance 2008](#)

[The Autism Toolbox: An Autism Resource for Scottish Schools, 2009](#)

[Caring Together: The Carers Strategy for Scotland, 2010-2015](#)

[Self Directed Support: A National Strategy for Scotland 2010](#)

[Supporting Children's Learning Code of Practice \(revised edition\) 2010](#)

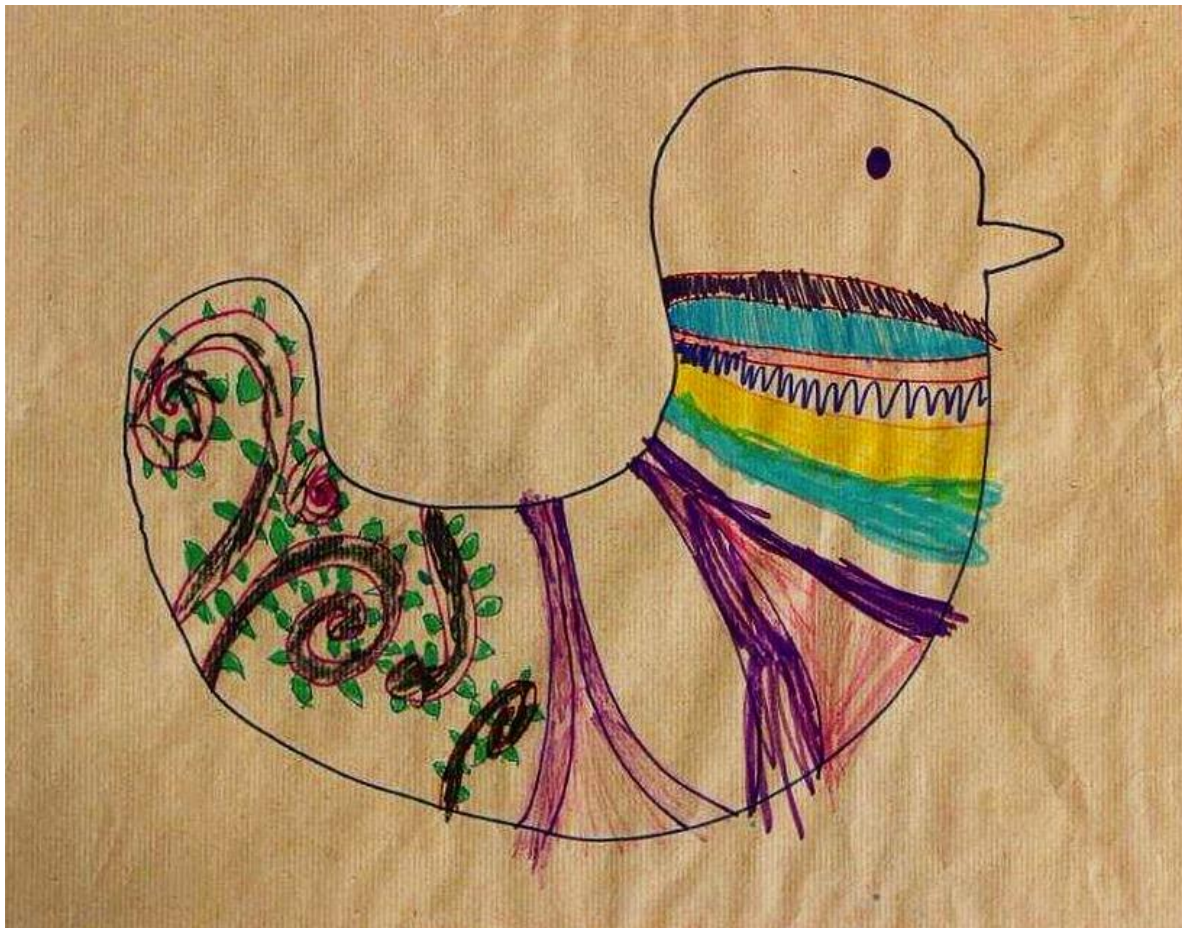
## **6. LOCAL NEEDS ANALYSIS**

Shetland is a rural island community in the north east of Scotland, comprising of a number of islands linked by overland crossings and interisland ferry services. Shetland Islands Council and NHS Shetland provide most statutory services in the islands. The Children's Services Directorate of the Council provides Education, Children and Families Social Work and Social Care services including respite and short breaks for children.

The integrated Community Health and Social Care Directorate of NHS Shetland and the Shetland Islands Council includes a range of services for adults and some for children. Due to the relatively small population, people with ASD tend to access services that also support people with a range of other needs, such as having a learning disability; there are limited specialist ASD services. The needs of the people of Shetland are met in their local communities wherever possible, and more specialist services are commissioned outwith Shetland as a last resort. This requires local services to work in a flexible and creative manner to respond to changing needs of the local population.

The model of assessment for both children and adults is strengths based, and outcome focussed in its approach. For Children, Getting it Right for Every Child (GIRFEC) Child's Plan is the multi-agency assessment, and the Barnardos Outcomes Framework is used to measure individual outcomes. For adults, Shetland's Single Shared Assessment process is known as With You For You, and the assessment tool is called 'Understanding You.' Assessments are conducted in a person centred manner, and focus on supporting people to achieve their personal goals.





## 6.1 Autism Mapping Results

A National Mapping Project was carried out across Scotland to gather information regarding services available for people with ASD at a local level, and to establish a national picture informing future developments, and investment of Scottish Government funding.

The 'National Autism Services Mapping Project: Shetland Islands Council Service Map' was produced in September 2013, and presents a snapshot of services for people with autism in Shetland. The project gathered data using a desk based research exercise (looking at policies and procedures), issued questionnaires to relevant stakeholders and ran a series of workshops conducted in Lerwick, Shetland:

- 25 people attended a multi agency meeting as part of the mapping project including representatives from health, education, social work, Disability Shetland, day services, family services, Supported Living and Housing services, library services, early years services and respite and short breaks.
- 5 carers attended a workshop for parent carers
- Workshops for people with autism were offered by videoconference, but no one signed up for these.

The results from the mapping project are limited in terms of being representative of the views of people with ASD, and their parents or carers. The results of the mapping project are attached as Appendix 2.

There are some areas of good practice locally in the provision of support for people with ASD. However, we recognise that there are some vulnerabilities and areas for improvement, including:

- Difficulty getting a diagnosis of ASD

- Difficulty getting the right support and/or a lack of clarity regarding how to access it
- Specialist knowledge tends to revolve around individuals who have a special interest rather than a designated role for people with ASD

## 7. LOCAL GOALS

Following a review of information available locally and an evaluation of the services currently provided, we have identified six goals for Shetland. These are summarised the table below, and there is more detailed information about each of them in the subsequent sections.

### **1. Awareness Raising and Workforce Development**

People employed across all sectors will recognise the unique needs of people with ASD. We will work to ensure that clear information is available to people with ASD, their families, and carers, regarding local services available to them.

### **2. Assessment and Diagnosis**

There will be a clear pathway for the assessment and diagnosis of ASD, for both children and adults. This will include signposting to appropriate post diagnostic supports.

### **3. Active Citizenship**

People with autism will have opportunities to engage in meaningful activity throughout the lifespan, enabling them to develop new skills and maximise their potential for independence.

### **4. Transition**

Transitions at key life stages will be planned and managed well for people with ASD, particularly for those moving between children and adult services.

### **5. Support for Families and Carers**

Carers will be recognised as equal partners in providing care and support to people with ASD.

### **6. Employment**

People with ASD should be supported to access employment, and there must be a clear pathway for this.





## 7.1 Awareness Raising and Workforce Development

The Council and NHS currently deliver a range of training to staff that support people with ASD, however the procurement of training lacks coordination. A number of frontline staff across services for children and adults received National Autistic Society accredited SPELL and TEACCH training. Education staff have also received introductory training in using the Autism Toolbox, facilitated by Autism Network Scotland. We need to review and evaluate the training we currently provide against the NHS Education Scotland 'Optimising Outcomes Framework,' and establish the knowledge and skills required at each level of the organisation, ensuring procurement of appropriate training to meet the training and development needs of staff in a sustainable and coordinated way.

The Optimising Outcomes Framework identifies four levels of knowledge and skills, as follows:

1. Autism Informed: Essential knowledge and skills required by all staff in health and social care
2. Autism Skilled: Staff with direct and/or frequent contact, or roles with high impact
3. Autism Enhanced: More regular or intense contact with individuals with ASD. Role focuses specifically on autism, provides specific interventions for autism or manages the care or service for individuals on the spectrum.
4. Expertise in Autism: Highly specialist knowledge and skills. Those with a specialist role in the care, management and support of people on the spectrum and their carers.

We will seek to establish a network of Autism Champions across services in both the statutory and voluntary sector, to act as a point of contact for enquiries relating to ASD, and to disseminate information to teams across organisations.

We will also engage with Shetland College UHI to offer accredited qualifications in ASD for staff working across Children and Adult Services.

## 7.2 Assessment and Diagnosis

The Scottish Intercollegiate Guidelines Network (SIGN) recommends a multi-disciplinary approach to assessment and diagnosis of autism spectrum disorder. The assessment should include of a detailed history of the individual's development, direct clinical observations, and take account of how the individual behaves in other situations. Some specific autism or language assessments may also be carried out, for example, ADOS 2 (Autism Diagnosis Observation Scale, 2<sup>nd</sup> edition).

The ASD Strategy seeks to ensure there are clear diagnostic pathways for both children and adults, and that post-diagnostic support is available for those who need it. We have subdivided this section to reflect the different routes for child and adult diagnosis and support.

### Children's Diagnostic Pathway

Following the implementation of the Children and Young People (Scotland) Act 2014, all children and young people in Scotland have a Named Person, who will usually be a Health Visitor or a promoted teacher when the child starts education. The Named Person provides a consistent approach to supporting children and young people's wellbeing, giving access to advice and support for families.

We will ensure that Health Visitors receive training to recognise early signs and symptoms of ASD, and how to refer on for more specialised involvement, and that teaching staff have access to an appropriate level of training following a mapping exercise using the 'NES Optimising Outcomes Framework.'

The Education (Additional Support for Learning) (Scotland) Act 2004 and accompanying code of practice provide a framework for identifying and addressing the additional support needs of children and young people who face barriers to learning. If it is felt that an ASD assessment is required, the local assessment team will carry out the assessment. The team consists of Speech and Language Therapy, Educational Psychology, GP with a Special Interest in Child Health, and a visiting Consultant Paediatrician. There may also be input from Education Outreach Group and the Child and Adolescent Mental Health Service.

The EarlyBird Plus Programme is run as a post diagnostic support group for parents of children aged 4-8 years, diagnosed with ASD. Due to small numbers of children diagnosed locally, the programme runs when there is a requirement. There is a range of other supports available locally for children and young people. Children and young people with ASD have their needs identified through the Getting It Right For Every Child (GIRFEC) process, and support is tailored to meet the needs of the child and their family.

### Adult Diagnostic Pathway

We will seek to ensure that diagnosis is available for those who require it, in a timely manner and provided as close to home as is possible. Currently, adults who do not have a diagnosis of ASD may be referred on for assessment by their GP. This may involve the adult having to go off island for an assessment on mainland Scotland, as there are not sufficient services available locally.

Adults who may require community care services are entitled to have their needs assessed in accordance with section 12A of the Social Work Scotland Act 1968. The local authority has a duty to provide services to meet an adult's eligible care needs in accordance with local and National Eligibility Criteria. Carers of adults are also entitled to an assessment of their needs in relation their caring role. As such, the lack of a diagnosis should not be a barrier to people receiving the services they require. It is acknowledged however that diagnosis might inform a care plan and support strategies, which would benefit the adult. A formal diagnosis will also ensure individuals receive financial support they might be eligible for, and that appropriate supports or 'reasonable adjustments' are considered by employers, as ASD is recognised as a disability under the Equality Act 2010.

We will also seek to provide clarity regarding the post diagnostic support pathway for people diagnosed with ASD in adulthood, and their families, ensuring they are provided with information regarding services they may be eligible for (e.g. respite and short breaks etc.). We will also establish links with acute medical services (hospital) to ensure that the needs of people with ASD are considered when they are admitted to hospital.

### 7.3 Active Citizenship

People with ASD can face a range of barriers to everyday activities, and it can therefore be difficult to access social opportunities and various other things other people take for granted. This strategy will aim to ensure that people with ASD receive support to engage in activities that are important to them.

The Council's Supported Living & Outreach and Housing Service provide supported accommodation, and outreach support for people with ASD. There are a number of other services that support people to develop independent living skills, and this support can begin at school, if appropriate. We will seek to ensure that we continue to support people with ASD to live as independently as possible in the community.

There are a number of local services which may be involved in supporting people with ASD to participate in meaningful activities, including Shetland Befriending Scheme, Shetland Community Bike Project, Bridges Project, Shetland College, Moving on Employment Project, and COPE Ltd etc. We will ensure that people with ASD continue to have opportunities to develop skills for independent living, and that the accommodation needs of people with ASD are considered by local housing providers.

Shetland Arts currently support ASN film screenings at the local cinema, and they also provide supported creative activities for people with additional support needs. We will ensure that we work with local partners to promote good practice that already exists in the local community, and raise the profile of inclusive practice to make mainstream services more accessible



## 7.4 Transitions

When considering 'transition,' the primary focus for practitioners, people with ASD, and their families, is often the point where children move into adulthood. It is important to ensure that this is planned and well managed to achieve the best outcomes for people with ASD. It is also necessary to recognise that there are a number of other important transitions throughout the lifespan.

The Scottish Transitions Forum has produced guidance, which identifies seven 'Principles of Good Transitions' (2013). We will ensure that these principles are embedded in practice locally (see below):



1. All plans and assessments should be made in a person-centred way
2. Support should be co-ordinated across all services
3. Planning should start early and continue up to age 25
4. Young people should get the support they needs
5. Young people, parents and carers must have access to the information they need
6. Families and carers need support
7. Legislation and policy should be co-ordinated and simplified

The Shetland Islands Council has an existing policy supporting transition between Children and Adult Services, which we will review to ensure that transitions are managed effectively and in a timely manner for people with ASD. We will also consider the other organisations involved in supporting people with ASD, and how we support transitions at other key life stages throughout the lifespan.

## 7.5 Support for Families and Carers

Shetland recognises the valuable contribution that carers make to the support of people in our communities, including those with ASD. A carer is someone who provides unpaid care for a friend or relative who needs his or her support due to an illness, disability, mental health problem or addiction (Scottish Government 2010). Shetland is developing a separate Carers Strategy to recognise the vital role carers have in supporting strong communities and this section will focus specifically on support for people with ASD.

The Education Outreach Group, including the Pre-School Home Visiting Services, have a key role in supporting families, particularly in the early years. Where a need is identified, the Council provides short breaks and respite services to support carers and families of children and adults who have learning disabilities or ASD at Short Breaks for Children or Newcraiguelea Services.

Voluntary Action Shetland operate a Virtual Carers Centre, which provides a range of information and advice for carers in Shetland. The website signposts to a number of carers groups which provide a source of support to those with a caring role, as well as providing details of training, short breaks, and financial assistance which may be relevant. See [www.shetlandcarers.org](http://www.shetlandcarers.org) for further details.

We will seek to ensure that families and carers of those with ASD have timely access to the right information and advice regarding services and supports for people with ASD.

## **7.6 Employment**

Shetland has established a 5-stage Employability Pathway, which sets out the various stages of support a person has to move through in order to gain sustainable employment. The process will support individuals who have two or more barriers to employment, and may include adults who have ASD.

There are a number of supported employment placements available locally, some of which are commissioned by the Shetland Islands Council. These placements enable people to develop skills, which may result in them, to move into sustainable employment at a later stage. There are also volunteering opportunities, and work experience placements supported by the voluntary sector.

We will ensure that the unique needs of people with ASD are recognised by staff working in agencies that provide assistance with employment to ensure that there are opportunities to move into sustainable employment where possible. We will also ensure that commissioned services meet, and continue to meet, the criteria for accreditation set out in the Scottish Government guidance, 'Commissioning Services for People on the Autism Spectrum' (2008).

## **8. THE VIEWS OF PEOPLE WITH ASD, THEIR FAMILIES AND CARERS**

In September 2013, a national mapping exercise was conducted to review the services available for people with ASD, and this included consultation with people who have ASD, their families and carers. The number of people involved in the consultation process was low (see section 6.1); however the local results show that people feel services could be planned better at a strategic level, and that there are gaps in local delivery.

We will seek to establish a local autism network, including people with ASD, family members and carers, to contribute to the future development of support for people with ASD in Shetland. Due to the dispersed nature of the population in Shetland, it is important that we use a variety of methods to effectively engage with as many people as possible, and we will therefore seek to use a variety of communications, including social media, to ensure we reach a wide audience.

Shetland Islands Council reviewed the provision of day services for adults with learning disabilities in 2014, and a working group of parents, carers and people who access day services was established as part of the consultation. The group was successful, and we may seek to broaden the remit of this existing group, to act as a reference group for the provision of ASD and learning disability services.



## 9. MONITORING AND REPORTING

The Autism Spectrum Disorder Strategy will be accompanied by an action plan, which will be reported on a six monthly basis to the Integrated Joint Board and SIC Education and Families Committee.

The Community Health and Social Care Strategic Group will monitor the action plan on a quarterly basis, to ensure that work is progressing in accordance with the agreed timescales.



## **10. KEY ACHIEVEMENTS TO DATE**

Shetland has made a number of achievements in the provision and delivery of services for people with ASD since the Scottish Strategy for Autism was first published. So far we have:

- Established an ASD Pathway Assessment Team for Children and Young People
- Trained staff in ADOS2 (Autism Diagnostic Observation Scale 2)
- Trained staff to deliver the EarlyBird post-diagnostic support program (for parents of children)
- Delivered training to Health Visitors in detecting early signs of ASD (March 2015)
- Autism Network Scotland delivered training to a number of staff from children and adult services in March 2015
- Produced a directory of local autism resources in conjunction with Autism Network Scotland as part of their Menu of interventions Roadshows: <http://www.autismnetworkscotland.org.uk/shetland/>
- Established a Working Group to develop an ASD Action Plan, which will accompany this strategy document, to drive forward improvements to local services.

## APPENDIX 1

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## **Appendix 2**

National Autism Services Mapping Project  
Shetland Council Service Map  
September 2013

**National Autism Services Mapping Project**

# **Shetland Council Service Map**

**September 2013**

# National Autism Services Mapping Project

## Shetland Local Service Map

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<sup>1</sup> Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people and the world around them.  
It is a spectrum condition, which means that, while all people with autism share certain areas of difficulty, their condition will affect them in different ways. Aspergers syndrome is a form of autism

<sup>2</sup> Definition of a carer

Throughout this document we use the term "carer" to describe individuals who provides unpaid support to a relative family or friends who has autism. The majority of individuals are parent carers but the term carer also describes other family members such as siblings, grandparents or friends who provide substantial unpaid care.

We use the term support worker to describe individuals providing paid support to individuals with autism

## **1 Background to the National Mapping Project**

The National Mapping Project has been a short term fact finding exercise and analysis of information relating to the delivery of services for individuals with autism in your area. It is designed to map out existing service provision across Scotland in order to build up a full picture of the national position which will help inform future local decisions on autism co-ordination on who will do what and where, and influence national decisions on the investment of Scottish Government funding for autism in the future.

The Service Map presented below is a snapshot of the situation in your area with regard to the delivery of services for people with autism. It is predicated on the information collected from the desk research into policies and practice, people we spoke to at the focus groups and the questionnaires completed by individuals in your area. In some areas there was not a full representation of all stakeholders. The corollary of which is that those who did respond will clearly have had an impact on the picture we have drawn.

The Service Map is not the complete story of the services you deliver in your area, those responsible for the delivery infrastructure already in place and service users will both have additional information not recorded here due to the short term nature of the work and reflective of the level of engagement with the Project.

However, together with the national findings and knowledge of your current delivery, it is hoped this service map will help inform the design and delivery of your Autism Action Plans as agreed under Autism Strategy funding to local authorities.

## 2 Methodology

The Mapping Project gathered information in three ways:

- Desktop research in relation to Data and Strategic Policy
- Online questionnaires for:
  - ➡ People living with Autism
  - ➡ Carers
  - ➡ Statutory providers
  - ➡ Service providers
- Workshops with:
  - ➡ People living with Autism
  - ➡ Parents and carers
  - ➡ Multi-agency groups

The Aims of the Workshops were to identify:

People living with autism:

- I. To gather experience of people with autism about the places, people and activities that help them have a “meaningful life”
- II. Gather information about how the core services contribute to having a meaningful life
- III. Gather ideas of what might happen to improve things and what difference that would make

Carers and parents:

- I. To have a better understanding of what carers want to see in their local areas
- II. To have a better understanding of the local areas and what is making a difference for people living with autism and their families
- III. To identify what would make a difference for them

Multi-agency groups:

- I. To use the 10 indicators for developing best practice as a baseline for discussion
- II. To gather information about how services work in partnership together
- III. To explore the depth of partnership working
- IV. To provide knowledge about the impact for people with autism, through identifying the challenges and gaps in services

### 3 How the service map is organised

From the information gathered throughout this exercise Mapping Coordinators identified a number of recurring themes. It also became apparent that the themes could be arranged under aspects of delivery that individuals talked about. These were: People, Processes, Services, Specialist Services and those issues which were specific to Parents and Carers.

People	Processes	Services	Specific Services	Parents and Carers
Autism Knowledge and Awareness	Carers/Family Support including groups/listening to carers/carers assessment/named person	Advocacy	Autism Specific Services for Children and Adults	Parents/Carers as equal partners
Community and Social Opportunities	Communication and Signposting	Criminal Justice including Police/Autism Alert Card		Carers/Family Support
Environment including sensory	Diagnosis - All aspects	Education/Further Educations – including pre-school/mainstream and autism specific		
Inclusion/ Acceptance of autism	Information/Data Sharing	Employment/Employ ability		
People/ Professionals who understand	Intervention (universal for all services)	Housing		
Reasonable adjustments to accommodate autism	Multi-Agency/Partnership/ Pathway, Communication and Co-ordination of services	Respite		
Transport and Rural Issue	Prevention (early intervention) approach	Services - Access/Gaps/performance		
	Autism Planning Structures	Service Responsibility including lack of service for people with Asperger's and high functioning autism		
	Quality of life/Wellbeing/Feeling	Transitions - all major life transitions		
	Training – all aspects For professionals – a framework for training			

For coherence with the Scottish Strategy for Autism the themes have been for the most part organised within the service map according to the [Ten Indicators](#) for best practice in the provision of effective services as laid out in the Scottish Strategy for Autism.

A particular focus has been offered on issues specific to Parent and Carers and to Quality of Life outcomes for individuals with autism.

**Key to codes:** the following codes indicate the source of the data ie if the information has been gathered from the questionnaires or the workshops and from which group.

Please note that where small numbers responded in any area and there was a possibility of identifying an individual, that information has not been directly quoted and has instead been used to ascertain a trend along with other quotes, information or data.

- M for multi agency workshop
- C for carers workshop
- I for individuals with autism who took part in a workshop or completed workshop tasks individually
- SAQ for Statutory Agencies Questionnaire
- SPQ for Service Providers Questionnaire
- CQ for Carers questionnaire
- IQ for Individuals questionnaire
- QQ for quantitative data across national responses to questionnaires
- Quotes from individuals are in quotation marks



## 4 Background for your area?

- Scottish Government Audit for People with Autistic Spectrum Disorders (2004) estimated that the prevalence figure for autism in Shetland based on 2003 numbers of people with a diagnosis was 31.2 per 10,000 for children and 5.4 per 10,000 of the adult population. In children this is just below the national rate of 35.3 per 10,000, but with adults it is more than twice the national average rate of 2.2 adults with a diagnosis per 10,000. Returns from Shetland to eSAY<sup>3</sup> Statistics 2011 indicates that information about whether or not an adult has a diagnosis of autism was available for 59 out of 136 people known to services. Of the 59 people for whom there was information, 26 had a diagnosis of autism. The Scottish Strategy for Autism (2011<sup>4</sup>) suggests an expected prevalence rate of 90 per 10000 which would suggest the actual prevalence figures for autism in Shetland, going by the 2012 population of 22,500, would be 202.
- Autistic Spectrum Disorder Policy for Children and Young People, Shetland Islands Council Children's Services (2011) sets out 12 Key Priorities to provide autism friendly provision both within and out-with education built on involvement of young people and their carers. Recognition is given to the need for information, guidance, respite and support groups for families, successful transitions in to adult services plus promotion of community awareness and understanding of autism.
- The Better Brighter Future 2011-2014 is Shetland's integrated children's service plan which plans to meet the additional support needs of children through the Getting it Right for Every Child approach.
- With You for You (2010) is the person-centered multi agency approach for the planning and delivery of adult care and support services.
- There is a multi agency autism strategy group with representation from both adult and children services.

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<sup>3</sup> [http://www.sclid.org.uk/sites/default/files/booklet\\_1\\_-\\_learning\\_disability\\_and\\_asd\\_2.pdf](http://www.sclid.org.uk/sites/default/files/booklet_1_-_learning_disability_and_asd_2.pdf)

<sup>4</sup> <http://www.scotland.gov.uk/Publications/2011/11/01120340/0>

## 5 What we asked and who responded to us

- A desk-based research exercise was carried out into policy in Shetland including autism specific policy as well as wider additional support needs/disability policy across social services, education and housing.
- 25 people attended a multi agency meeting which included people from health, education, social work, Disability Shetland, day care services, family services, supported living and housing services, library services, early years services and respite services.
- 5 carers attended a workshop for parent carers
- There had been an arrangement to meet with a group of people with autism through Disability Shetland, but this was cancelled as Disability Shetland felt the ability range of participants was too wide for the workshop to be accessible. Two opportunities were offered for a workshop by video conference but no one with autism in Shetland signed up for this.
- 7 people from statutory agencies and 1 individual with autism completed online questionnaires from Shetland. No service providers or carers completed questionnaires online. The individual with autism did not include any qualitative data on his/her response.
- The short time scale of the mapping project meant that only one visit was possible and this severely limited opportunities for people to participate.
- The autism strategy group distributed the link to the online questionnaires widely. The low response rate may be for a number of reasons, but given that the 5 carers who took part rated services as good or excellent, it is possible that it is because people are generally satisfied with services that meant they did not feel the need to respond.
- Due to the amount of information from any group in Shetland, this service map provides only a partial picture of services in Shetland. Quantitative information from the online questionnaires across Scotland is included to provide some general information.

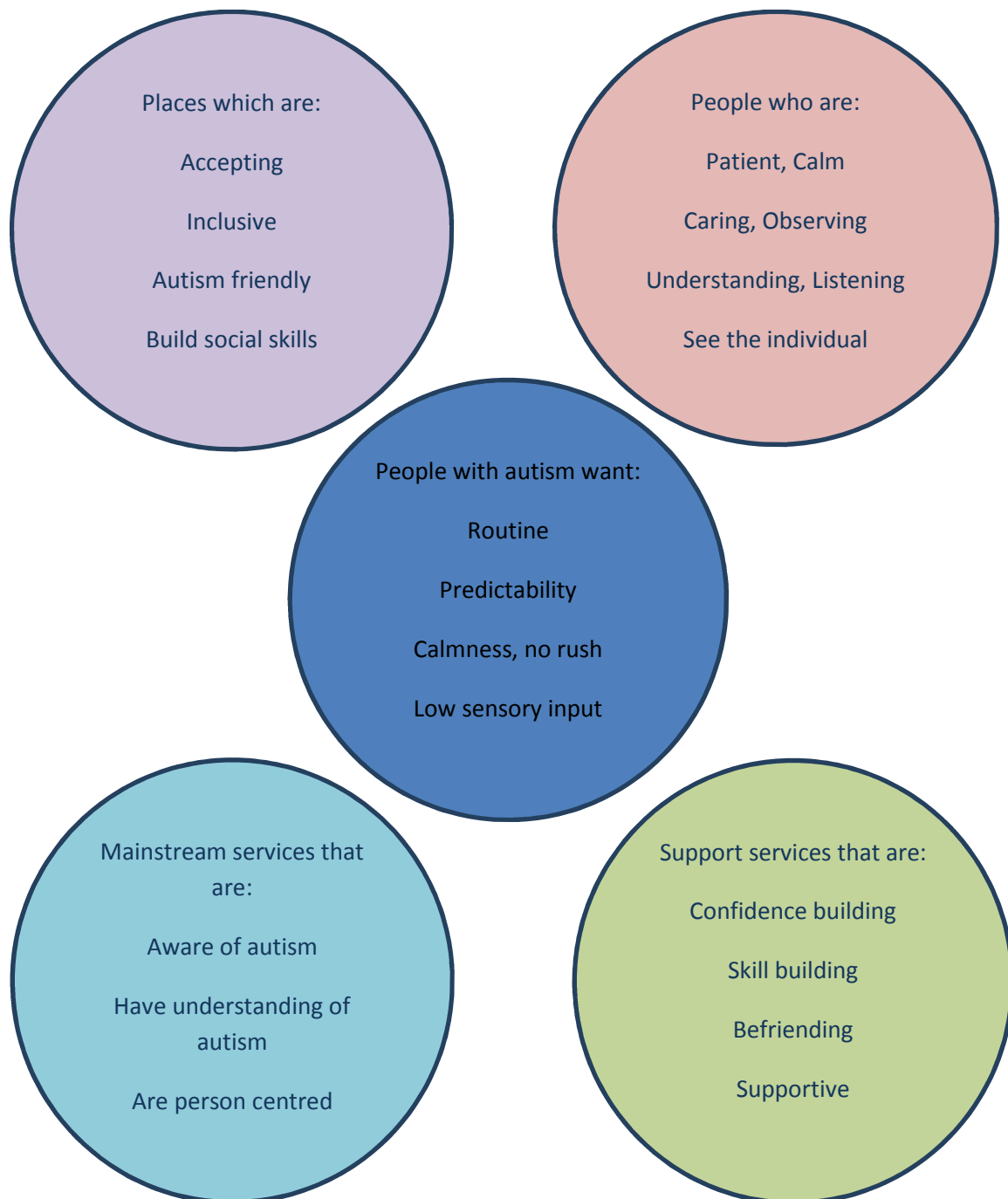
The numbers responding is represented in the table below

Focus Groups	Nos	Questionnaire responses	Nos
Multi-agency	18	Multi-agency	7
Service providers	7 *	Service providers	0
Parent/Carers	5	Parent/Carers	0
People with autism	0	People with autism	1

\*As many support services are provided in-house it was not always clear whether people were service providers or statutory agency.

## 6 Carers told us people with autism want:

(No qualitative data available from individuals with autism)



## 7 What Parents and Carers told us

5 carers attended the workshop. All were parent carers of children/young people with autism, 7 in total, aged between 5 and 19 years of age. The word cloud below represents proportionately (the larger the word the more often it was said) things parent carers felt contributed to quality of life for their children/young people.



Carers were asked to score services between poor, satisfactory, good and excellent. The table below indicates the scores given. One parent scored his/her two children separately, so 6 score sheets were completed.

Parents and Carers scores for: 'How my area is doing'	
Care and Support response	1.5
Health response	3
Education and Further Education	3
Transitions	2.5
Employment	Not applicable
Housing and Community Support	2.5

Carers were asked to agree their top three actions points which they would like to see.

Top three action identified by Parents/Carers in (LA)
1 Place for information and carer support
2 More access to respite, including for siblings
3 More opportunities post-school

Specific information relating to Parent/Carers' Issues

	What's working well?	What's not working well?
Parents/Carers as equal partners	In respect of a young person's independence, parent/ carers only involved in planning with permission of young person (SAQ).	No comments were made
Carers/Family Support including groups/listening to carers/carers assessment/named person	The ASD policy (2011) mentions the importance of access to family support groups (P).  Carers spoke of a coffee morning where children were catered for and safe, so parent carers were able to chat to one another (C).	No comments were made

The five parent carers were very positive about the services they received.

## 8 Comments about Community and Social Opportunities

	What's working well?	What's not working well?
Community and social opportunities	<p>The leisure centre (C) library (SAQ) and adult learning (M) are mentioned as accessible community opportunities.</p> <p>A social group for teenagers with autism or ADHD was also mentioned (M).</p> <p>The National picture presented is that there is wide recognition (90% QQ) that social/community opportunities are important.</p> <p>The National picture presented is that support to access social activities is reflected in 90% of care plans ( QQ) .</p>	<p>The national picture presented from carers completing these questions is 90% thought children faced social challenges at school, only 50% thought the person they cared had friends in the community and only 34% thought the person was included in the community (QQ).</p>

Issues for Consideration
It was said that people should be patient and understanding as this makes things easier for the carer

## 9 Statutory and Voluntary Services perspective

25 people attended the multi agency meeting, as indicated below. Most of the service providers listed below were involved in short breaks, respite or day care provision, one was from Disability Shetland.

Agencies attending Focus Groups	Nos
Health	1
Social Work	1
Education	7
Further Education	
Criminal Justice	
Police	
Employment/Employability	1
Housing/building standards/supported living	5
Service Providers	7
Other/environmental health/library/infrastructure	3

Rating where people feel they are with the LA Strategy for Autism where 1 is 'work has not yet begun', 2 is 'made a start', 3 is 'good progress' and 4 is 'completed'.

Good practice indicator	Mean score
A local autism strategy	2
Access to training and development	2
A process for ensuring a means of easy access to useful and practical info about ASD	2
An ASD training plan	2
A process for data collection	2
A multi-agency care pathway	2
A framework and process for seeking stakeholder feedback	2
Services that can demonstrate that service delivery is multi-agency in focus	3
Clear multi-agency procedures and plans	2
A self-evaluation framework	2



## 10 A Summary of Findings in relation to the 10 Indicators of Good Practice

The tables below set out the responses from the information gathered from individuals in your area. They are set out under themes or headings which were developed from the national data sets.

Please note:

The following Indicators have been grouped together. The information gathered did not distinguish between the two aspirations:

- 2. Access to training and development to inform staff and improve the understanding amongst professionals about autism.
- 4. An ASD Training Plan to improve the knowledge and skills of those who work with people who have autism, to ensure that people with autism are properly supported by trained staff.

Similarly the following Indicators have also been grouped together for the reasons outlined above:

- 7. A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.
- 10. A self-evaluation framework to ensure best practice implementation and monitoring.

1.

**A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.**

	What's working well?	What's not working well?
ASD Planning structures	<p>There is a clear autism Policy and action plan for children's services (P&amp;M).</p> <p>There is a multi agency group which meets regularly to take the strategy forward (P) and there is a link to adult services (M) from his group.</p> <p>The National picture presented is that 78% of NHS staff and 92% of other statutory agency staff sought service user feedback in development of services(QQ)</p>	No lead was identified (SAQ)

Issues for Consideration
Better links between children and adult services (M)

2.

Access to training and development to inform staff and improve the understanding amongst professionals about autism.

4.

An ASD Training Plan to improve the knowledge and skills of those who work with people who have autism, to ensure that people with autism are properly supported by trained staff.

	What's working well?	What's not working well?
Training –all aspects. For professionals – a framework for training	There is evidence of awareness raising across the sector, specific service training and NHS /Education had training plans (M&SAQ).	There may be a gap in getting training to the frontline in services outside of health or education (M).  Although people receive awareness training they recognise the need for further training (SAQ) and training which is not just for support staff but for all staff (SAQ).
People/professionals who understand	People who are patient and understanding of autism, who observe and listen to understand the uniqueness of the individual; who are calm and able to sort out challenging behaviour from autism, people who genuinely care; these are the people who are able to make a difference (C).	

Issues for Consideration
<ul style="list-style-type: none"> <li>• A coordinated approach to autism training across the area (M&amp;SAQ)</li> <li>• Better links to training opportunities (M&amp;SAQ)</li> </ul>

### 3.

**A process for ensuring a means of easy access to useful and practical information about autism, and local action, for stakeholders to improve communication.**

	What's working well?	What's not working well?
Autism knowledge and awareness	<p>There is Early Bird and general awareness training in children's services (M) and Adult Learning do awareness raising about Aspergers across the public sector (SAQ).</p> <p>The ASD policy (2011) promotes community wide awareness raising (P).</p> <p>The National picture presented is that appoximately half of service providers thought they had a role in raising awareness (QQ).</p>	There are still some agencies who have a limited awareness of the impact of autism on the individual's life (SAQ).
Communication & signposting	<p>ASD policy (2011) aims to provide the right information and guidance to families (P) and a range of examples of available information was provided (SAQ).</p> <p>Psychology are good at ensuring communication needs are met (M) and other services take a person-centred</p>	Adults would benefit from post diagnostic information (M).

	approach to communication (SAQ).	
Inclusion/Acceptance of autism	There are inclusive evening classes (M).	

Issues for Consideration		
<ul style="list-style-type: none"> <li>○ A co-ordinated approach to raising awareness and providing information about local and national support would be helpful (SAQ).</li> <li>○ Improved information is an action in the service plan (M); carers raised their need for more information (C).</li> </ul>		

## 5.

**A process for data collection which improves the reporting of how many people with autism are receiving services and informs the planning of these services.**

	What's working well?	What's not working well?
Information/Data sharing	<p>Social Work collect data; there is data collection within education but there are data sharing issues re sharing with other agencies (M).</p> <p>The national picture presented is that 90% of NHS staff, 94% of other statutory agencies and 87% of service providers said they recorded if service users had autism (QQ).</p>	<p>There may be a lack of consistency in data sharing approaches (M).</p> <p>A concern was raised about the secure GSX email (M).</p>

Issues for Consideration
<ul style="list-style-type: none"> <li>○ The consistency of approach to collection of data</li> <li>○ An approach to resolving information sharing issues</li> </ul>

## 6.

**A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with autism and remove barriers.**

	What's working well?	What's not working well?
Diagnosis – all aspects	Carers reported good pre and post diagnostic support (C). NHS and Learning Disability link around adult assessment (M)	However, there is recognition that there is a gap in securing an adult diagnosis if it is not picked up in school. Adult diagnosis is off-island (M&SAQ).
Interventions (universal) for all services	Various different interventions were mentioned, Moving On, Direction Team and Shetland Befrienders (M).	
Prevention (early intervention) approach	Bruce Family Centre and Disability Shetland listen and respond to need preventing a crisis being reached ( C).	
Multi-Agency/Partnership/ Pathway, Communication and Co-ordination of services	<p>Better Brighter Future children's service plan uses the Getting it right approach to additional support services. With You For You is the person-centred approach to providing services for adults (P).</p> <p>Lots of examples of good multiagency working were provided in both children and adult services, between statutory agencies and service providers (M&amp;SAQ).</p>	<p>The multiagency approach works well around individuals but is not planned strategically (SAQ).</p> <p>There were examples given of some agencies which do not seem to engage as well (M).</p> <p>Some families will opt not to have involvement of social work, preferring to seek information and advice only (SAQ).</p>

### Issues for Consideration

- Improved information as part of post diagnostic support including information about local services (C ).

8.

**Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with autism.**

	What's working well?	What's not working well?
Environment including sensory	Psychological service input to schools about the sensory needs of autism (M).	In the national data 74% (QQ) individuals with autism completing the questionnaire reported experiencing sensory difficulties at school; 66% (QQ) of these did not receive any help with that.
Reasonable adjustments to accommodate autism	Autism friendly cinema screenings is an example of reasonable adjustment (C).	
Services - Access/Gaps/performance	In terms of services meeting the need of people with autism, the National picture presented is that 26% carers said that needs were fully met, 60% partially met and 14% not met (QQ).	Access to a GP can sometimes be difficult (M).
Service Responsibility including lack of service for people with Asperger and high functioning autism		The multi agency group suggested that services for adults with autism could be improved and that the services for individuals who are high-functioning but still have complex needs are not consistent.

Criminal Justice including Police/ Autism Alert Card	The national picture presented is that only 28% of people with autism had Autism Alert Cards and only 6% of those had used it (QQ).	
Education/Further Educations – including pre-school/mainstream and autism specific	Several mainstream schools were cited by carers as being good (C).  A person centred approach is taken to meeting the needs of students in college (SAQ).	There was a suggestion from a Statutory Agency that the information from schools to colleges could be passed on earlier so that individuals could be supported.
Employment/ Employability	Employment services work to support individuals to acquire the skills needed to gain employment or access training. The support offered is person centred and for as long as needed. Potential employers are provided awareness raising (SAQ).  Nationally 33% people with autism is said they were in work, of whom 47% had support and 56% enjoyed their work. (QQ)	It was suggested that there is a lack of employment opportunities available particularly outside of Lerwick (M).
Housing	Housing as an organisation has a good understanding of autism (C).	Housing services would like to improve housing for people with autism Shetland wide (M).
Respite	The ASD policy 2011 recognises the importance of respite to families (P).  The Laburnum Centre works well providing both respite and life skills development (C).	



Transport and Rural Issues	" I do feel however that the discreet geography and small population of Shetland means that there are opportunities to work productively & imaginatively with other agencies in meeting support needs." (SAQ).	Rurality presents a challenge to delivering the strategy in current economic restrictions (SAQ).
Autism Specific Services for Children and Adults	<p>Spectrum group, Disability Shetland, Bruce Family Centre; Laburnum Centre were all listed as valueable services (M&amp;C). One of the benefits is that these services offers routine and predictability (C).</p> <p>Nationally 66% of service providers were providing a targetted service for people with ASD (QQ).</p>	

7.

**A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.**

10.

**A self-evaluation framework to ensure best practice implementation and monitoring.**

Autistic Spectrum Disorder Policy for Children and Young People, Shetland Islands Council Children's Services (2011) recognises the importance of involving people with autism and their carers.

9.

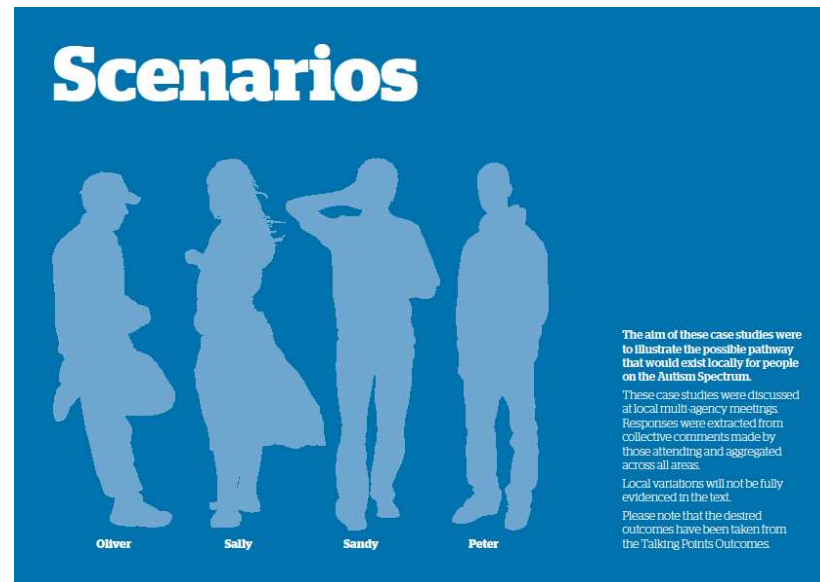
**Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.**

	What's working well?	What's not working well?
Transitions – all major life transitions	<p>The ASD policy (2011) promotes successful transition in to suitable adult service provision (P).</p> <p>The links between school and adult services are robust (M) and liaison with further education good (M&amp;MQ).</p>	<p>Lack of data sharing can make transitions difficult (MQ).</p>

## 11 Scenarios

During the course of the project the Mapping Coordinators employed a number of case studies to help agencies determine how they worked together with individuals. Of all the case studies offered four were used more often than others. Below you will find an illustration of one of those case studies with the information extrapolated from across Scotland to give a picture of what is likely to happen. This will be useful in measuring what's happening locally against the information drawn nationally.

To access the results of the case studies double click on the image below and then click on each named case study to review the results. If you are unable to access the PDF through the image please double click on the icon below.



## 11 Moving Forward

The information presented above, as stated in the introduction, offers a snapshot of the situation in your area with regard to the delivery of services for people with Autism and their families. The Service Map is not the complete story of the services you deliver in your area, However, together with the National findings and knowledge of your current delivery, it is hoped this service map will help inform the design and delivery of your Autism Action Plans as agreed under Autism Strategy funding to local authorities.

The information from the entire National Autism Services Mapping Project, across all local authorities in Scotland, will be gathered together and a full report published. The Scottish Strategy for Autism web site has up to date information on the implementation of the strategy for your information <http://www.autismstrategyscotland.org.uk/>

**Education and Families Committee****13 June 2016****Islands Education Summit Update****CS-07-16-F****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 The purpose of this report is to provide an update on the actions following the Inter Island Education Summit which was held in Orkney in August 2015.
- 1.2 The Islands Education Summit was attended by elected members and council officials from Shetland Islands Council, Orkney Islands Council and Comhairle nan Eilean Siar as well as representatives / officials from the Scottish Government and Education Scotland. The event was attended by the Cabinet Secretary for Education and Lifelong learning, Angela Constance.
- 1.3 The result of the successful summit was an action plan to take forward educational provision across the three island councils.
- 1.4 Directors and officers from the three island authorities have continued to meet and work with colleagues in the Scottish Government and Education Scotland to further develop the action plan and put its priorities into practice. The most recent meeting of this group took place on 22 January 2016.

**2.0 Decision Required**

- 2.1 That Education and Families Committee note the actions being progressed following the Islands Education Summit.
- 2.2 That Education and Families Committee endorse the inter authority collaborative working across the three Island Authorities.

### 3.0 Detail

The aims of the Summit were to:

- 3.1 Develop a partnership agreement between the Island Authorities, Scottish Government and Education Scotland designed to deliver a more effective, efficient, economic education service to children and young people.
  - 3.1.1 Relevant staff from across the Island Authorities are being brought together to share current practice and develop work plans in the following curriculum areas:
    - Early intervention and early years collaborative
    - Developing the young workforce
    - Personalisation and choice for pupils
    - E-Learning
  - 3.1.2 In addition, the Island Authorities and Education Scotland have been working closely together. This will result in a concordat / written agreement between the Island Authorities and Education Scotland.
  - 3.1.3 The Scottish Government is supporting proposals by Comhairle nan Eilean Siar to develop its E-Learning plans through the Inspiring Learning Spaces Fund. At present, not all courses are available at each of Comhairle nan Eilean Siar's 4 secondary schools. Its plan is to move initially to a common timetable for all of its schools for the senior phase Curriculum for Excellence and by linking these schools online, students will be able to access courses not offered in their local school.
  - 3.1.4 Education Scotland facilitated a two day seminar in January 2016 for School Improvement Officers and Quality Improvement Officers from the three Island Authorities which will lead to further cooperative working between the School Improvement/ Quality Improvement teams and Education Scotland. The aim is to increase capacity with all three Island Authorities and Education Scotland working much more closely together on a range of common interest areas. The feedback from the two day programme has been very positive.
- 3.2 Develop a joint Communication Strategy

Orkney Island Council is taking the lead in facilitating discussion between the communication teams for the three Island Authorities, the Scottish Government and Education Scotland to explore ways in which a joint communication strategy can be developed to inform stakeholders and communities and education issues. An initial discussion was held in early February with the three Island Authorities Communication teams.

- 3.3 Use data more effectively to establish baseline measures in the key areas. Target intervention and measure/ evaluate improvements.

Education Scotland is developing common performance data which can be used across each of the Island Authorities. A meeting of the relevant officials is planned to take forward development of Data Action Plan. In addition, initial discussions also held with Highland Council about broadening this out to include it in the Data Action Plan.

- 3.4 Develop a strategy with the Scottish Government to “Island Proof” National Strategies.

All the Island Authorities have contributed to the development of the “Our Islands, Our Future” strategy and to education elements within the new Islands Bill.

- 3.5 Develop a more effective partnership with parents in order to address key areas.

Shetland Islands Council is leading coordination of meetings between parent representatives for each of the three Island Authorities. The Island Authorities are sharing the names of parents who would meet to take this forward.

- 3.6 Host an inter island seminar on education partnerships.

The Island Authorities plan to hold a joint seminar in autumn 2016 which will reflect on progress made since Education Summit in August 2015 and focus on issues relating to developing the young workforce and sharing of good practice.

- 3.7 Facilitate a meeting of Directors of Finance and Directors of Education to look at identifying a common approach to education budget planning.

Work is in hand to plan and arrange this meeting led by the Director of Finance in Comhairle nan Eilean Siar.

- 3.8 Arrange a meeting with Ken Muir from the General Teaching Council for Scotland, and all three Directors.

A meeting was held in January 2016 to discuss the possibility of allowing dual registration of teachers for the Island Authorities.

- 3.9 Develop an inter island Young Person’s Forum

Work is in hand to hold the first forum before the seminar on education partnerships. Staff who are involved in working with young people in terms of Island Youth forums and the Youth Parliament to discuss ways forward.

## 4.0 Implications

### Strategic

- 4.1 Delivery On Corporate Priorities – This report contributes to Shetland's Local Outcome Improvement Plan under "Shetland is the best place for children and young people to grow up "and also helps to deliver Shetland's Youth Strategy. Specifically the report contributes towards empowerment, ensuring young people are provided with the tools necessary to become confident individuals for the future.
- 4.2 Community /Stakeholder Issues - There is an action on developing an effective partnership with parents and to develop a young person's forum.
- 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 main risk to these aims is in relation to ensuring the continued and effective collaboration between the different local authorities. Ongoing leadership commitment will be essential to ensure that collaboration and to drive these aspirations forward, some of which are long-term in nature.
- 4.5 Equalities, Health and Human Rights – None
- 4.6 Environmental – None

### Resources

- 4.7 Financial  
There are no immediate financial implications outwith the current budgets within Children's Services.
- 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 note the progress on the actions following the Islands Education Summit and endorse the three Island Local Authorities working collaboratively on educational matters.



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*Report Finalised: 02 June 2016*

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List of Appendices

None



**Education and Families Committee****13 June 2016****Developing the Young Workforce and Shetland Learning Partnership –  
Update Report****CS-13-16-F****Report by : Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 This report provides an update for Members in respect of the Developing the Young Workforce recommendations and progress of the Shetland Learning Partnership.

**2.0 Decisions Required**

- 2.1 That the Education and Families Committee NOTE this report.

**3.0 Detail**

- 3.1 The Commission for Developing Scotland's Young Workforce produced a report in June 2014 with 39 recommendations aimed at changing the way young people are helped into training, further, higher education and employment.
- 3.2 A report was presented to Education and Families Committee on 27 April 2014; the Committee agreed that the Director of Children's Services be asked to take on the strategic lead for this area of work for the Council.
- 3.3 On 15 December 2014, the Scottish Government published a 7 year Youth Employment Strategy based on taking forward the Developing Scotland's Young Workforce recommendations which included a joint Scottish Government / Local Government implementation plan.
- 3.4 A Steering Group has been established to oversee some of the 39 recommendations, in the first instance. The Steering Group is a multi agency group which has pulled together an Action Plan comprising all 39 recommendations; a copy is attached as Appendix 1.
- 3.5 A Project Team has also been established to take forward various pieces of work under the auspices of the Action Plan; similarly a group of secondary Head Teachers also meets regularly to progress areas of work pertinent to them.

- 3.6 Recommendation 14 requires the establishment of employer led Regional Invest in Youth Groups. The Commission recommended that these groups be set up across Scotland, led by the private sector working with employers, Local Authority Directors of Education, and the principal education and economic interests in the region. These industry led groups are to lead and drive the change in employers' engagement with schools and colleges as well as support employers to recruit more young people into their workforce.
- 3.7 In almost all other local authorities, Chamber of Commerce groups have taken this on; no such group exists in Shetland. The Steering Group suggested seeking membership to the Regional Group from those areas where we understand there to be skills gaps, namely: health and social care; oil and gas and construction. Additionally, the group felt that it was important for the aquaculture and fisheries industries to be represented; similarly social enterprise, therefore nominations were sought from each of those sectors.
- 3.8 The first meeting of Shetland's Regional Group was held on 29 April 2016, with the next meeting due to take place at the end of June. Those present, which included the Acting Principals of the two colleges, along with the Director of Development for the Shetland Islands Council, suggested expanding the group to include representatives from the following sectors: creative industries; food and drink; tourism and engineering specifically.
- 3.9 Representatives from the Scottish Government also attended the meeting, both in person and by video link. The group has been invited to bid for funding to support its work – up to £100,000 per annum for three years is available for Shetland.
- 3.10 Separately, but of significance, is the work of the Shetland Learning Partnership. As Members will know, The Shetland Learning Partnership Project was established in early 2014 in order to implement some of the recommendations agreed by Shetland Islands Council in response to the Strategy for Secondary Education Report presented to Education and Families Committee and Shetland Islands Council on 13 November 2013.
- 3.11 The Project is due to end in August 2016, at which point the ongoing work will be mainstreamed or subsumed within other projects. The Shetland Learning Partnership Project was developed to help create new opportunities for learning, principally in secondary education in Shetland and particularly in the Senior Phase. It was set within the context of national policy, including Curriculum for Excellence, and subsequently, Developing the Young Workforce.
- 3.12 The Shetland Learning Partnership established six work streams and the following summarises the work to date of each work stream:

## Work stream 1: Curriculum and Timetables

This work stream aims to ensure pupils are taught within the same common curriculum structure in secondary education in the Broad General Education and Senior Phases of Curriculum for Excellence from 2017/18, wherever they are educated, so that transition points for young people are smooth.

This work stream also seeks to ensure High School and College timetables are aligned so that pupils can access courses of their choice.

To date:

- There is now an agreed common timetable structure for all secondary schools and settings.
- From 2018, and to align with the first full academic year following the opening of the New Anderson High School building, all secondary settings in Shetland will be moving to an asymmetric week of 33 x fifty minute periods with Friday being a shorter day. This is the model already implemented in Aith Junior High School and Whalsay School as well as many local authorities across Scotland.
- At the end of 2015 it was agreed that this work stream should be subsumed within the Quality Improvement Framework as the overlap with this work was causing confusion for stakeholders. Work is ongoing to develop the following:
  - Common curriculum structure for the Broad General Education.
  - Common curriculum structure for the Senior Phase.
  - Number of learning options offered to pupils in Secondary 4.
- In 2016, a Focus Group consisting of a number of school managers, central officers, principal teachers, teachers and parent council representatives was established to consider these issues further. It is the intention that a further report with recommendations will be worked up by the Project Team of the Quality Improvement Framework at the end of this calendar year, taking into account the views of the members of the Focus Group. The report will then be shared with the Project Board of the Quality Improvement Framework at the start of 2017.
- The interim curriculum model of young people personalising their learning in Secondary 3 in up to 10 or 11 subjects in the final year of the Broad General Education, and then selecting up to 7 National Qualification subjects in Secondary 4, will continue in session 2016/17 whilst curriculum structures and subject choice models are being explored.

## Work stream 2: On-Line Learning and Workstream 4: Professional Development

The aim of work stream 2 is to develop on-line access to all curricular learning materials. The aim of the associated work stream 4 is to develop and implement a professional development programme for education staff in Shetland, relating to on-line learning.

To date:

- A year-long online learning pilot was set up in Baltasound Junior High School in 2015, whereby face-to-face teaching was to be complemented through Glow and an iPad device has been made available for each secondary learner and teacher.
- A further aspect of work stream 2 is that Shetland College offered to deliver remotely, in session 2015/16, a Unit from the Early Education and Childcare Skills for Work qualification to two Secondary 4 students in Baltasound Junior High School. The medium for delivery is Blackboard (although both pupils subsequently moved to other schools, they continued their studies in this area).
- This work stream also offered an opportunity for secondary teaching staff in the school to undertake Masters Level learning through the University of Aberdeen to develop their skills and knowledge in this area.
- An interim evaluation has demonstrated very positive results. A formal independent academic year-end evaluation will be undertaken by Aberdeen University. However given the positive results to date, plans are progressing for a second Junior High School to be included in the pilot study. Discussions are underway for the mobile devices for the second school to be sponsored externally.

### Work stream 3: Independent Learning Programme

The aim of work stream 3 is to develop and implement an independent learning programme for all students, to enable them to access learning opportunities on offer in Shetland and elsewhere.

To date:

- A short-life working group was established to consider the up-to-date research in this area. A position paper was prepared setting out the wide variety of independent learning which is taking place within secondary schools in Shetland. This included study skills supporting pupils in 'learning how to learn' Some specific tools are being devised to support independent learning time such as work place outcomes for work experiences developed as part of the senior phase academies.

### Work stream 5: Adult Learners

The aim of work stream 5 is to discuss with Further Education, Higher Education and Adult Learning providers how selected qualifications delivered in schools can be undertaken by adult learners, either on line or face to face.

To date:

- The work in this area is complete.
- A scoping study identified access to study Highers as the main gap for adult education locally.
- Additional Highers have been offered as night classes through joint work with Shetland College and Adult Learning. In 2016/17 Highers in English and a science, most likely biology, will be offered.

- Work has been undertaken to support adults accessing qualifications in schools.
- Shetland external candidates policy has been written and agreed with Anderson High School and Brae High School and been shared with all secondary settings.
- A Circular was distributed to all schools requesting that they include information about the ability of adults to access school courses on their websites.

#### Work stream 6: Establish a Virtual Vocational Academy as an Option for Senior Phase Pupils

Work stream 6 set out to develop a virtual vocational academy approach as a pilot partnership between High Schools, Local UHI Colleges and employers, with a view to promoting specific options such as engineering and care. The Academies will combine three elements: vocational, business and academic.

To date:

- From June 2015, fourteen Secondary 5 pupils in Shetland accessed the opportunity to study a two year college-based national certificate course with associated SVQ qualifications. These courses are specific subject choices and are timetabled to substitute two school-based courses. The pupils attend college two afternoons per week.
- The academy pupils have work place mentors and complementary paid summer jobs, supported by local employers.
- The subjects for the first two Senior Phase Academies are Engineering and Health and Social Care. Engineering is offered in partnership with NAFC Marine Centre and Health and Social Care is offered in partnership with Shetland College.
- These courses replicate the Foundation Apprenticeship courses that have been developed nationally by Skills Development Scotland, who have provided support both through advice and funding to develop the pilot courses.
- Train Shetland agreed to be the key point of contact for engineering pupils when they on work placement. Pupils have been selected for both Foundation Apprentice courses for a second cohort. An additional Senior Phase Academy on Built Environment is available in 2016.
- A new subject choice for Secondary 4 pupils at Anderson High School was piloted in 2015 whereby pupils studied enterprise and employability skills. This was delivered by Shetland College staff; a second cohort has recently commenced.

3.12 It is the output of Work Stream 6 that is particularly pertinent to that of the Developing the Young Workforce agenda and it is intended that the Regional Group continue to deliver and develop further that which has been achieved thus far.

## 4.0 Implications

### Strategic

- 4.1 Delivery On Corporate Priorities: Supporting young people into sustained employment is the most effective and long-term solution to reducing poverty and social exclusion, which is a key outcome in Shetland's Local Outcome Improvement Plan. Shetland Learning Partnership providing 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 is a key priority in the Council's Corporate Plan.
- 4.2 Community / Stakeholder Issues: If done effectively, providing the right support at the right time to support individuals into education, training or employment will assist those young people to increase their confidence, and improve their quality of life. Shetland will also have a locally skilled workforce which will be matched with employers needs.
- 4.3 Policy and/or Delegated Authority – In accordance with Section 2.3.1 of the Council's Scheme of Administration and Delegations, all matters relating to education and lifelong learning come under the remit of the Education and Families Committee.
- 4.4 Risk Management: NONE
- 4.5 Equalities, Health and Human Rights: Delivering an Action Plan for the Developing the Young Workforce agenda, assists the Council in meeting its responsibilities for equalities, health improvement and human rights. Creating a community where we enable all individuals to fulfill their potential.
- 4.6 Environmental – NONE

### Resources

- 4.7 Financial – Budget provision has been made within the 2016/17 Children's Services approved revenue budget to fund the ongoing activities detailed in this report. For future years, funding will be included for approval by Education & Families Committee as part of the budget proposal exercise.
- As mentioned in 3.8 above, there is an amount of £100,000 of Scottish Government funding available for the Regional Group to bid for to support the work of that group in meeting the progressing the pertinent actions within the Action Plan.
- 4.8 Legal – While there are no legal implications arising from this report, the inspection findings and action plan will assist the Council to improve how it meets its statutory obligations across a number of service areas.
- 4.9 Human Resources - As employers, Shetland Islands Council must engage with education and recruit more young people. The Council's approach to recruitment and workforce development should enable that to take place. Close partnership working already exists with both the



4.10 Assets and Property – NONE

## 5.0 Conclusions

- 5.1 This report provides information on progress made in taking ahead the Developing Scotland's Young Workforce agenda and the various strategic groups involved to meet the national recommendations. The vision is that by providing young people with learning which is directly relevant to getting a job, individuals will benefit and the economy will improve through increased youth employment locally.
- 5.2 This report sets out the current situation with regard to the funding for Developing Scotland's Young Workforce.
- 5.3 This report also provides Members with an update in respect of the work of the Shetland Learning Partnership Project which comes to a natural end in August 2016.

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### Appendices

Appendix 1 – Developing Young Workforce Action Plan

### Background Documents

Quality Improvement Framework (formally the School Comparison Project) May 2016 Update



### Developing Scotland's Young Workforce Shetland

No	Recommendation	Strategic Lead	Actions to date	Immediate Actions and Priority level	Actions to March 2017	Progress
1	Pathways should start in the senior phase which leads to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other training providers. Their delivery should be explicitly measured and published alongside other school performance indicators.	Shetland Learning Partnership	<p>Two Senior Phase Academies are up and running, one in engineering and the other in health and social care. This has been done under the auspices of the Shetland Learning Partnership which demonstrates partnership working between all local Secondary Schools and both local UHI Colleges as well as with relevant employers.</p> <p>A pilot is underway whereby pupils in Anderson High School can study core essential skills for Modern Apprenticeships along with Employability skills in S4</p>	<p>Develop third Senior Phase Academy on construction for introduction in June 2016.</p> <p>Evaluate current academies on an ongoing basis</p> <p>S4 pilot will be formally evaluated in May 2016 and recommendations made to roll it out if successful.  <b>This is a high priority, but is being taken forward by the Shetland Learning Partnership who will update the DYW Project Team and Board.</b></p>	By March 2017 have the planned suite of six Senior Phase Academies should be agreed, for introduction over the following three years.	<p>Applications received for the two Foundation Apprenticeships in Engineering, Health and Social Care and for the third Senior Phase Academy in the Built Environment.</p> <p>New contracts now agreed between SDS, and Shetland College and Shetland Learning Partnership re delivering Foundation Apprenticeships.</p>

## Appendix 1

2	A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.	Quality Improvement Team	Local work on careers opportunities is long standing; this should be reviewed in view of this report where it is recommended that career information should be provided in primary school along with an introduction to the world of work and pupils exposed to numerous opportunities throughout their education.	Map local practice.  Develop a local action plan by June 2016.  <b>High Priority.</b>	To be determined in June 2016 in view of Action Plan.	Career Education Standard (3-18) has been published by Education Scotland.
3	A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should	Education Scotland  Schools Quality Improvement Officers  Enterprise Development	National Standards published in September 2015.  Local Quality Improvement Framework.	Assess local practice against national standards.  Develop a local action plan in relation to the standards by April 2016 including considering how work experience can be built into the Senior Phase.	To be determined in April 2016 in view of Action Plan.	Enterprise Development Officer will email Education Scotland's Self Evaluation Tool to all secondary head teachers so they can map their progress. He will also email his mapping

## Appendix 1

	involve input from young people. Work experience should feature in the Senior Phase Benchmarking Tool and in Education Scotland school inspections.	Officer/Work Experience Organiser		<b>High Priority.</b>		document.
4	Colleges' key role in the development of Scotland's young workforce should be recognised and managed through Regional Outcome Agreements.	Boards of Shetland College and NAFC Marine Centre	STERT ongoing	Ascertain the content of Regional Outcome Agreements in relation to development of Scotland's Young Workforce. <b>High Priority.</b>	Ensure DYW is reflected in local Colleges' plans and outcome agreements on an ongoing basis.	
5	The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement.	Boards of Shetland College and NAFC Marine  Business Development and Training Manager, Shetland College	Industry representation on college board (CHECK)  Shetland Skills and Learning Strategy (Draft).	Progress Shetland Area Skills Investment Plans  Establish linkages  <b>High Priority.</b>	Develop a process to ensure partnerships with industry are established.	

# Appendix 1

6	A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements.	Community Planning Partnership  Development Partnership	Local Outcome Improvement Plan (Draft) 2016-2020.  Shetland Skills and Learning Strategy (Draft)	Progress Shetland Area Skills Investment Plan  <b>High Priority.</b>	Develop a process to enhance commitment as required by April 2016.	
7	Modern Apprenticeships should be aligned with the skills required to support economic growth.	Project Team in view of national work	Working Group to be established (Ref 1.1 of Area Skills Investment Plan)	Mainly a national action but Working Group to be set up to develop a plan on how this could be achieved along with targets and monitoring criteria.  <b>High priority</b>	Draft Plan to be submitted to Development Partnership by end December 2015.  Final Plan and implementation (if resources available) by end March 2016	Already meeting these recommendations through work with Train Shetland.  The Business Development and Training Manager from the Shetland College is attending a modern apprenticeship expansion plan meeting in April and will feed back.

## Appendix 1

8	Development of Modern Apprenticeship access processes and progression pathways should be prioritised.	Project Team in view of national work	Working Group to be established (Ref 1.1 of Area Working group to be set up to develop a plan on how this could be achieved along with targets and monitoring criteria.  Skills Investment Plan)	Mainly a national action but Working Group to be set up to develop a plan on how this could be achieved along with targets and monitoring criteria.  <b>High priority</b>	Consider whether further work is required in this area in response to SDS and Regional Group.	As above.
9	An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships.	National action.		<b>National Action</b>		
10	If employers can be encouraged to offer significantly more good quality apprenticeships, the Scottish Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts.	Skills Development Scotland  Scottish Government		<b>National Action</b>		

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11	Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations and their members to ensure that their work is underpinned by an understanding of industry's needs and expectations.	Education Scotland		National Action.		
12	A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.	Schools  Work place staff Shetland Regional Group	Needs to be built into Schools/ Quality Improvement Service Plan Shetland Energy Skills group – employers willing to be involved Work experience staff	High Priority	Plan in place and being implemented by end of June 2016.	Part time STEM Adviser been appointed for a year for Shetland, through SDS. Focus on P7-S3.  Quality Improvement Officer and Project Manager to facilitate meeting between Education Scotland (2 yr post to focus on STEM subjects) and the Chairpersons of



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						the STEM Subject Development Groups.  Head Teacher of Aith Junior High School will provide feedback from STEM representative who visited Aith Junior High School.
13	Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.	Integrated Children & Young People Strategic Planning Group Bridges Employability Pipeline Officer & Policy Manager	Employability Working Group.	Needs to be added to the Children's Plan. Ascertain how Bridges, Employability pipeline and Moving On intervenes and assess if more is needed.  <b>Mapping exercise is high priority, but it is likely sufficient action is being taken.</b>	Decide if more support is required beyond that in place by February 2016 (if so develop Plan by April 2016)	Acting Team Leader, Bridges is working on a project related to Bridges – he will feed back to the Project Team. Employability Pipeline Officer attended a national Opportunities for All meeting – focus on pre-activity agreements. She will meet with Head Teacher of Anderson High School and Quality Improvement Officer for ASN to

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						discuss a possible pilot in Shetland.
14	The Scottish Government should support the creation of regional industry-led Invest in Youth groups across Scotland to provide leadership and a single point of contact and support to facilitate engagement between employers and education.	Scottish Government Project Board/Team	Shetland Regional Group	Establish a Shetland Regional Group comprising the following representation education: secondary and tertiary, economic development, HIE, SDS, and industry (at least three members one of whom is Chair). First meeting by April 2016. Remit as set out on P45-46 DYW report, (Check how it can fit with Business development processes at Colleges and local Development Partnership). Ascertain the availability of national funding to support such a group. <b>High Priority</b>	Well established Shetland Regional Group considering how best to support young people to good employment through education	First meeting of Regional Group scheduled for 29 April 2016.
15	Businesses across Scotland should be	Schools / Quality	SDS Mapping exercise re employer engagement.	Mapping exercise by April 2016.	Plan in place (if required) by	Head Teachers to complete and

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	encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.	Improvement	HIE Account management businesses in receipt of public funding	To be supported by the Shetland Regional Group.  <b>High Priority</b>	April 2016.	submit by 3 March 2016.  Support will be provided by SDS.
16	Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers.	Scottish Government	School staff leaders to gain knowledge of local employment/key industry sectors	<b>National Action.</b>		National action which will affect school staff. Project Manager will discuss with Training and Development Officer.
17	Employers and national industry sector groups should form partnerships with regional colleges to ensure course content is industry relevant and full advantage is taken of work based learning and employment opportunities.	Economic Development Strategy  College Business Development Staff (Business	Shetland Regional Group	Check if this is being done regionally or locally through UHI by December 2015. This should be supported by the Shetland Invest in Youth Group.	Develop local plan if needed by Spring 2016.	In development – Business Development and Training Manager from the Shetland College now involved in a Business Development

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		Development and Training Manager from the Shetland College)		<b>High Priority</b>		Practitioners Group. Business development for the sector needs to be strengthened.
18	In the development of future industry Skills Investment Plans and Regional Skills Assessments, and in the updating of existing plans, there should be a specific focus on youth employment and the development of vocational pathways starting in the senior phase.	Skills Development Scotland and/ or Highlands & Islands Enterprise	Shetland Skills and Learning Strategy (Draft)	Discuss with HIE and local SDS staff by January 2016  <b>Medium Priority.</b>	<b>Complete</b>	
19	A nationally defined Invest in Youth Accolade should be developed to recognise industry's engagement in the development and employment of Scotland's young workforce.	Scottish Government	Companies/employers in Shetland acknowledged for role in training young workforce.	Business action, support if requested.  <b>National Action initially.</b>	<b>Complete</b>	
20	A small business Modern Apprenticeship recruitment incentive package should be developed to equip and support smaller and micro	Train Shetland/ SDS Business Development	Query with Scottish Government.	Discuss with Train Shetland and Economic Development in the first instance; thereafter work with Regional	Develop a local plan if needed by May 2016.	Remove from Project Team remit.

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	businesses to recruit and train more young people.	and Training Manager from the Shetland College		Group to ascertain what may be needed locally. <b>Medium Priority.</b>		
21	Voluntary levy schemes to recruit and train young people in skills shortage areas should be encouraged. Groups of employers should be supported to work in collaboration, with the Scottish Government providing co-funding.	Scottish Government	Inequalities, including rural inequalities. £150K of local authority investment.	<b>National and Regional action initially.</b> Shetland Invest in Youth Group should consider when well established.		
22	Procurement and supply chain policies in both the public and private sectors should be applied to encourage more employers to support the development of Scotland's young workforce.	Procurement Team	Tenders and contracts to include evaluation of age diversity of workforce	Discuss with procurement staff by March 2016  <b>Medium Priority</b>		Not an action for local authority procurement staff.
23	Public sector employers should be encouraged by the Scottish Government and local authorities to be exemplars in a national Invest In Youth Policy and this should be explicitly	Corporate Plan	Age profile of workforce of SIC, NHS Shetland, Public sector Trusts. Invest in Youth Policy baseline point?	Review corporate Plan of SIC and Community Plan and discuss with HR by February 2016.  SIC Workforce Development Plan	Agree corporate plan additions if needed by Summer 2016.  HIE have obtained liYP	SIC Recruitment & Selection Policy, Workforce Strategy, and planned Workforce Development Strategy all

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	reflected in their published corporate plans.			<b>Medium Priority.</b>	status.	reference the Corporate Plan's action to increase the number of young people being employed.
24	Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people.	Economic Development Strategy – Executive Manager, Economic Development & Area Manager Shetland, HIE	HIE have graduate placement scheme for account managed businesses, and employment of young people part of all conversations around investment.	Discuss with Economic Development and HIE regarding those businesses in receipt of public funding by March 2016  <b>Medium Priority.</b>	Discuss with Development Department re potential developments. June 2016.	To be discussed by Regional Group.
25	Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.	Skills Development Scotland	Engage with employers on what will be effective in practice	<b>National Action.</b>		
26	Scotland should embed equality education across Curriculum for Excellence.	Education Scotland	School Improvement Plans	Agree process by March 2016. <b>High Priority</b>		Project Team agreed that this should be done by everyone all the time in everything they do.

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27	Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.	Skills Development Scotland/ Quality Improvement Team	Shetland Skills and Learning Strategy (Draft)  Tackling Inequalities.	Discuss at Employability Working Group and with SDS locally by April 2016. Undertake local mapping.  <b>High Priority</b>		To be discussed with the ASN Management Team and the LAC Strategy Group with respect to young people with additional support needs and care leavers. Quality Improvement Officer for ASN to feed back to Project Team.
28	Senior phase vocational pathways should be designed to encourage more gender balance across occupations.	Shetland Learning Partnership/ Skills for Work/ Shetland Regional Group	Occupational Segregation Working Group.	Shetland Learning Partnership to review gender challenge to date and consider actions for Summer 2016 by end of December 2015. <b>High priority.</b>		Area Manager, Shetland, HIE, looking to pilot something in Shetland re tackling gender segregation through the Occupational Segregation Group.
29	The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic	Shetland College Board/ NAFC		Check if this is a local or regional UHI action with College Principals by January 2016.		

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	but stretching improvement targets. The Scottish Funding Council should report on this annually.			<b>High Priority</b>		
30	Skills Development Scotland should develop an action plan to address gender disparities within Modern Apprenticeships. This should be underpinned by realistic but stretching improvement targets. SDS should report on this annually.	Skills Development Scotland		<b>National Action.</b>		
31	A targeted campaign to promote the full range of Modern Apprenticeships to young people and parents from the BME community should be developed and launched to present the benefits of work based learning as a respected career option and alternative to university.	Skills Development Scotland/ QIO, ASN		Local mapping should be undertaken by March 2016.  <b>High priority</b>	Local action plan should be devised as required depending on outcome of mapping exercise	Data gathered on BME but linking it with modern apprenticeships may be difficult. Check to be made re sharing of relevant data.  504 school pupils with an ethnic background listed, and 103 with English as a second language.



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32	SDS should set a realistic but stretching improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this should be reported on annually.	Skills Development Scotland		<b>National Action.</b>		
33	Career advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.	Additional Support Needs Management Team	Data Hub	Check current situation and ascertain if further work is needed by February 2016.  <b>High Priority.</b>		Pilot underway – Acting Team Leader, Bridges to forward his evaluation to the Project Team once complete.  Quality Improvement Officer for ASN, is working on a plan to change transition arrangements for those who experience barriers.
34	Funding levels to colleges and MA training providers should be reviewed and adjusted to reflect the cost	New College Board Skills Dev Scotland &	Local bursaries	<b>National Action.</b>		

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	of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.	SFC				
35	Within Modern Apprenticeships, SDS should set a realistic but stretching improvement target to increase the number of young disabled people. Progress against this should be reported on annually.	Skills Development Scotland	Recruitment and In-training guidance and support for employers and apprentices required.  SDS contribution funding needs to be clarified	<b>National Action.</b>		
36	Employers who want to employ a young disabled person should be encouraged and supported to do so.	Employability Working Group	Signposting of assistance available.  COPE	<b>Mainly a National Action</b> Locally, ascertain current arrangements with Employability Working Group by March 2016. <b>High Priority.</b>		Mapping exercise to better explain what is happening locally has been carried out. Schemes include: Employability Pathway, job brokerage service through Moving On Employment Project and SERI (Scotland's Employer Recruitment

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						Incentive) Scheme.
37	Educational and employment transition planning for young people in care should start early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary.	Looked After Children Strategic Group	Partnership working with agencies involved to plan effectively	Ascertain current arrangements with Looked After Children Strategic Group by April 2016.	Develop local action plan as required in view of current arrangements.	Quality Improvement Officer for ASN and Acting Team Leader, Bridges will discuss this with the LAC Strategy Group.
38	Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.	Looked After Children Strategic Group		Ascertain current arrangements with Looked After Children Strategic Group by January 2016.  <b>High Priority.</b>	Develop local action plan as required in view of current arrangements.	As above.
39	In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers.	Scottish Government		<b>National Action.</b>		

**Acronyms**

AHS – Anderson High School

ASN – Additional Support Needs

BME – Black, Minority and Ethnic groups

DYW – Developing the Young Workforce

HIE – Highlands and Islands Enterprise

liYP – Investors in Young People

LAC – Looked After Children

NAFC – North Atlantic Fisheries Centre

QIO – Quality Improvement Officer

SDS – Skills Development Scotland

SIC – Shetland Islands Council

SERI – Scotland's Employer Recruitment Incentive

SFC – Scottish Funding Council

UHI – University of Highlands and Islands

**Education and Families Committee****13 June 2016****Early Learning and Childcare****CS-15-16-F****Director of Children's Services****Children's Services****1.0 Summary**

- 1.1 The purpose of this report is to enable the Education and Families Committee to consider how the Scottish Government's national agenda for expansion of Early Learning and Childcare (pre-school education) will be delivered in Shetland.
- 1.2 The Children and Young People (Scotland) Act 2014 Early Learning and Childcare Statutory Guidance details the guidance to education authorities on the exercise of our function in relation to the provision on Early Learning and Childcare previously known as pre-school education.
- 1.3 There is a requirement for each local authority to consult with representatives of parents of children under school age in their area on how they should make early learning and childcare available every second year.
- 1.4 The attached Scottish Government discussion paper, (Appendix A) programme of trials published in January 2016 sets out the Government's commitment to increase the early learning and childcare entitlement to 1140 hours per year by 2020. This provision will continue to include all three, and four year old children and specific Entitled two year olds.
- 1.5 To meet this considerable development agenda, I will establish the post of Quality Improvement Officer, Early Learning and Childcare. The key priority for this post will be to take forward how the Children and Young Peoples (Scotland) Act 2014 will be implemented in Shetland and how the increase in the early learning and childcare entitlement to 1140 hours per year by 2020 will be provided.

## **2.0 Decision Required**

- 2.1 That Education and Families Committee note the contents of this report.

## **3.0 Detail**

- 3.1 In August 2014, as a result of the Children and Young People's Act 2014, the entitlement to free hours of Early Learning and Childcare increased from 475 hours to 600 hours for all 3 and 4 year olds. This is provided in Shetland through a number of early years provisions attached to primary and junior high schools, partner providers and an early years provision run by Shetland Islands Council.
- 3.2 From August 2015 specific two year-olds also became eligible to 600 hours of Early Learning and Childcare. These are:
- Two-year olds who are Looked After by the local authority, or who are in kinship care or who live with Parent Appointed Guardians;
  - Two year-olds whose Parents/Carers receive any of the following benefits: Income Support, Job Seekers Allowance, Employment Support Allowance, Incapacity Benefit or Severe Disablement Allowance, or Pension Credit.
- 3.3 Currently Children's Services has two settings registered for two year olds, and we have two partner provider settings registered for two and a half year olds. We need to enable more of our current settings to obtain registration with the Care Inspectorate for two-year olds, and for these settings to be more geographically spread, throughout Shetland. These could be our nursery classes, partner providers or privately owned childcare settings. The main types of alterations required for our nursery and partner provider settings will be the provision of sleeping areas and changing facilities.
- 3.4 To enable the further expansion of both the length of time from 600 hours to 1140 hours by 2020, and the inclusion of specific entitled two year olds Children's Services will require to focus on the following aspects of service delivery over the next two years:
- How it will configure the expanded service to best meet the different needs within the Shetland community;
  - How it will staff this model;
  - The role of teachers within any revised model;
  - The management of each provision;
  - The role of partner providers in any expanded model, and the level of grant given;
  - Workforce Development issues – assessing needs, forward planning to ensure appropriately qualified staff are available;
  - Flexibility for parents;

- The suitability of current settings, and the capacity for this expanded service, and the resulting capital implications.
- 3.5 There is a Project Brief (Appendix B) which sets out how Children's Services intends to develop a delivery model for 1140 hours by 2020 for all Early Learning Settings in Shetland, and in doing so meet the expectations of the Scottish Government and the needs of families in Shetland.
- 3.6 The Scottish Government has declared they will fund this expansion. However at this time, there is a level of uncertainty surrounding what funding we will actually receive. Moving forward, Children's Services will need to be clear about additional monies and how these can be accessed for this purpose.
- 3.7 Scottish Futures Trust has been tasked with undertaking an audit to understand the potential impact on Local Authority early years estates.

## 4.0 Implications

### Strategic

- 4.1 Delivery On Corporate Priorities – This report contributes to Shetland's Local Outcome Improvement Plan under "Shetland is the best place for children and young people to grow up". It also will contribute to Shetland Islands Council Our Plan 2016 to 2020 under Young People, 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.
- 4.2 Community /Stakeholder Issues - There is a commitment for each Local Authority to consult with parents regarding early learning and childcare in 2016 as was undertaken in 2014.
- 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 – There are risks associated with these actions therefore the tasks have to be undertaken and the obligation of Shetland Islands Council to meet the 1140 hours of early learning and childcare by 2020 has to be properly planned for during the next four years.
- 4.5 Equalities, Health and Human Rights – None
- 4.6 Environmental – None

### Resources

- 4.7 Financial - There are no financial implications from the establishment of a Quality Improvement Officer Early Learning and Childcare. Budget

for this post can be found from existing resources. The Scottish Government has made it clear that capital funding will be provided for the alterations required to enable the 1140 hours of early learning and childcare to be implemented will be implemented.

- 4.8 Legal – There is a duty on Shetland Islands Council to meet the requirements of the Children and Young People (Scotland) Act 2014 and statutory guidance has been produced by the Scottish Government regarding Early Learning and Childcare.
- 4.9 Human Resources – The post of Quality Improvement Officer Early Learning and Childcare will be established using the existing authority delegated to the Director of Children's Services.
- 4.10 Assets And Property – There may be capital works which are required from the audit undertaken by Scottish Futures Trust to adapt buildings to meet the needs of the increase to 1140 hours.

## **5.0 Conclusions**

- 5.1 Education and Families Committee is asked to note the substantial amount of development work required by Children's Services to meet the expansion of Early Learning and Childcare to 1140 hours.

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Report Finalised: 06 June 2016

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### List of Appendices

Appendix A: Scottish Government Discussion Paper  
Appendix B: Project Brief



**EARLY LEARNING & CHILDCARE  
1140 HOURS EXPANSION**

**Programme of Trials**

**SCOTTISH GOVERNMENT DISCUSSION PAPER**

## 1. Introduction

This Government's Purpose is to make Scotland a more successful nation from which all of Scotland's people can benefit. To achieve this and enhance our ability to compete, we need to tackle some of the significant inequalities which persist in Scotland. Tackling risks early and building the resilience of children, young people and families will improve the educational, health and employment outcomes of our people.

This is why we have placed children and families at the heart of policy making as a key element of our vision to:

*“make Scotland the best place in the world to grow up in by improving outcomes and reducing inequalities for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed”.*

Our aim is to develop high quality, flexible early learning and childcare (ELC) which is affordable and accessible for all. This means the whole system - including out of school care - and not just the Government funded hours.

Currently, free provision of early learning and child care is offered to all 3 and 4 year olds, as well as eligible 2 year olds. From August 2014, free provision increased to 600 hours per year, equivalent to around 16 hours per week if delivered during school term time. However, we are committed to increasing the early learning and childcare entitlement to 1140 hours per year by 2020. This will continue to cover all 3 and 4 year old children, and eligible 2 year olds. High quality will be at the heart of ELC provision, as will providing the flexibility parents need to work, train or study.

In preparation for the expansion to 1140 hours of ELC, we will establish a programme of trials testing a variety of delivery models. The aim of these trials will be to test how best to deliver ELC to all eligible children across a spectrum of differing requirements. The intention will be to develop case studies of what works, where and why, and to assist in the dissemination of best practice across local authorities and providers. In doing so, we will ensure that the expansion to 1140 hours of free provision delivers the benefits to children and families in Scotland that will be vital in achieving our ambitions.

This commitment by the First Minister will transform the lives of families across Scotland. It is during our very earliest years that a large part of the pattern for our future adult life is set. This is true in terms of educational outcomes, health outcomes, and future life prospects. Evidence shows that disadvantages experienced from birth onwards can impact adversely on the life chances of our children. Estimates suggest that by age 5, children in more advantaged circumstances are between 11-18 months ahead in their expressive vocabulary skills and between 6-13 months ahead in their problem solving ability<sup>1</sup>. The impact of this

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<sup>1</sup> Bradshaw, P (2011) Changes in Child Cognitive Ability in the Pre-school Years, Edinburgh, Scottish Government <http://www.scotland.gov.uk/Resource/Doc/350161/0117210.pdf>

disadvantage can be seen throughout an individual's life, in poor health, employment and social outcomes.

Improving access to affordable ELC also helps to reduce barriers to participating in the labour market which parents with small children face. For example the OECD's Doing Better for Families report highlights that childcare constraints often play an important role in parents' work decisions, and that provision of more comprehensive childcare helps remove barriers to employment.<sup>2</sup> We have observed that, as ELC in Scotland has expanded, levels of female employment have risen. In April-June 2015, Scotland had the second highest female employment rate amongst the EU 28 countries.

### ***Co-design of services***

We want the scale of this ambition to be matched by the quality of the delivery of the commitment, and to demonstrate how the Scottish Government engages with the people of Scotland to co-design its public services, by:

1. building on the assets and strengths of individuals and communities,
2. developing policy *with* people rather than imposing it *on* them, and
3. committing to continuous improvement

Delivery of ELC via local government (who also commission ELC locally, and are a crucial partner in our expansion plans), the private and voluntary sectors means Scottish Government must act in partnership with its key stakeholders to ensure the delivered services meet the needs of all parents and children. By acknowledging our stakeholders as key delivery partners and by sharing responsibility for co-designing these services with them, this discussion paper reflects each of these three themes.

The primary aim of this discussion paper is to enable all stakeholders and delivery partners to contribute to the scope and design of these trials. We want to ensure provision of a service that is valuable, effective and feasible. In doing so, it is imperative that all people involved in the system – including those either using or providing the service - have a say in the key features that should be considered. To assist in this dialogue, this paper sets out an overview of our policy on ELC, the benefits that derive from ELC and the rationale for conducting a programme of trials. It also includes a selection of case studies of existing innovative practice.

As part of our broader engagement process, we will also be supplementing this paper with a series of bespoke engagement events. This will include an ELC National Summit in February. Information and opinions presented to us through all these fora will help determine the shape of the subsequent programme of trials.

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<sup>2</sup> OECD (2011), Doing Better for Families <http://www.oecd.org/social/soc/doingbetterforfamilies.htm>

## ***Rationale for trials***

The Scottish Government is fully committed to driving, enabling and supporting this transformative change, and delivering the commitment together with our partners. We are therefore setting up a programme of trials that test different delivery models. The aim of these trials will be to test how best to deliver ELC in a way that meets users' needs and can take account of local requirements and conditions.

The trials will identify what works, where and why, and share best practice across local authorities and providers. We also expect the trials to:

- test innovative models of ELC delivery, including affordability and feasibility
- provide a foundation for the sharing of best practice
- stimulate growth in the local market and increase capacity in ELC settings (including with childminders and schools)
- reaffirm our commitment to good quality ELC – including measuring impacts on child outcomes and,
- encourage parental demand for the new entitlement and overcoming barriers to take-up, including how ELC might work for the most vulnerable by funding support in the home to access formal childcare.

To ensure the delivery models test a variety of approaches that benefit providers, children and parents alike, we are asking delivery partners and users to co-design the delivery models to be tested.

We will ensure the trials are fully evaluated: we will examine the actual implementation and impacts of the delivery model to assess its anticipated and unintended effects, costs and benefits. Evaluation findings can identify “what works”, where problems arise, highlight good practice, identify unintended consequences or unanticipated results and demonstrate value for money, and hence can be fed back into the appraisal process to improve future decision-making.

## ***Desired features of an ELC system***

As we expand ELC in the coming years, our commitment to ensure both quality and flexibility is set in stone. The remainder of this paper elaborates on these themes in greater detail. **To inform the design of our programme of trials, we would welcome feedback from all stakeholders on the following areas:**

1. *What should be the key features of Scotland's ELC model?*
  - We know that providing ELC to families has a positive impact on many areas of their lives: these include child development, narrowing the attainment gap, allowing parents to work, train or study, as well as fighting poverty and inequality in our communities. What are the features that we fundamentally cannot compromise on within our ELC delivery model. Are there additional outcomes not referenced here that our ELC policy should aim to achieve?
2. *Which specific principles of ELC models should be prioritised within our programme of trials?*

- Different models of ELC provision might be better at delivering different outcomes. The principles we would like to see provision based on might include (but are not limited to): providing quality, flexibility, fairness, promoting parental choice, accessibility, integration with other services, value for money (for whom? the user, the provider or both?), integration with home life, enabling work, addressing the differing needs of 2, 3 and 4 year olds, and sustainability, among others. Some of these principles may already be more firmly established than others. What principles should take priority? Which would you like to see trialled?
3. *What do you see as the key barriers to a successful implementation of the 1140 hours commitment?*
    - What are the main risks in implementing this commitment by August 2020? Barriers might be financial, organisational, cultural, or might take some other form entirely. What stands in the way of this commitment being delivered successfully for users and providers alike?
  4. *How might these trials be designed to overcome such barriers?*
    - We want to know what these barriers are so we can test different approaches, develop critical understanding of what is effective and feasible, and to share best practice amongst all those with a role in delivery? How would you like the design of the trials to reflect this?
  5. *Are there existing examples of best practice within ELC provision that you can share with us?*
    - What providers already offer users an outstanding service? What features of their work makes their provision exceptional? These might include either outstanding overall or specialised services, or a response to a particular local challenge.
  6. *Are there existing examples of innovative delivery within ELC provision that you can share with us?*
    - Do you know of innovative approaches to providing high quality, flexible ELC anywhere in the world from which we should be learning? Are there existing innovative delivery models in Scotland whose impact you would be interested to see evaluated ?
  7. *What outcomes should we be measuring through this programme of trials?*
    - What would a successful trial look like, and how would we measure it? What indicators will be needed to inform decisions on future delivery? What areas of children's and families' lives might the expansion of high quality, flexible ELC have a positive impact on? How would we measure the impact of a particular delivery model on providers and other stakeholders?
  8. *Are there other services for children and young people that the trials should be integrated with?*
    - Children and Families use a variety of national and local services, and co-locating or linking these with Early Learning and Childcare provision may bring benefits to users and/or providers of the service – these benefits might mean more integrated services which are better, more convenient and/or easier to access; they might provide better value for money or raise awareness of common interests. What opportunities might exist, and how might these be trialled?

9. *Are there local/regional characteristics that should be explicitly built into the trials?*
- Scotland is a country with great regional and local diversity, and in order to be successful, the models of ELC provision will need to be cognisant of and reflect these local needs. Which local/regional characteristics most preclude a 'one-size-fits-all' approach? What responses to specific local challenges might ELC trials need to address to be of real value?
10. *How can we design trials in such a way as to ensure scalability?*
- To maximise the value of this programme, we want to ensure that the lessons we learn from our chosen trials can be applied to similar ELC settings in Scotland. What do we need to factor into the design of the trials to enable this?
11. *Would you be interested in being involved in the programme of trials? If so, in what capacity?*

*See How to Respond section at end of this document.*

## 2. Policy overview

The Scottish Government is committed to putting children and families at the heart of policy making as a key element of our vision, as captured in the Children and Young People (Scotland) Act 2014 to:

*“make Scotland the best place in the world to grow up in by improving outcomes and reducing inequalities for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed”.*

Regarding ELC specifically, our stated ambition is to develop a high quality, flexible system – integrated with out of school care - which is accessible and affordable for all.

There are four main reasons for state provision of ELC, as set out by the European Commission and OECD, and to which Scotland subscribes:

1. To promote social justice by providing the best start in life for all children and thereby improve children’s outcomes
2. To develop gender equality, particularly in labour market participation
3. To reduce future costs on demand for public services
4. To encourage economic growth

Our approach is therefore fundamental to the two key pillars within the Scottish Economic Strategy of increasing competitiveness and tackling inequality.

### **Key dates and developments**

The Scottish Government increased the entitlement to free ELC from 475 to 600 hours per year through the Children & Young People (Scotland) Act 2014, and has pledged to increase this entitlement to 1140 hours per year by the end of the next Parliament – equivalent to around 30 hours per week if delivered during term time. Key dates are summarised below:

Key dates and developments in early learning and child care provision in Scotland				
2000	2002	2007	2014	2020
<b>Standards in Scotland’s Schools etc Act</b>  places a duty on local authorities to secure a pre-school education place for all 3 and 4 year olds whose parents wished this.	<b>Free pre-school education introduced</b>  412.5 hours pa, normally delivered 2.5 hours per day over 33 weeks.	<b>Free pre-school education increased</b>  to 475 hours pa, normally delivered 2.5 hours per day over 38 weeks.	<b>Children &amp; Young People Act</b>  free ELC increased to 600 hours pa - initially delivered via five 3 hour 10 minute sessions per week over 38 weeks. Statutory requirement on local authorities to consult with parents every 2 years.	<b>1140 free hours ELC per year</b>  Delivering high quality ELC with greater flexibility for parents/carers and other beneficiaries e.g. employers.

## **Current free early learning and child care entitlement - 600 hours pa**

Currently, free provision of early learning and child care is offered to all 3 and 4 year olds, as well as eligible 2 year olds. From August 2014, free provision increased to 600 hours per year, equivalent to around 16 hours per week if delivered during school term time. Local authorities are fully funded to provide this additional provision, and secure it through both their own services and partner providers. Increased choice and flexibility based on local consultation should ensure a range of options within a framework of minimum 2.5 hours per day up to a maximum of 8 hours.

### **Case study**

#### **Early learning and child care for eligible 2 year olds**

Gail Wallace, 31, from Kingsway, Dundee is mother to three boys. The manager of the Rowantree Nursery School, which her older children already attended, told her that two year old Rhys was eligible for free early learning and childcare hours. He started in August last year.

*“The real difference to me was that it gave me the time to look a job. I didn’t have any childcare arrangements for Rhys which made things like going to the Jobcentre very difficult. Once Rhys was in nursery, I was able to go to the library round the corner to work on my CV and apply for jobs. I now have a part-time job in catering and our family is better off financially. If the childcare hadn’t been free I wouldn’t have been able to pursue my job hunt until Rhys turned three.”*

The free early learning and childcare hours have also benefitted Rhys.

*“His speech and social skills have got better and he has learnt new things like nursery rhymes. The rules and routine that we teach him at home are reinforced at nursery and he has got a lot better at sharing with his brothers. I have seen a real difference in the way he plays with his brothers now and I think that’s because at nursery, he is sharing toys and interacting with a lot more children.*

*“I know from my experience with my oldest child that nursery is great in getting them ready for school. I have no hesitation in recommending early learning and childcare to other parents.”*



## ***The Children and Young People (Scotland) Act 2014***

The Children and Young People (Scotland) Act 2014 was passed by the Scottish Parliament in February 2014, and received Royal Assent in March 2014. Since August 2014 the Act has strengthened the role of early learning and childcare in children's and families' lives. The Act has increased the amount of funded early learning and childcare from 475 to 600 hours a year for all 3 and 4 year olds. This offer has also been extended to 2 year olds for the first time over a 2 year period. Since August 2014, this has included those who are, or have been at any point since their second birthday, looked after, under a kinship care or guardianship order, and those with a parent in receipt of out of work benefits, reaching around 15% of all 2 year olds. From August 2015, the offer has been extended further to those who meet the free school meal criteria, this includes families on low incomes.

By the start of the summer term in 2016, 27% of all 2 year olds in Scotland will be eligible, which is around 20,000 2 year olds per year. This is in addition to an estimated 120,000 three and four year olds; therefore, around 140,000 children are eligible and able to benefit from funded places in Scotland.

The Act has also placed flexibility on a statutory footing for the first time. There is now a duty on local authorities which requires them to consult at least once every 2 years with representative groups of local parents on patterns of provision which will best meet their needs. This will allow local authorities to plan how they will reconfigure services to better meet the needs of working parents and should introduce a greater level of flexibility and choice in to the system, year on year.

Since the Act has been passed we have also developed statutory guidance to support local authorities with implementation, and we have developed guidance for practitioners called Building the Ambition. This will support practitioners to deliver high quality early learning and childcare experiences for our young children.

### *Future increase in free early learning and child care entitlement - 1140 hours pa*

In the 'One Scotland' Programme for Government 2014-2015<sup>3</sup>, the foreword by the First Minister states that:

*"In the coming year we will support the provision of 600 hours of childcare to over 120,000 3 and 4 year olds and eligible 2 year olds. In the years ahead we want to build upon that to almost double the number of free hours to 30 hours a week of free childcare by the end of the next Parliament, and we will begin to plan for this expansion immediately."*

This planned increase in entitlement will continue to cover all 3 and 4 year old children, and eligible 2 year olds; and to support families to secure sustainable employment or routes out of poverty. Providing more flexible provision will be a key element of the expansion to 1140 hours pa. We will build on the work done through the 'Scotland's Schools for the Future Programme' and the Scottish Futures Trust to

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<sup>3</sup> One Scotland' Programme for Government 2014-2015, Scottish Government  
<http://www.gov.scot/Resource/0046/00464455.pdf>

support the expansion of local authority accommodation; and the recent workforce review undertaken by Professor Iram Siraj, to ensure that quality is at the heart of the forthcoming expansion of the workforce.

### **3. The importance of early learning & childcare**

#### ***The benefits of early learning and childcare***

A considerable body of evidence has shown the substantial benefits of early learning and childcare for children:

- There are positive behavioural outcomes in terms of independence, sociability and concentration
- Early years education benefits children's learning, improves their confidence and peer relationships, and can help to break cycles of poverty
- Children's language and cognitive development also benefit, which increases depending on the length of time, in months and years, spent in childcare settings
- It is the earlier attendance at preschool that is influential in terms of positive child outcomes.

Evidence also demonstrates the benefits of childcare to parents:

- provision of subsidised early learning and childcare increases female labour force participation
- Where subsidised childcare removes barriers to employment it can help lift families out of poverty and help parents gain further skills, enhancing their employability and future earnings.

In addition, there are several tangible benefits to society and the wider economy:

- investment in the sector, promotes jobs growth, which in turn supplements income tax receipts for governments and alleviates pensions shortfalls for women
- Such policies that promote motherhood and work, such as subsidised childcare, have positive and lasting impacts on country fertility rates, which in turn assure future workforce and the financing of future services
- By serving a redistributive function, universal ELC mitigates the impacts of early economic and social disadvantage and promotes longer term economic benefits which are shared by all of society. The returns to such investments among vulnerable groups are well documented and stem from children's improved cognitive and non-cognitive skills, which in turn feed through to improved educational, social and employment outcomes, reduced dependence on the state and reduced criminal behaviour.

## Case study

### **The Blended Childcare Model**

A blended childcare model would involve the 30 weekly hours of ELC being delivered over 5 days a week, with half days at nursery and half days with a childminder, to allow children to benefit both from the group care model and from a home learning environment.

Evidence suggests that children benefit from regular nursery attendance, but has been measured mainly in children attending regular part day sessions four or five days a week. By combining a half day at nursery with a half day with a childminder, the child will access all of the benefits of nursery attendance, but will also be able to experience a rich out-of-nursery learning environment – which is particularly important for the most disadvantaged children who may not have access to this at home.

### **Blended childcare in practice**

Katy had been cared for by a childminder for a year before she became eligible for funded Early Learning and Childcare at age 3. Her mum works full days while dad is self-employed and works from home. The nursery which feeds the local primary school offers morning hours only, but Katy's mum cannot leave work to collect Katy in the middle of the day, and her dad can't drive – the nursery is three miles away and not accessible by public transport.

Katy's parents wanted to blend the childminding service where she was already settled with the benefits of attending nursery with her peers. She now attends nursery two mornings a week and uses the rest of her 600 hours' free entitlement with the childminder, who collects her from nursery – enabling Katy's full entitlement to be taken over two full days. The childminder has access to the same support from the council that is enjoyed by partner provider nurseries and can access CPD workshops provided by SCMA.

## ***Education Attainment and Fulfilling Potential***

Over the long-term, a wide range of evidence documents the social and educational benefits of high quality early learning and childcare, with all social groups benefiting and children from the poorest families gaining the most.

Research by the Scottish Government<sup>4</sup> drawing on the findings of three major studies, confirms that pre-school experiences enhance all-round development in children, with improved cognitive development, sociability and concentration on

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<sup>4</sup> Childcare and Children's Intellectual Outcomes, Scottish Government, April 2014, <http://www.scotland.gov.uk/Resource/0044/00449528.pdf>

starting school. The effects are evident throughout primary school, and international evidence finds that these benefits persist into secondary school.

Early learning and childcare is an effective form of preventative spend. Several long-term studies find significant positive impacts in later life (age 40+) among early learning program participants. These studies cite economic benefits associated with

### **Integration with other services**

**Case study**

#### *Woodburn Family Learning Centre, Midlothian*

Midlothian Council wants to establish integrated family learning centres in key priority areas. This approach will provide early intervention support to children and their families by integrating Woodburn primary school and nursery, Sure Start Midlothian, and speech and languages services in a single location. The centre is due to open in Feb 2016 and will engage parents in their children's learning and development from 0-5.

#### *Fort Family Learning Centre (Leith, Edinburgh)*

Fort Community Wing has grown from running a few youth clubs into a busy community centre with adult education, out of school care, community groups and sports activities added to the long-running youth clubs. The closure of Fort Primary School in 2010 allowed the Centre to expand, gaining new office space, exclusive use of the gym hall and access to the playground and playing field. The centre works in partnership with Fort Early Years Centre and North Edinburgh Childcare to deliver joint activities surrounding the new community garden space.

#### *St Mirins Out of School Care Service, Glasgow*

St Mirins are the first service to achieve the Scottish Out of School Care Network (SOSCN) *Achieving Quality Scotland* (AQS) quality award at the highest Gold level. Children are regularly consulted on all club decisions on activities or purchases, can sign off relevant policies, are involved in interviewing and selecting staff for the service and lead the care inspection process. The service is pro-active in local childcare and Glasgow wide forums of OSC and ELC providers, and has developed a close partnership with the head teacher of the primary school to discuss joint support for individual children. The Care Inspectorate also recognise St Mirins as [exemplary](#) by awarding the services the highest grades.

children's enhanced cognitive and non-cognitive skills, which in turn feed through to improved educational, social and employment outcomes, reduced dependence on the state and reduced criminality in the longer term. Such preventative approaches could in turn bolster employability and competitiveness.

## ***Quality in early learning and childcare***

A range of research evidence indicates that provision must be of high quality if these benefits for child outcomes are to be realised.

Quality provision could be understood as that which supports positive child development and helps children to develop their cognitive, social and behavioural skills. Quality can be measured in a number of different ways and there is no singly agreed definition, but two broad dimensions that are consistently identified as facilitating children's development and learning: the processes of delivering learning and care, and the structural aspects such as ratios and the physical environment.

Within these broad dimensions, there are a number of components that are generally understood to contribute to high quality provision. For example, the OECD have analysed childcare across OECD countries and highlighted aspects of quality which have an impact on improving outcomes for children<sup>5</sup>. These are focused on the structural inputs which underpin high quality processes:

- Staff-child ratios and group size
- Staff qualification level and specialised training
- Staff salaries
- Curriculum
- Physical environment
- Staff gender and diversity

The Effective Provision of Pre-School Education study (EPPE)<sup>6</sup> study looks in more depth at what characterises effective provision and practice, and highlights the importance of staff interactions; where staff showed warmth and were responsive to the individual needs of children, children made more progress.

There is evidence that children make more progress in pre-school centres where staff (particularly the manager) have higher qualifications. The OECD suggest it is not the qualification per se, but rather the ability of the staff to create a high-quality pedagogic environment that matters. The OECD recognise that this can be achieved with differing grades of staff and that having one graduate staff member is shown to have positive impacts upon the skills and practice of other staff who are less qualified. More specialised staff education and training is found to be strongly associated with stable sensitive and stimulating interactions in settings – but this need not be graduate level education.

### ***An Independent Review of the Scottish Early Learning and Childcare (ELC) Workforce and Out of School Care (OSC) Workforce***

Given the importance of factors relating to staff in ensuring quality provision, Scottish Government commissioned Professor Iram Siraj of the Institute of Education at

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<sup>5</sup> OECD (2012), Starting Strong III: A Quality Toolbox for Early Childhood Education and Care, OECD publishing. <http://www.oecd.org/edu/school/startingstrongiii-aqualitytoolboxforearlychildhoodeducationandcare.htm>

<sup>6</sup> Sylva, K et al (2012) Influences on Student's Development from age 11-14, Final Report from Key Stage 3 Phase, EPPE; [https://www.ioe.ac.uk/KS3\\_final\\_report\\_RB.pdf](https://www.ioe.ac.uk/KS3_final_report_RB.pdf)

University College London, a principal researcher on the EPPE project, to conduct an independent Review of Early Learning and Childcare Workforce and Out of School Care Workforce in 2014<sup>7</sup>. She looked at a range of issues including the qualifications, skills, career paths and status of the workforce, and made 31 wide-ranging recommendations to the Scottish Government in her report, published in June 2015.

Scottish Government published its response to the Siraj review on 4 December 2015, and will work with the newly constituted, cross-sectoral Workforce and Quality Group to look at taking forward the recommendations, in the context of planning for the expansion of workforce which will be required to deliver the forthcoming

### Case study

#### **Flexible delivery within the Scottish Borders**

Scottish Borders have worked in partnership with childminders since before the 1989 Children Act. In 2005, they set up a “Supported Childminding Scheme” for families requiring a short term intervention to help them through a crisis. With the introduction of the 2014 CYP Act, they were therefore in a good position to include childminders in their delivery model.

The authority have two childminders on a pilot scheme delivering ELC to 3 and 4 year olds, now in its 2nd year. This was in direct response to parental requests – one is in a very rural area with no other provision close by. The Council are about to start a review of the pilot, including consultation with Education Scotland, looking at the outcomes for the children.

The Council also currently has contracts with seven childminders to deliver ELC to 2 year olds. They have encouraged their private and voluntary sector commissioned providers to provide a flexible service to meet the needs of parents where they are able to do this. This mixed pattern of delivery is able to offer school holiday provision and split placements. Within their own local authority settings some children are also able to have full days where there is wraparound provision in the school.

expansion of funded early learning and childcare by 2020.

In addition, the First Minister recently announced that, given a range of evidence that children facing particular disadvantages benefit most from high quality provision, all nurseries in the most deprived areas in Scotland would, by 2018, have an additional qualified teacher or childcare graduate. The current requirement is that each nursery must have a manager who is a graduate (or studying for a Childhood Practitioner

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<sup>7</sup> Siraj, I (2015) An Independent Review of the Scottish Early Learning and Childcare (ELC) Workforce and Out of School Care (OSC) Workforce <http://www.gov.scot/Resource/0047/00477419.pdf>

degree). This announcement means that by 2018 a second member of staff will be required to have a degree, or be studying for that degree.

### ***Meeting Parental Needs***

As well as the directly experienced benefits to the child, childcare is also an important factor in enabling parental (primarily maternal) employment – which in turn can work to alleviate household experience of poverty.

A range of evidence shows that a lack of affordable childcare poses a significant barrier to work and that childcare costs are a concern for many parents:

- A recent survey on childcare and work decisions undertaken by DWP<sup>8</sup> found that more than twice as many parents that used childcare for work purposes reported difficulty meeting the cost (48%) than those who reported they found it easy or very easy (21%).
- Amongst families reporting that they wanted to work more, around a third (33%) cited the main reason for not doing so to be related to the affordability of formal childcare.
- Childcare costs as a proportion of family income in the UK were the highest across the OECD in 2012, comprising 29% of net family income.
- A survey by Save the Children and Daycare Trust (which included Scottish parents) found that cost is a major barrier preventing parents on the lowest incomes from accessing childcare. The Growing Up in Scotland study also found that over half of unemployed parents would prefer to work or study if they were able to afford good quality reliable childcare.
- International evidence reviewed by IPPR<sup>9</sup> suggests that as countries make childcare more available and affordable, those mothers on the margins of employment are most likely to respond by increasing their hours of work.

Scottish Government is committed to significantly increasing the hours of funded early learning and childcare which parents of young children can access, and to ensuring that those hours of provision are delivered flexibly, to better meet the needs of parents seeking to balance their childcare needs with work, study or training.

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<sup>8</sup> DWP (2013) A survey of childcare and work decisions among families with children  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/221221/WP114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/221221/WP114.pdf)

<sup>9</sup> IPPR (2014), Women and flexible working: Improving female employment outcomes in Europe  
<http://ippr.org/read/women-and-flexible-working-improving-female-employment-outcomes-in-europe#>



## HOW TO RESPOND

*Discussion questions are listed on pages 5-6. We would welcome comments on some or all of the questions, or more general responses to the issues identified in the discussion paper.*

- By post to:

*Early Learning & Childcare Team*

*Scottish Government*

*Area 2-C North*

*Victoria Quay*

*Edinburgh*

*EH6 6QQ*

- By email to [ELCTrials@gov.scot](mailto:ELCTrials@gov.scot)
- Online via CitizenSpace at the following link:  
<https://consult.scotland.gov.uk/digital-communications/childcare-expansion>

If not responding via CitizenSpace, please complete the Respondent Form on the next page and send this with your comments.

The paper is out for views until **18 March 2016**. It is available electronically on the Scottish Government's website at <http://www.gov.scot/Publications/Recent> and in hard copy from the above address.

### ***Handling your response***

We need to know whether you are happy for your response to be made public. If you ask for your response not to be made public we will regard it as confidential, and we will treat it accordingly.

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

If you have any comments about how this exercise has been conducted, please send them to us at the above address.



**EARLY LEARNING & CHILDCARE: 1140 HOURS EXPANSION  
Programme of Trials**

**Responses to the Scottish Government Discussion Paper**

*Please complete this form and return it with your comments.*

Organisation name (if applicable):

Organisation address (if applicable):

Contact name:

Email address:

Phone number:

Please describe your connection to early learning and childcare and/or out of school care provision:

Name(s) of the Local Authority or area(s) in which you work/you are discussing:

Do you give permission for Scottish Government to publish your response?

Would you be happy for Scottish Government to contact you again?

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## PROJECT DOCUMENTATION

# PROJECT BRIEF

**Project:** Project brief describes the purpose, cost, time, performance requirements and constraints of a project.  
It is created pre-project during the starting up of the process and is used during the Initiating a project process to create the Project Initiation Documentation, the brief is then superseded by the Project Initiation Documentation and is not maintained.

**Release:**

**Date:**

## PRINCE2

**Author:**

- Project Manager – responsible for – assembling Project Brief.
- Project Manager – responsible as producer – responsible for products production.
- Senior User, Senior Supplier, Project Assurance – all responsible as reviewer – who are independent of production.
- Executive – responsible as approver – confirms approval.

**Owner:**

**Client:**

**Document Ref:**

**Version No:**

- Each version of the asset should have a version number of the form:
- X.YZ
- X is major revision, starting from 1
- Y is major revision, starting form 0
- Z is optional (used where tiny changes need to be tracked), starting from a
- For example, PID\_V1.0, the next minor update to version V1.9 would result in V1.10; a major revision to v1.4, say, might result in v2.0.

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## 1 Project Brief History

The planned expansion of Early Learning and Childcare by the Scottish Government has various strands of work required to ensure its implementation. These need to be pulled together and co-ordinated to ensure success.

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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 – *[insert folder structure]*

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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

---

### 1.4 Distribution

This document has been distributed to:

Name	Title	Date of Issue	Version

---

## **2 Project Definition**

Delivery of Scottish Government planned expansion of free Early Learning and Childcare from 600 hours to 1140 hours by 2020.

The Scottish Government have determined that they will continue to expand the provision of free Early Years and Childcare local authority provision across Scotland, and offer a total of 1140 hours to all eligible 3 and 4 year olds, and to specific 2 year olds who meet set criteria by 2020.

This follows previous expansion in 2014 to 600 hours, from 475 hours, and in 2015 the inclusion of specific entitled two-year olds.

Children's Services will require to focus on:

- How it will configure the expanded service to best meet the different needs within the Shetland community
- How it will staff this model
- The role of teachers within any revised model
- The management of each provision
- The role of partner providers in any expanded model, and the level of grant given
- Workforce Development issues – assessing needs, forward planning to ensure appropriately qualified staff are available
- Capacity
- Flexibility
- The suitability of current setting for this expanded service, and the resulting capital implications.

The Project must deliver on 1140 hours by 2020 for all Early Learning Settings in Shetland. The Scottish Government have declared they will fund this expansion. Children's Services will need to be clear about additional monies and how these can be accessed for this purpose.

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## **3 Outline Business Case**

This project is required to co-ordinate and secure appropriate expansion of Early Years Provision in line with Scottish Government policy.

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## **4 Project Product Description**

The project will deliver 1140 hours of Early Learning and Childcare by 2020 to all eligible children, configured and staffed in a manner which meets the expectations of the Scottish Government and the varying needs of the Shetland community.

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## **5 Project Approach**

I propose to set up a Project Board for this project, and a project manager, who will have the support of an agreed Project Team. The Project Team will take forward workstream agreed by the Project Board.

The Project Board will comprise:

Project Executive – Director of Children’s Services

Project Manager – Central Officer – Early Learning

Senior User – Executive Manager, Quality Improvement

Senior Supplier – Executive Manager, Schools

Project Assurance – Legal and Finance; also Care Inspectorate Officer?

Administration – Project Assistant

Communications?

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## **6 Project Management Team Structure**

- Project Manager (Early Years Officer Post in Children’s Services)
- Current ELC manager representation
- Other central service officer representation (QIOs)
- Building Maintenance / Capital Projects Representation
- Training and Development Officer Support
- Officer from Shetland Pre-School Play
- Care Inspectorate Officer?
- Finance Support
- Human Resources Support

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## **7 Role Descriptions**

[For the project management team and any other key resources identified at this time]

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## **8 References**

[To any associated documents or products]



**Shetland Partnership Board  
Education and Families Committee**

**2 June 2016  
13 June 2016**

<b>Services for Children and Young People in Shetland: Care Inspectorate Report on a Joint Inspection visit and action plan</b>	
<b>CS-14-16-F</b>	
<b>Report Presented by Director of Children's Services</b>	<b>Children's Services</b>

## **1.0 Summary**

- 1.1 This report presents to Shetland Partnership Board and Education and Families Committee the findings of the initial joint inspection of services for children and young people in Shetland, which took place between January and March 2015. It also presents the up dated action plan which is how services are taking forward the areas for improvement. The up dated action plan is attached as Appendix A.
- 1.2 Services were evaluated during the inspection on how well services in Shetland are improving the lives of children, young people and families using nine quality indicators. During the process, inspectors analysed a sample of files and spoke to children, young people and their families as well as staff and managers.
- 1.3 The Shetland Partnership Board is the lead for this inspection and the sub- group, the Integrated Children and Young People's Strategic Planning Group co-ordinated the services during this inspection process and the action plan following it. The action plan was presented to Shetland Partnership Board on 17 September 2015 and Children and Families Committee on 5 October 2016 (min ref: E&F 38/15).
- 1.4 Two of the inspectors returned for a visit on 14 April 2016. At this meeting the inspectors provided us with an 'areas for improvement table' which they would be focussing on when they return in November 2016. This table is attached as appendix B.

## **2.0 Decision Required**

- 2.1 The Shetland Partnership Board and Education and Families Committee are asked to note the follow up areas and the up-dated action plan following the visit on the joint inspection of services for

children and young people in Shetland, as part of its scrutiny role under the approved Planning and Performance Management Framework.

### 3.0 Detail

- 3.1 The inspection team did recognise the good work which services undertake in Shetland. Inspectors judged that the lives of children and young people are improving through early intervention and prevention approaches; that services are of benefit to the wellbeing of children and young people; and families are being supported to become more resilient and able meet their own needs.
- 3.2 Children are in very good health, they perform well at school and they benefit from high quality, accessible sport and leisure facilities. Children who were not able to live at home benefit from consistent and trusting relationships, and outcomes for children with disabilities is very positive.
- 3.3 Inspectors noted that young people in Shetland have a strong sense of cultural identity and feel that they 'belong'.
- 3.4 In relation to how well partners work together to improve the lives of children, young people and families, the inspectors liked the way in which children and young people are involved in developing services. They also considered that planning for individual children and young people is good.
- 3.5 Many families receive flexible and highly valued support which is making a real difference for them and their children but sometimes services are slow to recognise when families and children need some extra help and decision making by partners in responding to concerns about children could be clearer.
- 3.6 Inspectors noted that service planning has improved significantly and all partners are committed to the integrated planning process, and we are working to improve that further.
- 3.7 Leadership is good, and continuing to improve. Managers are enthusiastic and open to new ideas, and are dealing with significant change agendas such as *Getting it right for every child*, in a context of significant financial pressure.
- 3.8 In conclusion, the inspection team was confident that the lives of many children and young people growing up in Shetland are improving as a result of the services delivered to them by the Shetland Partnership.
- 3.9 The key strengths they highlighted were:
  - Positive and sustained responses to recent difficulties and challenges, based upon good leadership, improved service planning and the determination of the Shetland Partnership, its stakeholders and staff to improve outcomes for children and young people



- Innovative responses to meeting need in sparsely populated areas – staff working creatively and collaboratively to achieve positive outcomes
- Staff at all levels in the Partnership who were outward looking, looking to import new ideas, and eager to collaborate with prospective partners outwith Shetland
- A clear commitment to Getting it right for every child, which was becoming established at the core of strategy, policy and practice.

3.10 The evaluations for the nine quality indicators are summarised below:

<b>How well are the lives of children and young people improving?</b>	
Improving the well-being of children and young people	Good
Impact on children and young people	Good
Impact on families	Good
<b>How well are partners working together to improve the lives of children, young people and families?</b>	
Providing help and support at an early stage	Adequate
Assessing and responding to risks and needs	Weak
Planning for individual children	Good
Planning and improving services	Adequate
Participation of children, young people, families and other stakeholders	Good
<b>How good is the leadership and direction of services for children and young people?</b>	
Leadership of improvement and change	Good

3.11 Based on evidence of good leadership, improvement in key areas and a willingness to collaborate with external partners, the inspection team stated their confidence that Shetland will continue to improve.

3.12 The five areas the Shetland Partnership should focus on were:

- 'Take effective and timely action to address the shortage of appropriate local placements for looked after children and young people, and prioritise the recruitment of foster carers, including fee paid carers, and the development of residential services to meet the range of needs
- Ensure that weekly multi-agency child protection screening meetings are effective in agreeing and co-ordinating actions in response to at risk children and young people
- Establish more rigorous quality assurance processes, in order to ensure that recent improvements in service responses to risks and needs of vulnerable children are built upon and sustained

- Build on recent self-evaluation by adopting a more systematic approach. This could take the form of an annual programme of joint self-evaluation right across children's services, based on agreed priorities, reflecting and informing the work of the integrated children's plan strategic group and the child protection committee
- Review and revise the priorities contained within the integrated children's services plan, in light of our inspection findings and recently completed self-evaluation, and ensure these are SMART and budgeted for'.

3.13 Since the inspection the staff across all agencies have worked on the action plan. Two of the inspectors returned for a visit on 14 April 2016. At this meeting the inspectors provided us with an 'areas for improvement table' which they would be focussing on when they return in November 2016.

## 4.0 Implications

### Strategic

- 4.1 Delivery On Corporate Priorities – Shetland Islands Council has endorsed, through Our Plan 2016 to 2020 and Local Outcome Improvement Plan's priority "Ensuring that the needs of our most vulnerable children and young people are met".
- 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 delegated authority to make decisions on matters within its functional areas in accordance with the policies of the Council, and the relevant provisions in its approved revenue and capital budgets.
- 4.4 Risk Management – This report presents an assessment of the work undertaken to address one of the key community safety risks, namely keeping children and young people safe from harm. There are no specific risks associated with reporting the Care Inspectorate joint inspection report.
- 4.5 Equalities, Health And Human Rights – NONE
- 4.6 Environmental – NONE

### Resources

- 4.7 Financial – There are no direct financial implications arising from this report.
- 4.8 Legal – NONE

4.9 Human Resources –NONE

4.10 Assets And Property – NONE

## **5.0 Conclusions**

5.1 This report presents, to the Shetland Partnership Board and the Education and Families Committee, details of the up dated action plan for the Care Inspectorate joint inspection on services for children and young people in Shetland and the areas for improvement table.

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For further information please contact:  
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*Report finalised: 01 June 2016*

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### List of Appendices

Appendix A – Up Dated Action Plan

Appendix B – Areas for Improvement Table

### Background documents:

Care Inspectorate Report: Services to Children and Young People in Shetland – July 2015

<http://www.careinspectorate.com/images/documents/2375/Joint%20inspection%20of%20services%20for%20children%20and%20young%20people%20in%20Shetland%20July%202015.pdf>

END



This plan will be overseen by the Integrated Children and Young Peoples Strategic Planning Group on behalf of the Community Planning Partnership.

No	Action	Group/Individuals Responsible for Action	Timescale	Desired Outcome/ Evaluation of change	Progress	How do we know that what we have done is making a difference? Evidence of change
<b>Take effective and timely action to address the shortage of appropriate local placements for looked after children and young people and prioritise the recruitment of foster carers, including fee paid carers, and the development of residential services to meet the range of needs.</b>						
1	Ensure clear and timely decision making with regard to permanency.	Executive Manager Children & Families	June 2017	Reduce 'drift' and reduce delay in family finding.	<p>Shetland has agreed to become a PACE (Permanence and Care Excellence) site to build on the work already achieved with CELCIS (Centre of Excellence of Looked After Children in Scotland) in relation to permanence. By applying improvement methodology, we are seeking to secure improvements in permanent practice through engaging in tests of change in the whole system around the child. Work has begun with Linda Davidson (Permanence Team Consultant) and Micky Anderson (Data Analyst, Permanence Team) to analyse causes of drift and delay in Shetland. In partnership with the Scottish Government (Belinda Robertson and Diana Beveridge), we are planning workshops March/April which CELCIS (Centre of Excellence of Looked After Children in Scotland) and Scottish Government will facilitate, to formally start the programme</p> <p>We have already developed a comprehensive tracking sheet, commencing 1 August 2014, which will also be used as a tool for managers to monitor progress with permanency in supervision with social workers.</p> <p>A more recent piece of work has been to gather data from 2011 to provide us with a historic baseline. These data sets will be considered by the CELCIS (Centre of Excellence of Looked After Children in Scotland) data analyst and help inform our</p>	<p>We already know that the improvements we put in place in 2014/2015 have made a difference. In 2014/2015, 13 children were in a permanency planning process.</p> <p>Looked After Children Data March 2016 illustrates the progress being made with permanency, recognising that there are children for whom permanence has not yet begun.</p> <p>Draft vision and driver diagram for permanence has been developed. Deeper analysis of data sets, including those for whom permanence has not yet begun, is currently underway and will inform priority areas to focus on.</p>

N o	Action	Group/Individuals Responsible for Action	Timescale	Desired Outcome/ Evaluation of change	Progress	How do we know that what we have done is making a difference? Evidence of change
					<p>improvement programme.</p> <p>Integrated Children and Young People's Strategic Planning Group has a governance role in the project. This was confirmed via a telephone call into the group by the Scottish Government Improvement Officer Belinda Robertson.</p> <p>Multi agency workshops were held in Lerwick on 22 and 23 March with CELCIS (Centre of Excellence of Looked After Children in Scotland) and Scottish Government and a local PACE (Permanence and Care Excellence) group established to champion the permanency improvement programme. First meeting planned for 12 April.</p>	
2	Fully establish houses for children who require to have their care needs met in this way for the long term, whilst ensuring there are also facilities for meeting needs for short-term care and respite.	Executive Manager Children's Resources	Progress underway to establish second house with phase two of recruitment process planned for September 2015.	Greater capacity for ensuring that the most of our children and young people can continue to live in Shetland.	<p>Recruitment of staff ongoing</p> <p>Operational Costs identified and applied to Children's Resources Budget for 16/17 – provision has been made within contingency to meet contingent demand across Children's Resources which cannot be met from within budget and this may be transferred to the service if required.</p> <p>6 month temporary agency contract being negotiated should recruitment be unsuccessful</p> <p>1<sup>st</sup> June is date agreed for opening of Windybrae and transition plan in place .</p> <p>Business Case being developed to secure capital costs to develop the residential estate to meet Shetlands needs over the medium to long term. Stakeholder consultation scheduled for June 2016.</p>	<p>All children who required a residential placement in Shetland were provided with one.</p> <p>Opening of Windybrae</p> <p>Engagement with partners is allowing a vision for residential care in Shetland to emerge.</p>

N o	Action	Group/Individuals Responsible for Action	Timescale	Desired Outcome/ Evaluation of change	Progress	How do we know that what we have done is making a difference? Evidence of change
3	Develop the foster care resource by the ongoing expansion of fee paid carers.	Executive Manager Children's Resources	4 <sup>th</sup> fee paid foster care recruited June 2015.	Attract more foster carers.	<p>A range of engagement activities undertaken in local communities and schools</p> <p>Work underway to increase public profile of fostering. Budget work complete to include 2 new carers in 16/17.</p> <p>Proposals to consider children's resources section social work function and methods of delivery.</p> <p>Service scoping work being undertaken to modernise FPT and fees paid to carers to make fostering more attractive. Once the review is undertaken this will be presented to council for consideration in 2016.</p> <p>Publicity work undertaken via local press after foster carer's reception – enquiries being progressed.</p> <p>Engagement with Sean Ferrer (Consultant) in regards to foster recruitment materials and strategy beginning in April 16.</p>	<p>Carers appointed as fee paid following inspection</p> <p>Recent publicity work generated 4 enquiries which are being progressed.</p> <p>New carers to panel in April for consideration.</p> <p>From carer feedback reception generated a sense of being valued by Shetland Islands Council amongst those carers who attended.</p>
<b>Ensure that weekly multi-agency child protection screening meetings are effective in agreeing and co-ordinating actions in response to at risk children and young people.</b>						
4	Review screening meetings in terms of effectiveness, need and purpose. Questionnaire circulated to group members and other stakeholders to	Inspector Paul Daley	November 2015  July 2015 <b>Timescale for completion of recommendations</b>	Improved interagency processes that demonstrate improved outcomes for children and young people. Appropriate and robust Quality Assurance processes that link with wider Quality Assurance work across Children's Services.	<p>Briefing paper submitted to Integrated Children's Services Quality Assurance Meeting on 04.11.15. Complete.</p> <p>Weekly Screening meeting now called Child Concern Collaborative with independent Chair, clear remit and Quality Assurance processes in place. Complete.</p> <p>Paul Daley is to co-ordinate managers in each agency to do spot checks in their own agency on the cases discussed at the next Child Concern Collaborative meeting to see that information from that meeting is passed through to chronologies in the Child's GIRFEC</p>	<p>Quality Assurance reports from Child Concern Collaborative to come to the Integrated Children's Services Quality Assurance Group.</p> <p>May 2016- spot checks in respect of cases discussed at Child Concern Collaborative showed good information sharing with Named People.</p>

N o	Action	Group/Individuals Responsible for Action	Timescale	Desired Outcome/ Evaluation of change	Progress	How do we know that what we have done is making a difference? Evidence of change
	use as a base for review. To include in review how work of the screening meeting will be quality assured in future.				Plan.	
5	Develop specific procedures within Child Protection to cover 16-18 year olds that also links to GIRFEC and the role of named people for 16-18 year olds.	Lead Officer with Short Life Working Group amending Child Protection procedures	Complete	Clear processes to support young people aged 16-18 to ensure that they do not fall between gaps in children's and adult's services. Evaluating effectiveness would involve initially having in place child's plans for 16-18 year olds and monitoring their effectiveness.	Update of Child Protection Procedures to include Vulnerable Young People protocol. Complete. (NB National Guidance for Children and Young People Act 2014 issued – Local Authority responsibility to provide a named person for 16-18 year olds not in school) Procedures complete and being used.	Procedures have been used on two occasions and initial reports are that they have been helpful. To include further audit in Quality Assurance work plan for 2016/17.
<b>Establish more rigorous quality assurance processes, in order to ensure that recent improvements in service responses to risks and needs of vulnerable children are built upon and sustained.</b>						
6	Establish a new Quality Assurance Sub-Committee responsible for Quality Assurance and Improvement for Children's Services (building on the previous work	New Quality Assurance Sub-Committee.	December 2015	System of assurance in place for joint Quality Assurance process that oversees and evidences improvement in service responses.	Draft Remit was agreed at Child Protection Committee and Integrated Children and Young People's Strategic Planning Group in January 2016. Complete and to review remit and framework in December 2016. Link with Single agency Quality Assurance groups and also Interagency Quality Assurance groups (Looked After Children and GIRFEC)	ICSQAG group meeting 6 weekly with consistent interagency attendance .  Progress on better benchmarking and evidence gathering ( e.g. at Child Concern Collaborative , GIREFC Outcome data) For members of Integrated Children's Services Quality Assurance Group to share



N o	Action	Group/Individuals Responsible for Action	Timescale	Desired Outcome/ Evaluation of change	Progress	How do we know that what we have done is making a difference? Evidence of change
	done for Child Protection). Existing Child Protection Committee Quality Assurance Sub Group to be extended in membership to develop terms of reference.					information about the group's work and to begin process of seeking quarterly reports.
7	Use the QA process that has been produced for GIRFEC and Child Protection to build on and develop framework for Quality Assurance for Children's Services.	Lead Officer and GIRFEC & Early Years Collaborative Programme Manager to work on initial draft to present to Quality Assurance Sub-Committee.	Framework in place	Framework in place that will support the development of a systematic and continuous programme of improvement.	Framework in progress – to be discussed again and agreed on 18 December 2015.  Complete and to review remit and framework in December 2016.	Framework complete
<b>Build on recent self-evaluation by adopting a more systematic approach. This could take the form of an annual programme of joint self-evaluation right across children's services, based on agreed priorities, reflecting and informing the work of the integrated children's plan strategic group and the child protection committee.</b>						
8	Develop a programme of work to deliver a more systematic approach to self evaluation using the national Quality	QA Group to establish programme	First draft by October 2015 Signed off by ICYPSPG and CPC 2016	Programme of self-evaluation to inform Quality Assurance work that will deliver and demonstrate improvement in outcomes for children and young people.	Self Evaluation Framework agreed. Specific Work Programme to identify inter-agency QA work for 2016/17 to be finalised at Integrated Children's Services Quality Assurance Group on 25/3/16. Programme will focus on areas identified as "weak" in the Care Inspectorate's Children's Services report.	Progress on this is linked to the Children's Services Plan- evaluating the 2014/17 plan and using information to structure 17/20 plan. Evidence used to identify good and poorer practice and where we need to focus work and services. To use information to identify gaps

N o	Action	Group/Individuals Responsible for Action	Timescale	Desired Outcome/ Evaluation of change	Progress	How do we know that what we have done is making a difference? Evidence of change
	Indicators, and available evidence (eg examples of practice given by the Care Inspectorate), prioritised against the areas assessed as “weak” in the Shetland Inspection.					
<b>Review and revise the priorities contained within the integrated children’s services plan, in light of our inspection findings and recently completed self-evaluation, and ensure these are SMART and budgeted for.</b>						
<b>9</b>	Focus group set up to review priorities within the integrated children’s services plan and ensure they are SMART.	Integrated Children and Young People’s Strategic Planning Group and individual service managers.	ICYPSPG August 2015	Priorities in Children’s Plan reflect self-evaluation and improvement priorities. Actions in Children’s Plan are SMART.	We have now established thematic groups tasked with updating the Integrated Children and Young People’s Services Plan and making it SMARTER. This group is to meet for the 2 <sup>nd</sup> time at the end of March 2016. The thematic leads will be updating the sections for which they have responsibility and ownership.	Thematic groups have met twice. Work underway to refresh and re-establish the Children’s Forum
<b>10</b>	Children’s Forum will develop current work on identifying budgets to support Children’s Plan.	Children’s Forum	Progress report to Integrated Children and Young People’s Strategic Planning Group August 2015	Better planning of resource use linked to Children’s Plan priorities.	Sub group has completed budget information and reported to Integrated Children and Young People’s Strategic Planning Group. Discussion at national level taking place about how to measure spend on targeted services to children and young people and this will be further analysed at Integrated Children and Young People’s Strategic Planning Group which will decide on the priority to be given to this work. Clarity given at recent review with Inspectors that specific spend should be collated in relation to specific priorities and integrated projects.	Financial information was provided on services delivered by agencies on the Integrated Children and Young People’s Strategic Planning Group.

<b>N o</b>	<b>Action</b>	<b>Group/Individuals Responsible for Action</b>	<b>Timescale</b>	<b>Desired Outcome/ Evaluation of change</b>	<b>Progress</b>	<b>How do we know that what we have done is making a difference? Evidence of change</b>
<b>1 1</b>	Further work on developing the programme of self-evaluation and quality assurance will be reflected in future updates to the Children's Plan.	Integrated Children and Young People's Strategic Planning Group	March 2016 and onwards.	Better strategic oversight of improvement work linked to Children's Plan priorities, and focus on Improvement priorities in future planning.	Workshops held November 2015 and January 2016 focussing on improvement methodology and how to make plans SMARTER. Update to Integrated Children & Young People's Services Plan for 2016/17 in development and to be reviewed by Integrated Children and Young People's Strategic Planning Group in May 2016.	Work to begin to look at the 2017/2020 Integrated Children and Young People's plan. Plan to be SMART and include mechanisms to quality assurance progress and deliver evidence



**Areas for improvement directly relating to, and having a bearing on, evaluation for quality indicator 5.2 – *assessing and responding to risks and needs***

<b>Areas for improvement from JICS report, July 2015</b>	<b>Specific issues</b>	<b>Activities to consider</b>
Screening meetings	<ul style="list-style-type: none"> <li>• Monitoring and challenge</li> <li>• quality assurance processes</li> </ul>	
Shortage of appropriate local placements for looked after children and young people	<ul style="list-style-type: none"> <li>• foster care recruitment</li> <li>• fee paid fostering scheme</li> <li>• development of residential services</li> <li>• Placement availability</li> <li>• Health checks</li> <li>• quality assurance processes</li> </ul>	
Practice relating to chronologies	<ul style="list-style-type: none"> <li>• Chronologies fit for purpose</li> <li>• Clarity of purpose</li> <li>• Progress towards shared format /integrated chronology</li> <li>• quality assurance processes</li> <li>• Application – used as a tool to identify risks /patterns</li> </ul>	
Pre-birth case conferences	<ul style="list-style-type: none"> <li>• Effective planning</li> <li>• quality assurance processes</li> </ul>	
Quality of initial response	<ul style="list-style-type: none"> <li>• Strategy meetings consistently convened</li> <li>• recording decisions</li> <li>• medical input</li> <li>• quality assurance processes</li> </ul>	

<b>Areas for improvement from JICS report, July 2015</b>	<b>Specific issues</b>	<b>Activities to consider</b>
Quality of assessment of risks and needs	<ul style="list-style-type: none"> <li>• Continuation /consolidation of overall improvement</li> <li>• Care leavers /no longer in care</li> <li>• Disability</li> <li>• Racial origin</li> <li>• Health assessments</li> <li>• Named persons – concerns re additional work</li> <li>• quality assurance processes</li> </ul>	
Variable practice in the SW team	<ul style="list-style-type: none"> <li>• Consolidated /continued improvement</li> <li>• Competence issues</li> <li>• Turnover</li> <li>• Vacancies</li> <li>• quality assurance processes</li> </ul>	

Marc Hendrikson, 12.4.16



**Shetland College Board  
Education and Families Committee**

**26 May 2016  
13 June 2016**

<b>Shetland College Term Dates 2016/2017</b>	
Report No. SCB115-F	
<b>Irene Peterson, Acting Principal</b>	<b>Development Services, Shetland College</b>

## **1.0 Summary**

- 1.1 The purpose of this report is to propose term dates for Shetland College for academic session 2016/17 for the Board's approval (Appendix 1).

## **2.0 Decision Required**

- 2.1 That the Shetland College Board recommends that the Education and Families Committee approves the College Term Dates for the Academic Year 2016/17.

## **3.0 Detail**

- 3.1 Every further and higher education college is required to set term dates for full-time and part-time classes. (Student bursaries and loans require start and finish dates).
- 3.2 A full-time further education course lasts 38 weeks. Other training programmes (eg Construction) vary according to the terms of the contract set by the industry-related body.
- 3.3 Higher education courses at Shetland College are delivered either discretely at the college or on a networked basis with other UHI academic partners. These require common start and finish dates (eg for student loans) and common delivery and examination dates are set across the university.
- 3.4 It benefits mature students with family commitments to try to match college dates as far as possible with local school dates, although given the diverse nature of term dates across the university this continues to be a complex exercise:

- Varying October and Easter holiday dates across the university's academic partner colleges continue to disadvantage students on some networked courses;
- A changing student client group with significantly more part-time students in employment (so that other public holidays also become significant);
- Ongoing sensitivity to the financial burden of full-time programmes: the shorter the term, the less costly it is for students to undertake such courses.

3.5 The majority of college teaching staff members continue to express a view to retain the match with school term dates as far as possible.

## **4.0 Implications**

### Strategic

#### **4.1 Delivery On Corporate Priorities**

Shetland College's fees structure links to the corporate priority of continuing to ensure that we provide high quality further education and training which meets the needs of the population and employers.

#### **4.2 Community /Stakeholder Issues**

None.

#### **4.3 Policy And/Or Delegated Authority**

The role of the Shetland College Board, as set out in Section 2.8 of the Council's Scheme of Administration and Delegations, is to support the Principal of Shetland College in carrying out her/his 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
- (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 the University of the Highlands and Islands and other appropriate learning bodies



The Education and Families Committee has authority to determine the College term dates, in accordance with its delegated remit to determine matters within the functional areas relating to schools and lifelong learning.

4.4 Risk Management  
None.

4.5 Equalities, Health And Human Rights  
None.

4.6 Environmental  
None.

## Resources

4.7 Financial  
No costs are anticipated relating to support staff who will be working on Easter Monday 17 April (staff opt to switch their holiday to another time throughout the year).

4.8 Legal  
None.

4.9 Human Resources  
None.

4.10 Assets And Property  
None.

## **5.0 Conclusions**

5.1 Shetland College proposed term dates for academic session 2016/17 are presented at Appendix 1 for consideration and approval by the Board and Committee.

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## List of Appendices

App 1 - Shetland College Term Dates 2016/17



## Term Dates 2016/17

	Term 1	Term 2	Term 3	Term 4
Students	Monday 29 August – Friday 07 October (FE courses induction and start/HE induction)	Monday 24 October - Friday 23 December	Monday 09 January - Friday 31 March <i>(Mon 9 Jan start in line with UHI date)</i>	Monday 17 April – Friday 30 June
Lecturers	Monday 15 August – Friday 07 October	Monday 24 October - Friday 23 December	Monday 09 January - Friday 31 March	Monday 17 April – Friday 30 June
	40 days	45 days	60 days	55 days

Shetland Schools	Wednesday 17 August – Friday 07 October	Wednesday 26 October - Thursday 22 December	Monday 09 January - Friday 31 March	Tuesday 18 April – Friday 30 June
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UHI Semester Dates	Semester 1 - HN Provision		Semester 2 - HN Provision	
	Monday 12 September 2016 – Friday 27 January 2017		Monday 30 January 2017 – Friday 09 June 2017	
	Semester 1 - all UG/PGT Degree Provision		Semester 2 - all UG/PGT Degree Provision	
	Monday 12 September 2016 – Friday 16 December 2016		Monday 30 January 2017 – Friday 19 May 2017	
	October Reading Week – 17 – 21 October 2016			

**In-service dates – 15 -18 August 2016, 24 & 25 October 2016** *(October In-service is in line with Shetland Schools and whilst college staff can apply to attend these events, Shetland College classes will not be cancelled, so staff will need to arrange cover or self-study for their pupils on these days).*

**Up Helly Aa holiday Tuesday 31 January 2017 - if teaching staff take this as a holiday, they must make up these hours at another time throughout the session**





Education and Families Committee  
Shetland Islands Council

13 June 2016  
29 June 2016

## Delegation of Authority for Shetland College Board

GL-29-16-F

Report Presented by Executive Manager –  
Governance & Law

Corporate Services

### 1.0 Summary

- 1.1 The purpose of this report is to introduce a proposal to the Council for delegated authority to be granted to the Shetland College Board to support the next stages of the Tertiary Review, following the appointment of an Interim Joint Principal, in line with the Council's decision on 20 April 2016.

### 2.0 Decision Required

- 2.1 Education and Families Committee **RECOMMENDS that the Council APPROVES** the granting of delegated authority as set out in Appendix 2, until June 2018.

### 3.0 Detail

- 3.1 During March - May 2011 the Council took a series of important decisions regarding its overall decision making structure and this included an overhaul of its Committees and all of its supporting constitutional documents, including standing orders and scheme of administration and delegations. These decisions established a planning and performance framework, which essentially delegated most of the functions of the Council to four Functional Committees including Education and Families with responsibility for education from the earliest stages and throughout adult life.
- 3.2 Although a number of Boards were also created to either deal with specific statutory regulatory functions such as Planning Control or Licensing other Boards such as the Shetland College Board and Harbour Board were retained but with a limited remit then redefined as essentially oversight monitoring and scrutiny and with no delegated functions. The delegated functions were now vested in the foresaid Functional Committees.

- 3.3 Early in the life of this Council it was agreed that there would be a further review of the operation of the Committee structure and this took place at the same time as the mid-term review of appointments in May 2014. Reflecting on concerns expressed by Members and during debate at that meeting there were two decisions affecting Shetland College Board. The first being that it should be formally re-established as a Sub-Committee of Education and Families Committee, more clearly aligning it to the overall role and remit of that Functional Committee, and that there be further consideration of the possibility of granting delegated authority to the College Board in relation to its remit for "lifelong learning".
- 3.4 Considerations in 2014 included concern that the College Board lacked purpose, was unclear as to its objectives or the value it added in conduct of its business. In reality, the Board had continued to receive annual strategy reports linked to the College's operational plan, which were then approved for onwards submission to the University of Highlands and Islands (UHI). It seems unclear as to whether there was a requirement for the Board to act as a conduit for such endorsement by UHI or the validity of this decision making process. Nevertheless it supported effective delivery of College business and much of the role of the Board in the performance of its scrutiny was the periodic review of the Principal's report on all matters affecting the College. There remained, however, a sense that with extended delegated authority the Board would be able to take a more active directing role in the development of strategies, albeit subject to concurrence by Education and Families Committee.
- 3.5 The call for further consideration of the requirement for delegated authority has gained momentum in recent months as the Council and Shetland Fisheries Training Centre Trust (SFTCT) have pursued agendas for better integration of the Colleges. This has led, most recently, to the appointment of an Interim Joint Principal for a two year period on the basis of a contract with specific deliverables / integration milestones to be achieved in a number of phases. The list of milestones is attached as Appendix 1 to this report and the context for them are set out more fully in the Integration Next Steps Report later on the agenda for this meeting.
- 3.6 The proposal that a joint liaison group supports the work of the Interim Joint Principal was recently validated by the appointment of three Members each from the Council and SFTCT. It has been assured that Members of that liaison group, drawn from the Shetland College Board, might with the Interim Joint Principal identify the need for decisions to be taken for which the Interim Joint Principal did not have delegated authority, that pursuing such authority through the full machinery of the Council would hinder effective and speedy decision making. Recognising the demanding challenges for both Colleges it has been submitted that the absence of any delegated authority to the College Board could perhaps impede the momentum towards better integrated decision making.

- 3.7 In the fullness of time, it may be that a better approach to decision making is developed which involves simultaneous and concurrent meetings of the two Colleges and at such a time it would be important that if such meetings are developed that they are able to transact the business so far as possible within their respective limits of delegation of authority.
- 3.8 To that end, the proposal is that the Council's current scheme of delegations and administration be amended at Section 2.8.1 in the fashion set out in Appendix 2 and subject to any modification and approval either at today's Committee or at Council's meeting on 29 June 2016.
- 3.9 The form of the delegation has already been discussed with some Members of the College Board and the Chair Person and Vice-chair Person of Education and Families Committee, at our recent Seminar, to ensure that their respective interests are included within the recommendation contained within this report. One aspect of it is covered in Section 2.8.1 Subsection (a) where there is a reservation to the Council's Education and Families Committee of the continuing responsibility for the wider strategic remit for learning at all stages of life. This recognises the continuing overarching responsibility of the Council's functional Committee for long-term strategy and also recognises and retains the default position that the College can refer matters back to the Education and Families Committee as principally responsible for these functions and also as the Committee to whom the delegated authority will revert after the period of two years has elapsed, subject to any other decisions taken at that time.

## **4.0 Implications**

### Strategic

- 4.1 Delivery On Corporate Priorities – The terms of this report will meet the requirements of the Council's Our Plan 2016 to 2020 in terms of expectations relating to effective governance, leadership and management.
- 4.2 Community /Stakeholder Issues – Consultation has taken place with elected Members and senior management.
- 4.3 Policy And/Or Delegated Authority – The Education and Families Committee has responsibility for encouraging a co-ordinated approach to the development of service policy and performance management, and to advise the Council on those areas within its remit which will affect the discharge of its functions. The final decision in the alteration of any part of the Council's Constitution is a matter reserved to the Council [Scheme of Administration and Delegations, Section 2.1.3(7)].
- 4.4 Risk Management – There are no significant risks involved in the proposals contained in this report. In the event that the Council does not adopt the change in responsibilities for the College Board, continuing with the current governance arrangement could be

perceived as a barrier to further and improved joint working between the Colleges which would require to be managed at both a management and political levels.

4.5 Equalities, Health And Human Rights – There are no impacts on equalities, health or human rights by the adoption, or rejection, of the proposals in this report.

4.6 Environmental – There are no environmental impacts by the adoption, or rejection, of the proposals in this report.

#### Resources

4.7 Financial – There are no financial implications by the adoption, or rejection, of the proposals in this report.

4.8 Legal – There are no impacts on Legal Services by the adoption, or rejection, of the proposals in this report.

4.9 Human Resources – There are no implications for the Human Resources Service by the adoption, or rejection, of the proposals in this report.

4.10 Assets And Property – There are no impacts on assets or properties by the adoption, or rejection, of the proposals in this report.

## **5.0 Conclusions**

5.1 This report provides a basis for considering the delegation of authority to the College Board to support the recent appointment of an Interim Joint Principal to the two Shetland Colleges. The extent of the delegation is suggested in Appendix 2.

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For further information please contact:  
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7 June 2016

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#### List of Appendices

**Appendix 1** – Interim Joint Principal Deliverables / Integration Milestones

**Appendix 2** – The Grant of Delegated Authority

#### Background documents:

None.

END



## Interim Joint Principal Deliverables / Integration Milestones

	<b>6 months (c Jan 2017)</b>	<b>12 months (c June 2017)</b>	<b>18 months (c Jan 2018)</b>
<b>Governance</b>	Effective cross organisational governance arrangements in place and working	Clarity obtained over options for future integration	Further integration plan fully developed
<b>Management &amp; Staffing</b>	<p>Integrated management second tier structure designed and recruited to</p> <p>Plan for business development staff integration / redesign developed in parallel with joint curriculum development</p> <p>Plan for academic staff integration / redesign developed in parallel with joint curriculum development.</p>	<p>Further academic staff integration implemented where appropriate to best serve the joint curriculum</p> <p>Plan for business support staff integration / redesign developed in parallel with business support services development.</p>	Support staff integration implemented where appropriate to best serve the business
<b>Collaborative Working</b>	<p>Creation of joint Strategic (short medium and long term) Plan for sustainability and growth based on the Joint vision</p> <p>Joint Curriculum Plan and Joint Research and Development approach created and being used as the basis for Marketing and Business Development.</p> <p>Joint Business Development and Marketing plan created and being used in parallel with Joint Curriculum and Joint research and commercialisation approach.</p> <p>Unified arrangements for booking and use of rooms and other facilities</p> <p>Programme of cross organisational staff &amp; student collaboration designed</p>	<p>Joint Curriculum implemented for teaching and learning.</p> <p>Joint Research and Commercialisation Approach in place for research and development activity.</p> <p>Staff &amp; student collaboration activity implemented.</p>	<p>Shared resources process fully working</p> <p>Improved student collaboration activity</p>
<b>Finance</b>	Development of long term	Implementation of	Reduction in deficit

## Deliverables for Interim Joint Principal - Integration Milestones

	strategy which reduces the reliance of all three entities on Shetland Island Council deficit funding with the ultimate goal of greater financial independence.	long term strategy which reduces the reliance of all three entities on Shetland Island Council deficit funding with the ultimate goal of greater financial independence.	funding reflected in budget forecast  Improvement in research funding and activity
<b>Communications</b>	Internal mechanisms for communications within all institutions and locations in place.	A single voice promoting Shetland Tertiary Education, Training and Research in place.	
<b>Legacy issues</b>	Property options and issues fully understood.		Joint requirements for accommodation understood and a joint plan for accommodation in 2020 created

## **2.8 Shetland College Board**

- 2.8.1 To support the Interim Joint Principal of Shetland College / Train Shetland / NAFC Marine Centre in carrying out his roles and to monitor progress against objectives approved by the Board or which have been set by the Council, including: -
- a Strategic direction for Shetland College: specifically the Board shall have the delegated authority to approve immediate short and medium term joint strategic plans with reference to the Council's agreed deliverables and milestones until June 2018. Approval of long term plans shall be reserved to SIC and Education and Families Committee as a component of their longer term vision wider strategic remit for learning at all stages of life.
  - b Ascertaining the needs of users and promoting access between school, work, research and further and higher education, including approval for submission of annual, strategic and operational plans to UHI on behalf of the Council.
  - c Developing resources, including financial resources, to support the learner.
  - d Authority to review and develop structure plans to provide the staffing required for the College and to meet needs and provision for staff development and career review.
  - e To give direction on matters of quality assurance and improvement.
  - f To monitor and give assurance that the College operates sound financial management, including developing budgets and pursuing credit funding.
  - g Liaising with UHI and other appropriate bodies, e.g. SQA, Colleges Funding Council and Education Scotland.
  - h Take such decisions as appropriate to support the Interim Joint Principal in meeting the Council approved integration milestones.





Education and Families Committee  
Shetland College Board  
Shetland Island Council

13 June 2016  
16 June 2016  
29 June 2016

## College Integration – Progress Update and Next Steps

**Report No: DV-37-16-F**

**Report Presented by: Director of  
Development Services**

**Development Services Department**

### 1.0 Summary

- 1.1 On 24 February 2016, 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 step. The SFTCT agreed to progress joined up governance, further collaboration and stability funding but would like to see a plan developed on integrated management before further agreement.
- 1.2 On 20 April 2016, the Council and Shetland Fisheries Training Centre Trust (SFTCT) appointed 6 members to a Colleges' Integration Liaison Group to provide an interface between Shetland College Board and the SFTCT and to provide advice and support to the Director of Development Services and the Interim Joint Principal of Shetland College, Train Shetland and NAFC Marine Centre, once appointed.
- 1.3 On 18 and 19 May 2016, a ring fenced recruitment process for an Interim Joint Principal was held and Willie Shannon was selected. It is planned that the Interim Joint Principal will start in post in early June.
- 1.4 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 Council **RESOLVES** to, having taken account of the views of the Committees, approve the Colleges' Integration liaison Group Protocol document – Appendix 1, and The Collaboration Agreement – Appendix 2.

### **3.0 Progress and Next Steps**

- 3.1 This stage focuses on moving joined up governance forward after the appointment of an Interim Joint Principal for Shetland College, Train Shetland and the NAFC Marine Centre, through the Colleges' Integration Liaison Group which will be guided by the Colleges' Integration Liaison Group Protocol and the Collaboration Agreement.
- 3.2 A report on the Protocol and Collaboration Agreement will be presented to SFTCTC on the 23<sup>rd</sup> of June 2016 for approval.
- 3.3 Both the Protocol and Collaboration Agreement will be scrutinised by external advisors, Anderson Strathern, to ensure no statutory, legal or financial impediment will be triggered.

### **4.0 Governance**

- 4.1 The Colleges' Integration Liaison Group Protocol has been designed to guide the Liaison Group and aid good governance of Shetland College UHI and NAFC Marine Centre UHI.
- 4.2 The Protocol document clearly states that the Liaison Group has no Delegated Authority. It describes the reporting structure of the Interim Joint Principal and how the Group will liaise with the Interim Joint Principal, Shetland College Board and SFTCT Board. It sets out the Group's Duties, Responsibilities and Requirements and describes specifications for both members and chairpersons. The document also provides guidance on decision making when dispute or deadlock occurs.
- 4.3 The protocol document makes it clear that, along with providing guidance and assistance, the Liaison Group should scrutinise performance information regarding colleges as well as monitor the performance of the Interim Joint Principal.
- 4.2 The Protocol document has been developed by the Colleges' Integration Strategy Group. It has been prepared in consultation with Governance & Law and is being presented to SIC and SFTCT for final approval.

### **5.0 Collaborative Working**

- 5.1 The Collaborative Agreement on Credits, between SIC (Shetland College UHI) and NAFC Marine Centre UHI was signed in March 2016 and has proved successful in providing trust, transparency and cooperation between the two bodies. Shetland College and NAFC have worked together to create up to date and accurate aligned reporting of

Credits. They have also now more than achieved their joint UHI Credit target of 4132, with a current total of 4476.36.

5.2 The Collaboration Agreement is an overarching agreement between Shetland College UHI and NAFC Marine Centre UHI on future Collaborative Working and initially sets out the terms and conditions for sharing the Interim Joint Principal. It also outlines further areas of planned collaboration including but not limited to the following:

- 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

5.3 The over arching Collaboration Agreement will be supplemented with additional letters of agreement containing specific details on further agreements for each new area of collaborative working as and when these are required.

5.4 It will remain important for the Liaison Group and management to strike the right balance between making valuable progress in as many areas as possible and not overload the capacity of available staff.

## **6.0 Integrated Management Structure**

6.1 The Interim Joint Principal has deliverables attached to his employment which has been set out with 6 monthly milestones. Having a Collaboration Agreement will help the colleges' staff, the Interim Joint Principal and SIC maintain the original terms and conditions of agreed collaboration as progress continues over time. This in turn will increase the possibility of the Interim Joint Principal achieving the deliverables in a timely manner.

6.2 The milestone deliverables of the Interim Joint Principal for the first 18 months are included in Appendix 3.

## **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 with experience and expertise in local Further and Higher 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. Students are updated via student representatives and emails cascaded through line management. Later there will be direct engagement by the Interim Joint Principal
- Businesses - Through the relevant community planning groups. Local businesses and the local community will be kept informed initially via press releases but later there will be engagement by the Interim Joint Principal.
- Staff at Shetland College, NAFC and Train Shetland, and Unions through; Staff Meetings, Line Management, monthly Staff Stakeholders Group meetings and JCC are as required. Biweekly project update emails are also being sent to all staff.
- Other Council services including Finance, Legal, Capital Programme & HR through the Project Team and through participation in project Work Groups and completion of Work Packages.
- Shetland Learning Partnership Project Board through the Project Executive and SLP Project Manager who is also a member of the Project Board.
- 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 require attention, although they may not be specifically related to the work being undertaken on the four main recommendations. It is very important that these issues are not forgotten about as they are central to long term arrangements.
- 9.2 They include the properties used by Shetland College, Train Shetland and the NAFC Marine Centre, the high costs of both rents and operations and the options for joint change in 2020 when the leases run out.
- 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 – The role of the Committees, as set out in Section 2.8 in the Council’s Scheme Authority of Delegation.

### **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.

### **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 – A budget carry forward of £181k has been approved to provide change and stability funding, to enable the agreed integration steps to take place. In addition, should the actions within this report be agreed, then a Change Fund request for additional resources to provide 'Business Stabilisation' funding can be submitted, which should further support this process and allow the medium term actions to be implemented. The Change Fund application will cover the period up to March 2017.
- 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, NAFC Marine Centre UHI. 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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For further information please contact:

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Date Cleared:

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### Appendices

Appendix 1 – Colleges' Integration Liaison Group Protocol  
Appendix 2 – Collaboration Agreement  
Appendix 3 – Interim Joint Principal Deliverables

### 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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## Colleges' Integration Liaison Group Governance Protocol

The Integrated Colleges' Liaison Group will consist of 6 members, 3 appointed by each of the Shetland College Board of Shetland Island Council ("SIC") and Shetland Fisheries Training Centre Trust ("SFTCT") Board. It has been set up to assist in the governance of Shetland College UHI (including Train Shetland) and NAFC Marine Centre UHI who have agreed to an Interim Joint Principal.

Subject to further agreement by SIC and SFTCT, it is anticipated there may be an integrated management structure with the sharing of key staff and some of their other resources.

While the Integrated Colleges' Liaison Group will have no delegated authority other than that given by SFTCT and SIC on a specified case by case basis, the Liaison Group will be expected to advise, performance manage, direct and support an Interim Joint Principal who will have significant Authority as part of their job description.

The Colleges Integration Liaison Group will make recommendations to their respective boards where decisions outside its remit are required.

### Job Description for member:

**Duration: Individual Members** will be appointed until such time as the member resigns, ceases to be a member of the appointing body or has their membership ended by the appointing body, their nomination is withdrawn or the Integrated Colleges' Liaison Group is superseded by an alternative arrangement.

**Commitment:** One meeting per month, plus preparation and reading time. Member must also be prepared to attend special meetings.

### Main Duties and Responsibilities

1. To ensure that the Colleges Integration Liaison Group complies at all times with its governing document, Council regulations, charity law and any other relevant legislation or regulations.
2. To have read and understood this governing document and ensure that the Colleges Integration Liaison Group understands its responsibilities and pursues its objects as defined in this governing document.
3. To always act equally in the best interests of Shetland College UHI (including Train Shetland) and NAFC Marine Centre UHI, never in the sole interest of the individual member or any other organisation.
5. To liaise with and represent Shetland College Board or SFTCT Board depending on which board the member belongs to, determine when a decision requires higher

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authority and to progress with the development of integrated collaborative working and day-to-day running of both colleges.

6. To contribute actively in giving strategic direction to the Interim Joint Principal, help design overall policy for final approval of SIC and SFTCT, defining objectives and setting targets, and monitoring and evaluating performance against those objectives and targets.

7. In supporting the Interim Joint Principal the members of the Colleges' Integration Liaison Group will evaluate and comment on the effective and efficient management of Shetland College UHI and NAFC Marine Centre UHI as appropriate in line with their respective Boards and their policies.

8. To oversee robust financial control and ensure Shetland College UHI and NAFC Marine Centre UHI apply their resources exclusively in pursuance of their joint objectives.

9. Until the joint objectives are clearly set out in a Joint Strategic Plan, created by the Interim Joint Principal, with input from the Colleges' Integration Liaison Group, these objectives will be the effective and efficient provision of Tertiary Education, Training and Research, for the ongoing benefit of Shetland's local community, Shetland's local economy and the UHI.

10. To promote Joint Collaborative Working practices between Shetland College UHI and NAFC Marine Centre UHI.

11. To actively take an interest in and resolve to understand the business and workings of the college on the opposite board.

12. To ensure the Colleges' Integration Liaison Group receives professional advice on matters it deems appropriate.

## **Person Specification for a Member**

### **Criteria**

A member of SFTCT, Shetland College Board or Shetland Island Council.

A strong interest in the work, and a commitment to the aims and objectives, of both Shetland College UHI and NAFC Marine Centre UHI.

A positive and proactive approach to integration and collaborative working between Shetland College UHI and NAFC Marine Centre UHI.

A clear understanding of the role that both colleges can play locally, regionally, nationally and internationally

A willingness and ability to devote the necessary time and effort to attend Colleges' Integrated Liaison Group and other meetings, including reading papers in advance

An ability to work effectively as a member of the team

An ability to think strategically, creatively and for the long-term

Analytical ability and good, independent judgement

### **Additional Requirements for the Chairpersons Role:**

Chairperson Commitment: Chairperson is expected to commit at least one-day per month, on a flexible basis.

Office accommodation is provided on-site for this purpose.

#### **Job Description**

1. Plan the annual cycle of meetings in consultation with the other members, Interim Joint Principal and Director of Development Services.
2. Chair and facilitate meetings; establish ground rules and guidelines particularly in respect of conflict of interests; ensure the meeting remains focused on agenda items; summarise key decisions and actions.
3. Monitor that decisions taken at meetings have the proper authority and are implemented.
4. Represent the Colleges' Integration Liaison Group at functions, meetings and act as a spokesperson as appropriate.
5. Work closely with the Interim Joint Principal in order to keep an overview of the Colleges' affairs and to provide support as required.
6. Bring impartiality and objectivity to decision making.
7. Facilitate change and address conflict within the Group and within the organisations, liaising with the Interim Joint Principal and senior staff to achieve this.
8. To promote joint collaborative working between Shetland College UHI, Train Shetland and NAFC UHI.

#### **Person Specification**

- Leadership skills
- Experience of committee work
- Tact and diplomacy
- Excellent communication and interpersonal skills
- Impartiality, fairness and the ability to respect confidences
- A willingness to be available to staff for advice and enquiries

The members will be bound by their Board's existing terms for Anti-Bribery, Conflict of interest, Equalities and Diversity Policies, Health and Safety and Codes of Conduct

### **Governance:**

#### **Reporting structure for the Interim Joint Principal**

Until other measures are in place the following reporting structure for the Interim Joint Principal is agreed:

The Interim Joint Principal will be line-managed by either the chair of SFTCT or Director of Development Services SIC, depending on which body employs them.

It has been agreed that the SFTCT Chair, the Chair of Shetland College Board and Director of Development Services SIC will meet jointly to receive and consider Interim Joint Principal Reports.

The Interim Joint Principal will be directed, guided and assisted by the Colleges Integration Liaison Group but that Authority remains with the SFTCT and SIC.

It is also understood that the Interim Joint Principal will report to both boards. Where possible, timetables should arrange both board meetings on the same day.

### **Chairing the Meetings of the Group**

The chair of SFTCT and Chair of Shetland College Board shall be the joint Chairpersons of the Group. The position of Chairperson will rotate at each meeting, but in the absence of one Chairperson, the other will fill the position for that meeting. In the absence of both Chairpersons, the Group shall appoint one other member to chair that meeting only.

### **Decision Making**

Where the Interim Joint Principal approaches the Colleges' Integration Liaison Group for guidance or advice:

a) but has sufficient Delegated Authority within the remit of their Job description, the Colleges' Integration Liaison Group will provide advice to the Interim Joint Principal but the responsibility for that decision must remain with the Interim Joint Principal.

b) but does not have sufficient Delegated Authority within the remit of their Job Description, the Colleges' Integration Liaison Group will review the evidence, form a consensus of opinion and take the Group opinion to their Boards for consultation and authority to proceed.

c) if the Boards reach different conclusions from each other:

i) The Colleges' Integration Liaison Group and the Interim Joint Principal will debate the issue again taking in to consideration any concerns of the boards and the issue will then be presented again for decision to both Boards and this can be repeated until a resolution is found.

ii) The Interim Joint Principal and the Chairs of the Colleges' Integrated Liaison Group may try to reach a reasonable common position and will try to guide both Boards towards a resolution.

iii) The Chair of the SFTCT and the Director of Development of SIC may try to reach a common position and will try to guide both Boards towards a resolution.



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iv) it may be possible to reach a partial decision as long as the decision does not affect the other body materially. The default position must remain that each college will be able to make decisions about their own colleges independently from the other but where possible decisions will be made by joint consensus.

### **Performance Management Business**

Periodic performance management information, both financial and operational, will be brought before the Colleges' Integration Liaison Group as frequently as required.

That performance information will be a summary of progress and plans on key actions, updates on key operational performance metrics including student numbers and volumes of other activity and key financial data relating to performance against budget and projections.

Every effort will be made to co-ordinate and integrate this information while also retaining its value to the NAFC Board and Shetland College Board and other relevant partners such as the UHI for regular returns.

The Colleges' Integration Liaison Group will scrutinise this performance information and seek to understand areas of strength and weakness to advise the Interim Joint Principal and communicate key points and issues to the NAFC Board and Shetland College Board.

### **Policy Development Business**

Proposals for development or variation of Tertiary Education and related policy will be brought to the Colleges' Integration Liaison Group for their review, comment and communication to the NAFC and Shetland College Boards.

### **Other**

The Colleges' Integration Liaison Group minutes will return to the Liaison Group for verification but can be shared with Shetland College Board and SFTCT through update reports.



## COLLABORATION AGREEMENT

between

**SHETLAND COLLEGE UHI as part of SHETLAND ISLANDS COUNCIL,**

**Office Headquarters, 8 North Ness Business Park, Lerwick, Shetland ZE1 0LZ  
(the “Council”)**

and

**SHETLAND FISHERIES TRAINING CENTRE TRUST,**

**NAFC Marine Centre, Port Arthur, Scalloway, Shetland ZE1 0UN  
(“NAFC Marine Centre UHI”)**

(together referred to as the “Parties”)

### **WHEREAS –**

- ONE Shetland College UHI and Train Shetland are parts of the Council;
- TWO NAFC Marine Centre UHI is the operating name of Shetland Fisheries Training Centre Trust; and
- THREE The Council and NAFC Marine Centre UHI wish to record the agreement between them regarding Joint Working;

Now, THEREFORE, the parties HAVE AGREED and hereby AGREE –

### **Definitions and Interpretation**

#### **1. – Definitions**

- (1) In this agreement, unless the context otherwise requires –
- (a) “*Agreement*” means this Agreement;
  - (b) “*Confidential Information*” means any information designated as such by either party in writing and any other information which relates to the business, affairs, products, developments, trade secrets, know-how, personnel, customers and suppliers of either party or information which may reasonably be regarded as the

confidential information of the disclosing party and shall not be restricted to information of a financial nature.

- (c) "*Council*" means Shetland Islands Council constituted under section 2 of the Local Government etc., (Scotland) Act 1994, having its principal offices at Office Headquarters, 8 North Ness Business Park, Lerwick ZE1 0LZ and with places of business at Shetland College UHI, Gremista, Lerwick ZE1 0PX and Train Shetland, Gremista, Lerwick ZE1 0PX;
- (d) "*NAFC Marine Centre UHI*" means Shetland Fisheries Training Centre Trust
- (e) "*Shetland College UHI*" means that part of the Council operating at Gremista, Lerwick, Shetland and shall be deemed to include Train Shetland;
- (f) "*Shetland Fisheries Training Centre Trust*", is the Scottish Charity (number SC003715) having its Principal Office at NAFC Marine Centre, Port Arthur, Scalloway, Shetland ZE1 0UN
- (g) "*Train Shetland*" means that part of the Council delivering vocational Training and short courses in Shetland and operating at the Council's premises at Gremista, Lerwick ZE1 0PX.

## **2. – Interpretation and Construction**

- (1) Except to the extent that the context or the express provisions of this agreement require otherwise, in this agreement –
  - (a) words importing the singular shall include the plural and vice versa;
  - (b) a reference to one gender includes a reference to the other gender;
  - (c) a reference to a particular law is a reference to it as it is in force for the time being taking account of any amendment, extension, or re-enactment and includes any subordinate legislation for the time being in force made under it;
  - (d) references to a "person" includes any individual, firm, company, corporation, body corporate, government, state or agency of state, trust or foundation, or any association, partnership or unincorporated body (whether or not having separate legal

- personality) of two or more foregoing;
- (e) any phrase introduced by the words "including", "include", "in particular" or any similar expression shall be construed as illustrative only and shall not be construed as limiting the generality of any preceding words; and
  - (f) the words "other" and "otherwise" shall not be construed *eiusdem generis* with any foregoing words where a wider construction is possible; and
  - (g) the headings of the terms and conditions contained in the Agreement are inserted for convenience only and are not intended to be part of, or to affect the meaning or the interpretation of any of the terms and conditions of the Agreement.

## **Commencement, Duration and Termination**

### **3. – Commencement and Extent**

The Agreement becomes effective on the date on which it has been executed by both Parties and, unless earlier terminated in accordance with the terms of this Agreement, will remain in force during such time as is agreed by the Parties.

### **4. – Termination**

(1) The Agreement may be terminated without penalty by either party giving to the other not less than 90 days' written notice of the intention to terminate this agreement provided always that such notice will be effective only –

- (a) at the end of an academic year, or
- (b) when there is subsequent agreement between the Parties in respect of the same subject as this Agreement.

(2) Without prejudice to sub-clause (1), either Party may terminate this Agreement without notice if the other party commits a material breach of this Contract which, being a breach capable of remedy, has not been remedied within 30 days of receipt by the other of a notice by the innocent party identifying a breach and requiring its remedy.

## **5. – The Duties of Shetland College UHI and NAFC Marine Centre UHI**

(1) The Parties shall work together and jointly and severally use their best endeavours to –

- (a) provide a high quality efficient and affordable Tertiary Education, Training and Research service for Shetland and through growth and efficiencies, further reduce their joint and several reliance on Council funding, and collaborate towards a long-term goal of being more financially sustainable and independent of the Council;
- (b) share, support and, in the case of the Party which is the employer, manage the performance of the Interim Joint Principal, who –
  - i) will be employed by either NAFC Marine Centre or the Council and will be subject to the terms of employment of the employing organisation only;
  - ii) will be accountable to, and line managed by, either the Council's Director of Development or Chair of the Shetland Fisheries Training Centre Trust depending on employing Party;
- (c) through the Colleges' Integration Liaison Group, apply direction, and provide support to and performance management of the Interim Joint Principal;
- (d) account fairly, on a 50:50 basis for all employment costs of the Interim Joint Principal from the date of commencement of appointment including without prejudice to that generality employer's National Insurance contributions, employer's Tax, employer's pension contributions, necessary training and development and other direct employment expenses;
- (e) develop, in consultation with the Interim Joint Principal and the Colleges' Integration Liaison Group, proposals for an Integrated Management Team;
- (f) promote collaboration between the parties;
- (g) develop further collaborative and shared support service strategies;

- (h) share resources including, but not limited to, student services, ICT, student enrolment, staff, the Council's place of business at Shetland College UHI and Train Shetland and NAFC Marine Centre UHI's place of business at NAFC Marine Centre aforesaid, equipment, expertise, technology, intellectual property, knowledge and licences, but excluding motor vehicles;
- (i) take reasonable steps to mitigate liability for VAT;
- (j) create a joint curriculum;
- (k) create and implement a joint marketing strategy and with a single voice promote Shetland's Tertiary Education, Training and Research;
- (l) develop and implement a joint business development strategy;
- (m) jointly and severally seek new funding opportunities;
- (n) harmonise Quality Assurance systems;
- (o) ensure regular reporting of accounts;
- (p) generate increased activity at FE and HE level, increase training activity and increase research revenues provided always that sufficient funding is available;
- (q) align reporting on FE and HE Credits;
- (r) jointly and severally work towards reducing reliance on the Council's deficit funding, with a joint target of saving £200,000 in the 2017/18 financial year.
- (s) resolve issues, find solutions and use their best endeavours to avoid disputes; and
- (t) agree to the terms of the UHI Financial Memorandum signed .... 2016 as applicable.

(2) In the event that one party (in this clause, "A") has possession of an asset of any nature or property belonging to the other (in this clause, "B"), A shall return the asset or property to B in substantially the same condition as it was when B gave possession of it to A, and A shall be liable to repair or replace the asset or property, in the event of loss or damage, fair wear and tear excepted.

(3) Both Parties shall have in place at all times policies of Employer's Liability Insurance, Public Liability Insurance and, if requested Professional

Indemnity insurance and the levels of cover to be obtained shall be at an appropriate level..

#### **6. – Staff sharing**

The Shetland College UHI, Train Shetland and NAFC Marine Centre UHI may share the services of their staff and where this happens they agree that –

- (a) the member of staff will remain employed by their original employer and will be subject only to those terms of employment;
- (b) the member of staff will not become an employee of the other party by virtue only of that sharing of services;
- (c) each Party will take into account any income for services related to the sharing of staff in line with the percentage worked for the other Party, and ensure that their costs are reduced overall;
- (d) in relation to staff sharing, each party will bear its own place of business, heating, insurance, maintenance and other operating costs;
- (e) in relation to Shetland College, Train Shetland and NAFC staff, performance-related matters, including disciplinary issues and grievances, will be dealt with under the employing Party's policies, but should be brought to the confidential attention of the Interim Joint Principal.
- (f) as integration progresses, individual staff may be appointed to joint posts, arrangements will be put in place to ensure that they will not be disadvantaged if the collaborative relationship between Shetland College UHI and NAFC Marine Centre UHI, ceases.

#### **7. –Academic Standards**

Academic Standards are the responsibility of the Party responsible for running each individual course. Where a manager overseeing a course, training or research is employed by the other Party, that manager's oversight is advice only and the responsibility in regards to Academic Standards will remain with the course, training or research-owning Party and ultimate decision making will reside with the Interim Joint Principal where possible conflict of advice occurs.



## **8. – Resources**

- (1) Each Party shall be responsible for the provision of appropriate staffing to meet its agreed input to course development, delivery and monitoring.
- (2) Students enrolled on any programme at or through NAFC Marine Centre UHI shall be allowed access to the Student Services Centre and other facilities at Shetland College UHI, on the same terms as any other college students.
- (3) Students enrolled on any programme at or through Shetland College UHI and Train Shetland shall be allowed access to facilities at NAFC Marine Centre UHI, on the same terms as any other student of NAFC Marine Centre UHI

## **9. – Safeguarding**

- (1) NAFC Marine Centre UHI and Shetland College UHI must ensure that Protecting Vulnerable Groups (PVG) checks are in place for all relevant staff.
- (2) NAFC Marine Centre UHI and Shetland College UHI must ensure that PVG checks are in place for any students who, through the course of their studies, have access to children or vulnerable adults e.g. students on placement who are working with children and/or vulnerable adults.

## **10. – Health and Safety and Liability**

- (1) Both parties must notify the other immediately upon the occurrence of any injury to any person or any loss of or damage to property which occurred during the provision of any part of a Programme or on any premises where a Programme is or has been held or in circumstances where there is any possibility that NAFC Marine Centre UHI or the Council may be liable, wholly, or partly for such injury, loss or damage.
- (2) For the avoidance of doubt, any event to be notified to the Council or NAFC Marine Centre UHI pursuant to this Clause 10 must be notified to the Council and NAFC Marine Centre UHI by the quickest means possible in the circumstances and must be followed up as soon as possible by written notice to the Council and NAFC Marine Centre UHI setting out in full all relevant details and parties.

- (3) NAFC Marine Centre UHI acknowledges that it is directly responsible to each of its Enrolled Students for compliance with health and safety legislation during delivery of a programme and NAFC Marine Centre UHI agrees that it will comply with all relevant requirements relating to health and safety.
- (4) Shetland College UHI acknowledges that it is directly responsible to each of its Enrolled Students for compliance with health and safety legislation during delivery of a programme and Shetland College UHI agrees that it will comply with all relevant requirements relating to health and safety.

## **11. – Confidentiality**

- (1) It is an essential condition of the Agreement that–
  - (a) neither Party shall during the Term or thereafter reveal to any person who is not a party to this agreement any confidential information which is not publicly available concerning the organisation, business, finances, transactions or affairs of the other Party
  - (b) both Parties will keep with complete secrecy all confidential information and shall not use or attempt to use any such information in any manner which may injure or cause loss either directly or indirectly to the other Party, or may be likely to do so;
  - (c) both Parties will use best endeavours to prevent the publication or disclosure of any confidential information; and
  - (d) neither Party will do anything to harm the goodwill of the other Party.
- (2) The restrictions contained in this clause shall extend to any and all information of a confidential or proprietary nature belonging to any third party which is in the custody or control of the Parties, or its students or customers and which has been disclosed by such third party to the Parties, or such customers (as the case may be) under an obligation of confidence.
- (3) Both Parties will enter into a further agreement in regards to data processing and data protection.

- (4) The restrictions in sub-clauses (1) and (2) shall continue without time limit but shall not apply to information that –
- (a) is or becomes public knowledge other than by breach of this Clause; or
  - (b) is in the possession of the receiving party without restriction in relation to disclosure before the date of receipt from the disclosing party;
  - (c) is received from a third party who lawfully acquired it and who is under no obligation restricting its disclosure;
  - (d) is independently developed without access to the Confidential Information;
  - (e) SIC requires to give to a person making an application under the Freedom of Information (Scotland) Act 2002;

## **12. – Notices**

- (1) Any notice which requires to be given under the Agreement by one party to the other shall be deemed to have been duly given if sent by any means, including without prejudice to the foregoing generality, by facsimile transmission, by delivering it to that party personally, by leaving it at that party's last known address or by sending it by post to that last-mentioned address.
- (2) Any notice which requires to be given under the Agreement to the Council shall be deemed to have been duly given if sent by the method prescribed in Clause 11(2) to:

Neil Grant  
Director – Development Services  
Shetland Islands Council  
Office Headquarters  
8 North Ness Business PArk  
Lerwick

Shetland  
ZE1 0LZ

e-mail: [neil.grant@sic.shetland.gov.uk](mailto:neil.grant@sic.shetland.gov.uk)  
Tel N°: 01595 744322  
Fax N°: 01595 744585

- (3) Any notice which requires to be given under the Agreement to NAFC Marine Centre Trust UHI shall be deemed to have been duly given if sent by the method prescribed in Clause 11(2) to:

[Name]  
[Position]  
Shetland Fisheries Training Centre Trust  
NAFC Marine Centre  
Port Arthur  
Scalloway  
Shetland  
ZE1 0UN

e-mail: .....  
Tel N°: 01595 .....  
Fax N°: 01595 .....

### **13. – Waiver**

Failure or neglect by the Council or NAFC Marine Centre Trust UHI to enforce at any time any of the provisions of the Contract shall not be construed nor shall be deemed as a waiver of that party's rights under the Agreement nor in any way affect the validity of the whole or any part of the Agreement nor prejudice that party's rights to take subsequent action. Any waiver by either party to the Agreement to be effective shall be required to be in writing and delivered or transmitted by any means to the other party and any waiver so given shall be binding and enforceable as the party giving it and any permitted assignees.

### **14. – Severability**

In the event that the whole or any part(s) of any of the terms, conditions or provisions contained in the Agreement shall be determined invalid, unlawful or unenforceable to any extent, such term, condition, or provision or part(s) of it to the extent to which it is or they are determined invalid, unlawful or unenforceable shall be severed from the remaining terms, conditions and provisions of the Contract, which remaining terms, conditions and provisions or part(s) thereof shall continue to be valid to the fullest extent permitted by Law.

### **15. – Jurisdiction**

The Agreement shall, in all respects, be construed and interpreted and shall receive/

receive effect in accordance with the laws of Scotland and the Parties hereby submit themselves to the exclusive jurisdiction of the Scottish Courts.

IN WITNESS WHEREOF these presents are executed as follows:–

by being signed for and on behalf of Shetland College UHI –

on .....2016, at .....

.....  
Authorised Signatory

.....  
(Witness)

Full Name:

Job Title:

Address:

and

by being signed for and on behalf of NAFC Marine Centre UHI–

on .....2016, at .....

.....  
Authorised Signatory

.....  
(Witness)

Full Name:

Job Title:

Address:

**Minute of Agreement**

between

**Shetland College UHI**

and

**Shetland Fisheries Training Centre Trust**

**2016**

Legal  
Governance and Law  
Shetland Islands Council  
Lerwick

**Interim Joint Principal Deliverables / Integration Milestones**

	<b>6 months (c Jan 2017)</b>	<b>12 months (c June 2017)</b>	<b>18 months (c Jan 2018)</b>
<b>Governance</b>	Effective cross organisational governance arrangements in place and working	Clarity obtained over options for future integration	Further integration plan fully developed
<b>Management &amp; Staffing</b>	<p>Integrated management second tier structure designed and recruited to</p> <p>Plan for business development staff integration / redesign developed in parallel with joint curriculum development</p> <p>Plan for academic staff integration / redesign developed in parallel with joint curriculum development.</p>	<p>Further academic staff integration implemented where appropriate to best serve the joint curriculum</p> <p>Plan for business support staff integration / redesign developed in parallel with business support services development.</p>	Support staff integration implemented where appropriate to best serve the business
<b>Collaborative Working</b>	<p>Creation of joint Strategic (short medium and long term) Plan for sustainability and growth based on the Joint vision</p> <p>Joint Curriculum Plan and Joint Research and Development approach created and being used as the basis for Marketing and Business Development.</p> <p>Joint Business Development and Marketing plan created and being used in parallel with Joint Curriculum and Joint research and commercialisation approach.</p> <p>Unified arrangements for booking and use of rooms and other facilities</p> <p>Programme of cross organisational staff &amp; student collaboration designed</p>	<p>Joint Curriculum implemented for teaching and learning.</p> <p>Joint Research and Commercialisation Approach in place for research and development activity.</p> <p>Staff &amp; student collaboration activity implemented.</p>	<p>Shared resources process fully working</p> <p>Improved student collaboration activity</p>

**Interim Joint Principal Deliverables / Integration Milestones**

<b>Finance</b>	Development of long term strategy which reduces the reliance of all three entities on Shetland Island Council deficit funding with the ultimate goal of greater financial independence.	Implementation of long term strategy which reduces the reliance of all three entities on Shetland Island Council deficit funding with the ultimate goal of greater financial independence.	Reduction in deficit funding reflected in budget forecast  Improvement in research funding and activity
<b>Communications</b>	Internal mechanisms for communications within all institutions and locations in place.	A single voice promoting Shetland Tertiary Education, Training and Research in place.	
<b>Legacy issues</b>	Property options and issues fully understood.		Joint requirements for accommodation understood and a joint plan for accommodation in 2020 created