



# Shetland Islands Council

Agenda Item

# 1

<b>Meeting(s):</b>	<b>Development Committee Environment and Transport Committee Shetland College Board</b>	<b>28 August 2017 28 August 2017 30 August 2017</b>
<b>Report Title:</b>	<b>Development Services Directorate Performance Report – 3 Month/1st Quarter 2017/18</b>	
<b>Reference Number:</b>	<b>DV-41-17-F</b>	
<b>Author / Job Title:</b>	<b>Neil Grant - Director of Development Services</b>	

## **1.0 Decisions/Action Required:**

- 1.1 The Committee/Board should discuss the contents of this report as appropriate to their remit and make any relevant comments on progress against priorities to inform further activity within the remainder of this year, and the planning process for next and future years.

## **2.0 High Level Summary:**

- 2.1 Highlights of progress against Council priorities from the Council's Corporate Plan by the Development Services Directorate are set out in Appendix 1. The Annual Investment report will be presented to the Development Committee next cycle. Further detail on Actions, Indicators and Risks are contained in appendices to this report.
- 2.2 The Committee/Board is invited to comment on any issues which they see as significant to sustaining and improving service delivery.

## **3.0 Corporate Priorities and Joint Working:**

- 3.1 The Council's Corporate Priorities are set out in "Our Plan". This report reviews progress against these.

## **4.0 Key Issues:**

- 4.1 The three priority outcomes identified in Our Plan, which the Development Directorate leads on are:

- Increasing Supply of Housing of all Tenures in Shetland
- Improve High Speed Broadband and Mobile Coverage
- Improve Transport Connections Internally and Externally

Progress in achieving outcomes in these areas are noted in the attached appendices.

4.2	The Directorate has been leading a public engagement process focusing on ‘the place we live’, and its effects on our wellbeing, thus the Place Standard engagement which will feed into Local Housing Strategy, Local Development Plan, Local Transport Strategy and Local Outcomes Improvement Plan in the coming year.
4.3	We are also progressing a plan along with other community partners to increase the number of young people in Shetland, attracting young people to study is a key part of that being the “10 Year Plan to Attract People to Live, Study, Work and Invest in Shetland.”
4.4	Engagement with the Scottish Government and Transport Scotland on Specification and Fair Funding of Inter-Island Transport continues to be a priority, and dialogue is continuing with Scottish Government at a political level regarding funding for 2017/18.
<b>5.0 Exempt and/or Confidential Information:</b>	
5.1	None.
<b>6.0 Implications :</b>	
<b>6.1 Service Users, Patients and Communities:</b>	Effective performance management and continuous improvement are important duties for all statutory and voluntary sector partners in maintaining appropriate services for the public. The Development Directorate has been leading a public engagement process using the Place Standard tool to gather the views of communities on aspects of the place they live in, which will be used as an evidence base for strategic planning, and will also feed into the Locality Profiles.
<b>6.2 Human Resources and Organisational Development:</b>	Recruitment of professional staff particularly in Planning Services remains challenging.  Workforce development, attracting people to live work and study in Shetland and skills development plans are noted in the appendices to this report.
<b>6.3 Equality, Diversity and Human Rights:</b>	The Development Service, through Community Planning and Development, has a role in supporting all Council services and partner organisations to promote Equalities, Diversity and Human Rights, as well as ensuring the Government’s drive to reduce inequalities is forefront in service planning and delivery. There are some recent examples of best practice within the Service; for example, the ZetTrans pilot which has enabled at least 7 people to move into employment, without cost to any public service. All projects within the Development Service are monitored and assessed to understand and ensure negative impacts are mitigated and positive impacts are optimised.

<b>6.4 Legal:</b>	There are a number of projects and key actions within the Performance Report that have legal implications. Legal advice will be sought as matters progress to ensure that Shetland Islands Council complies with all statutory requirements.	
<b>6.5 Finance:</b>	There are no direct financial implications arising from this report. The actions, measures and risk management described in this report are projected to be delivered within existing approved budgets, further details of the projected outturn position are detailed in the Quarter 1 Management Accounts reports for Development Committee, Environment & Transport Committee and Shetland College Board, also presented this cycle.”	
<b>6.6 Assets and Property:</b>	The Business Case for the Council investing further in broadband infrastructure is noted in this report.	
<b>6.7 ICT and new technologies:</b>	None.	
<b>6.8 Environmental:</b>	None.	
<b>6.9 Risk Management:</b>	Embedding a culture of continuous improvement and customer focus are key aspects of the Council’s improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to further negative external scrutiny.	
<b>6.10 Policy and Delegated Authority:</b>	<p>The Council’s Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;</p> <p>“Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring –</p> <ul style="list-style-type: none"> <li>(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.</li> <li>(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.”</li> </ul>	
<b>6.11 Previously considered by:</b>	N/A	

**Contact Details:**

Neil Grant, Director of Development Services  
01595 744968, [nrj.grant@shetland.gov.uk](mailto:nrj.grant@shetland.gov.uk)  
18 August 2017

**Appendices:**

- Appendix A - Progress on the Directorate Projects and Actions (Development Committee, Environment and Transport Committee, Shetland College Board)
- Appendix B - Key Directorate Indicators and Council Wide Indicators (Development Committee, Environment and Transport Committee, Shetland College Board)
- Appendix C - Complaints Summary (Development Committee Only)
- Appendix D - Risk Register (Development Committee Only)
- Appendix E - Investment Fund (Development Committee Only)

**Background Documents:**

[Our Plan 2016-20](#)

[Development Directorate Plan 2017-20](#)

# Appendix A - Projects and Actions - Development ->Shetland College Board



Generated on: 18 August 2017

## OUR PLAN 2016-2020

### C) ECONOMY & HOUSING

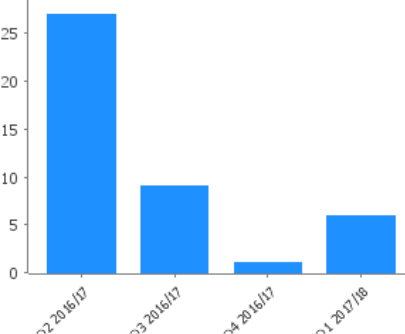
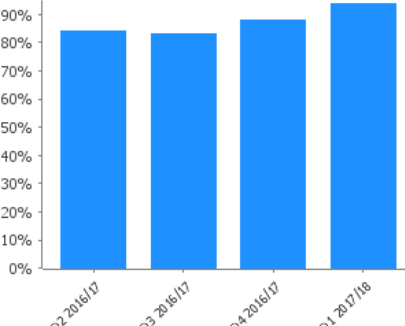
#### 1) Promote enterprise

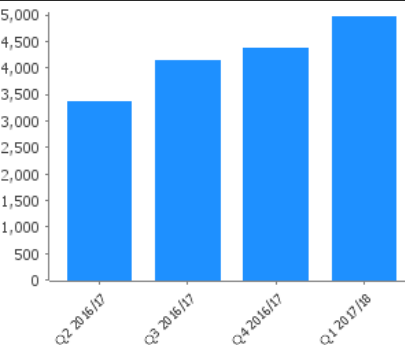
We will have an economy that promotes enterprise and is based on making full use of local resources, skills and a desire to investigate new commercial ideas.

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP203 Support for local businesses and entrepreneurs	Development of a skilled workforce to match industry requirements, and other direct and indirect support to businesses. Sustainable integrated delivery model for Tertiary Education and Research is in place for August 2018.	Sustainable economy with access to skilled workforce	Planned Start	01-Apr-2017		The Islands Deal project is being progressed along with Orkney and Western Isles. The deal will have a key focus on increasing Shetland's economically active population.	Development Services Directorate
			Actual Start	17-Aug-2017	<div><div></div>25%</div>		
			Original Due Date	01-Apr-2020	Expected success		
			Due Date	01-Apr-2020	 Experiencing issues, risk of failure to meet target		
			Completed Date				
					Effective and efficient tertiary education provision: The project to further integrate Shetland College, NAFC Marine Centre and Train Shetland is currently being reviewed with the organisations and funding stakeholders. In the meantime the combined outputs of the local colleges, perform well against other colleges.		

## Appendix B Performance Indicators (Quarterly)- Development Directorate -> Shetland College Board

Generated on: 18 August 2017

	Previous Years		Current year (to date)	Quarters						
Code & Short Name	2015/16	2016/17	2017/18	Q2 2016/17	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q1 2017/18	Graphs	(past) Performance & (future) Improvement Statements
	Value	Value	Value	Value	Value	Value	Value	Target		
GC-01 Number of modern apprentices recruited by Train Shetland	49	44	6	27	9	1	6			<p><b>Performance</b></p> <p>Skills Development Scotland contributes funding towards the Modern Apprenticeship training programme. They allocate a specific number of apprenticeship places to us in our annual contract.</p> <p><b>Improvement</b></p> <p>This is continuously monitored.</p>
GC-02 % Achievement rate of Modern Apprentices recorded by Skills Dev Scotland		85.75%	94%	84%	83%	88%	94%			<p><b>Performance</b></p> <p>This indicator is taken from statistics published by Skills Development Scotland. The MA achievement percentage is for Shetland. The quarterly figures are cumulative. Therefore, the percentage for Q1 is likely to show higher variance.</p> <p><b>Improvement</b></p> <p>Monitored on a quarterly basis.</p>

	Previous Years		Current year (to date)	Quarters						
Code & Short Name	2015/16	2016/17	2017/18	Q2 2016/17	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q1 2017/18	Graphs	(past) Performance & (future) Improvement Statements
	Value	Value	Value	Value	Value	Value	Value	Target		
GC-04 Shetland College Student Enrolments Further & Higher Education Combined		4,060		1,646	1,694	2,380	2,964			<p>Latest figures show that the number of FE Students studying within the tertiary education sector in Shetland stand at 101 Full Time and 3723 Part time giving 3824 FE students. In term of HE Students the totals are 77 Full time students and 159 Part time students giving a Shetland total of Students studying HE of 236. This gives a grand total of 4060 students studying in Shetland. Please note that this total is for Shetland College, Train Shetland and the NAFC Marine Centre. If you remove the NAFC figures the number of students studying at Shetland College and Train Shetland drops by 1096. Train Shetland courses are generally short courses of typically a day and these, counted as PT students, are made up of 1960 training attendances of the overall total.</p>
GC-05 Total Credits (inc Train Shetland & NAFC)		4,632		3,363	4,124	4,362	4,971			<p>The Shetland target for FE credits (the fundable units the SFC pay college for courses that do not make full cost recovery) for 1617 is 4255. The current number of credits achieved by the tertiary education sector in Shetland is 4971, so the target has been achieved and exceeded. It was predicted that the total credits achieved by the end of the academic year would be 4800, which has also been exceeded.</p>





<b>Meeting(s):</b>	Shetland College Board	30 August 2017
<b>Report Title:</b>	Management Accounts for Shetland College Board: 2017/18 – Projected Outturn at Quarter 1	
<b>Reference Number:</b>	F-66-F	
<b>Author / Job Title:</b>	Jonathan Belford, Executive Manager - Finance	

## 1.0 Decisions / Action required:

- 1.1 The Shetland College Board RESOLVES to review the Management Accounts showing the projected outturn position at Quarter 1.

## 2.0 High Level Summary:

- 2.1 The purpose of this report is to enable the Shetland College Board to monitor the financial performance of services within its remit to ensure that Members are aware of the forecast income and expenditure and the impact that this will have with regard to delivering the approved budget. This report shows the projected financial consequence of the service performance detailed in the Development Directorate performance report, and allows the Board the opportunity to provide early instruction to officers to address any forecast overspends in order that the budget is delivered by year-end.
- 2.2 On 15 February 2017 (SIC Min Ref: 7/17) the Council approved the 2017/18 revenue and capital budgets for the Council (including the General Fund, Harbour Account, Housing Revenue Account and Spend to Save) requiring a draw from reserves of £12.252m. It is vital to the economic wellbeing of the Council that the financial resources are managed effectively and expenditure and income is delivered in line with the budget, as any overspends will result in a further draw on reserves and would be evidence that the Council is living beyond its means.
- 2.3 This report forms part of the financial governance and stewardship framework which ensures that the financial position of the Council is acknowledged, understood and quantified on a regular basis. It provides assurance to the Corporate Management Team and the Committee that resources are being managed effectively and allows corrective action to be taken where necessary.
- 2.4 Since the approval of the 2017/18 budget, revisions to the budget have been incorporated for the Council's budget carry-forward scheme. Therefore, this report refers to the revised budget that is now in place for each of the services.

## 3.0 Corporate Priorities and Joint Working:

- 3.1 There is a specific objective in the Corporate Plan that the Council will have excellent financial management arrangements to ensure that it continues to keep a balanced and sustainable budget, and is living within its means; and that the Council continues to pursue a range of measures which will enable effective and successful management of its finances over the medium to long term. This

involves correct alignment of the Council's resources with its priorities and expected outcomes and maintaining a strong and resilient balance sheet.

#### **4.0 Key Issues:**

- 4.1 This report presents the projected outturn position for 2017/18 as at the end of the first quarter for revenue and capital. The forecasts have been determined by Finance Services after consultation with the relevant budget responsible officers.
- 4.2 The projected revenue outturn position for the Shetland College Board is an underspend of £66k (17%), which means the service is collectively projected to spend less than its approved budget. There are no recurring savings identified at this time.
- 4.3 See appendix 1, attached, for detailed information on the revenue outturn position.
- 4.4 Provision was made in the Council's 2017/18 Budget for cost pressures and contingencies. It is held centrally by the Executive Manager - Finance.
- 4.5 Cost pressures are recurring in nature and increase the base cost of the service being delivered, e.g. pay awards, whereas contingency items are deemed non-recurring and likely to vary year on year, e.g. ferry breakdown costs.
- 4.6 This approach assists the Council to mitigate any spending risks. However, it is expected that services will endeavour, in the first instance, to meet any additional costs from within existing resources.
- 4.7 An allocation of £2k has been applied from the cost pressure and contingency budget to the holiday pay and 1% pension increase costs.
- 4.8 No other cost pressure or contingency budget has been applied to date as the Development Directorate's overall budgets are projecting to meet the additional costs from within existing underspends and increased income. This position will be reviewed quarterly.

#### **5.0 Exempt and/or confidential information:**

- 5.1 None.

#### **6.0 Implications :**

<b>6.1 Service Users, Patients and Communities:</b>	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
<b>6.2 Human Resources and Organisational Development:</b>	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
<b>6.3 Equality, Diversity and Human Rights:</b>	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.

<b>6.4 Legal:</b>	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
<b>6.5 Finance:</b>	<p>The 2017/18 Council budget does not require a draw on reserves in excess of the returns that the fund managers can make on average in a year, and therefore demonstrates that the Council is living within its means. To achieve this, a one-off underspend from the 2016/17 budget has been used to balance the General Fund. This is a one-off solution for 2017/18.</p> <p>For every £1m of reserves spent in excess of a sustainable level will mean that the Council will have to make additional savings of £73k each year in the future as a result of not being able to invest that £1m with fund managers to make a return.</p> <p>It is therefore vital that the Council delivers its 2017/18 budget. This report demonstrates that the services under the remit of the Development Committee are collectively projecting to spend less/more than their Council approved budget.</p>
<b>6.6 Assets and Property:</b>	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
<b>6.7 ICT and new technologies:</b>	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
<b>6.8 Environmental:</b>	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
<b>6.9 Risk Management:</b>	<p>There are numerous risks involved in the delivery of services and the awareness of these risks is critical to successful financial management.</p> <p>From a financial perspective, risks are an integral part of planning for the future, as assumptions are required to be made. These assumptions can be affected by many internal and external factors, such as supply and demand, which may have a detrimental financial impact.</p> <ul style="list-style-type: none"> <li>• Scottish Funding Council income, which is related to the level of student activity in any given year and the outcomes achieved by those students, and in particular the level of income that is receivable at present compared to the number of courses that the College and NAFC Marine Centre are delivering, which is currently predicting an over trading position, which will have implications.</li> </ul> <p>This report is part of the framework that provides assurance, or recognition of any deviation from the budget that may place the Council in a financially challenging position and requires remedial action.</p>

	<p>The Council makes provision within its budget for cost pressures and contingencies that may arise. This approach provides additional confidence for the Council to be able to mitigate any adverse financial circumstances.</p> <p>A strong balance sheet and the availability of usable reserves ensure that the Council is prepared for significant unforeseen events.</p> <p>Any draw on reserves beyond the Council's sustainable level would have an adverse impact on the level of returns from the Council's long-term investments. This situation would require to be addressed quickly to ensure no long term erosion of the investments.</p>	
<b>6.10 Policy and Delegated Authority:</b>	<p>Section 2.1.2(3) of the Council's Scheme of Administration and Delegations states that the Committee may exercise and perform all powers and duties of the Council in relation to any function, matter, service or undertaking delegated to it by the Council. The Council approved both revenue and capital budgets for the 2017/18 financial year. This report provides information to enable the Committee to ensure that the services within its remit are operating within the approved budgets.</p> <p>The Council's Financial Regulations state that the Executive Manager - Finance has a responsibility to ensure that detailed monitoring by Directors and Executive Managers is carried out and that the Council will determine the reporting content, timescale, frequency and receiving committee(s) required for monitoring statements and the Executive Manager - Finance will be responsible for ensuring compliance with this.</p>	
<b>6.11 Previously considered by:</b>	<i>n/a</i>	<i>n/a</i>

**Contact Details:**

*Ivor Johnson – Senior Assistant Accountant*

[Ivor.Johnson@shetland.gov.uk](mailto:Ivor.Johnson@shetland.gov.uk)

*Ex. 4676*

*14/08/2017*

**Appendices:**

Appendix 1 – Shetland College Board Projected Revenue Outturn Position for 2017/18

**Background Documents:**

SIC Budget Book 2017/18, SIC 15 February 2017

<http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=20520>

## Shetland College Board

## 1.0 - Draft Revenue Outturn Position 2017/18 Financial Year

Service Area	Revised Annual Budget  £000	Outturn 2017/18 Quarter 1  £000	Proj. Outturn Variance Quarter 1 (Adv)/ Pos £000
Grants from Funding Council	(1,506)	(1,498)	(8)
Property Costs	534	538	(4)
Teaching Departments	1,200	1,107	93
Senior Management & Admin	554	535	19
Support	400	421	(21)
Income Generating Units	(6)	19	(25)
Approved Contribution from SIC	(861)	(861)	0
<b>Total Shetland College</b>	<b>315</b>	<b>261</b>	<b>54</b>
Train Shetland	79	67	12
<b>Total</b>	<b>394</b>	<b>328</b>	<b>66</b>

Explanations of the main variances at Quarter 1 are set out below:

**1.1 Grants from Funding Council – Projected shortfall £8k (<1%)**

There is no significant variance in this area.

**1.2 Property Costs – Projected outturn overspend (£4k) (<1%)**

There is no significant variance in this area.

**1.3 Teaching Departments - Projected outturn underspend £93k (8%)**

The projected underspend relates to temporary staffing vacancies and recruitment to teaching posts at the lower entry grades - £73k.

**1.4 Senior Management & Administration - Projected outturn underspend £19k (3%)**

There is no significant variance in this area.

**1.5 Support – Projected outturn overspend (£21k) (5%)**

There is no significant variance in this area.

**1.6 Income Generating Units – projected outturn shortfall (£25k)**

There is no significant variance in this area.

**1.7 Approved Contribution from SIC – Projected breakeven**

The contribution from the Council is not expected to differ from that budgeted.

**1.8 Train Shetland – Projected outturn underspend £12k (15%)**

There is no significant variance in this area.



# Shetland Islands Council

Agenda  
Item

**3**

<b>Meeting(s):</b>	<b>Shetland College Board</b>	<b>30 August 2017</b>
<b>Report Title:</b>	<b>Principal's Update</b>	
<b>Reference Number:</b>	<b>SCB131-F</b>	
<b>Author / Job Title:</b>	<b>Willie Shannon Interim Joint Principal</b>	

## **1.0 Decisions / Action required:**

- 1.1 Shetland College Board resolves to note the contents of this report and approve the Corporate Parenting Plan for publication.

## **2.0 High Level Summary:**

- 2.1 This report provides an update to Board Members on a range of issues which are both of interest and importance to Shetland College and the tertiary sector of Shetland.

## **3.0 Corporate Priorities and Joint Working:**

- 3.1 The information in this report links to the corporate priority of maximising the opportunities for further, higher and vocational learning, both for school leavers and for people returning to learning.
- 3.2 There is considerable focus on collaboration and integration of the tertiary sector in Shetland as agreed between the Council and the NAFC Marine Centre, "The Trust".

## **4.0 Key Issues:**

- 4.1 This report provides an update to Board Members on a range of issues which are both of interest and importance to Shetland College and the tertiary sector of Shetland.

I reported in June that the issue of management capacity in Shetland College and Train Shetland had been addressed and that a full complement of senior managers was in place.

The Senior Management Team has quietly settled in and meet on a weekly basis, which helps with communications and ensures that the team is up to date with what is going on across the college and training.

- 4.2 I also mentioned at the last meeting that a number of important pieces of work would culminate in October; the process for dealing with these are in
- 4.2.1 The first of these is a Strategic Dialogue meeting which includes the Scottish Funding Council (SFC), UHI and Education Scotland (HMle). Representations from these bodies visited the college on 22<sup>nd</sup> June and have confirmed that they will return for the Strategic Dialogue meeting on 26 September. I will consult with the Chair and Vice-Chair on the details of the visit and about any input that will be needed at Board level.
  - 4.2.2 The second key piece of work is a systems audit by SQA; this is being co-ordinated by Susan Berry as Acting Principal and SAQA Co-ordinator. I will inform the Board of the outcome of this.
  - 4.2.3 The final piece of work that has to be in place by the end of October is “How Good Is Our College?” which is the new self-evaluation inspection regime by Education Scotland (HMle). The HMle for Shetland College, Dr John Bowditch has been a regular visitor during the past year and is due to come back twice before the report is submitted towards the end of October. His next visit is on 7/8 September and there will be a pre-evaluation meeting, with both HMle and SFC representatives, which is currently planned for the second week in October. Again I will keep Board members advised of progress.
- 4.3 Awards / Graduation  
The Shetland College awards and graduation ceremonies are scheduled to take place on Friday 22 September in Mareel. Invitations have gone out and I hope that as many Board members as possible will be able to join staff and students at Mareel.
- 4.4 Corporate Parenting Plan  
Shetland College UHI is identified as a corporate parent under part 9 of the Children and Young People (Scotland) Act 2014. The definition of corporate parenting is “An organisation’s performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted.”
- When the Senior Management Team (SMT) was re-structured in May it was discovered that Shetland College was late in drafting and seeking approval on the Corporate Parenting Plan. We are required to report on implementation of the plan’s progress with the Scottish Government in 2018. Therefore, a plan was prepared, with action plan, and published to our website in draft form in order to enable support staff to start delivering actions identified and to ensure we were promoting our Corporate Parenting responsibilities with staff and students. (Appendix 1). The action plan will be monitored at the Shetland College Equalities Committee and will be reported to the College’s Quality Improvement Committee at the end of each academic year. The plan is also reported to the UHI on an annual basis.
- Members may wish to note that only 4% of care leavers in Scotland go on from school to University compared with 37% of all school leavers. Alongside colleagues in Shetland we are committed to widening access to further education in relation to supporting care leavers locally and this plan will support us with that.

Members are asked to approve the Corporate Parenting Plan for the College.

#### 4.5 Train Shetland

##### 4.5.1 Vocational

There are currently 16 Modern Apprenticeship new starts in the following categories:

- Business Administration – 2
- Automotive – 3
- Construction – 6
- Engineering – 2
- Agriculture – 1
- Hairdressing – 2

There are also 4 progressions (Apprentices moving on to the next level) already signed up. This is a busy period for us and we are in the process of starting up new places on a weekly basis, including our first apprentice with Digital Media through Mareel – induction to take place next week. SIC are also recruiting 6 x Social Care and 5 x Child Care and are going through the PVG and reference checks.

The contract is signed for 52 places for this year and runs from April 2017-2018. We have managed to maintain our travel and lodgings policy for the trainees who need to travel south for their college input.

Train Shetland continues to support the Foundation Apprenticeship programme and the first cohort has now finished their training. One of the Foundation Apprentices has been nominated as a finalist in the Foundation Apprentice of the Year category. We also have a nomination for the Level 2 Apprentice of the Year. Both finalists have been invited to the ceremony in Kelvingrove in November.

##### 4.5.2 Short Courses

Since 2015, Train Shetland in partnership with the Economic Development Service, Business Gateway have been delivering workshops to industry. So far this year we have delivered workshops in Management Masterclasses, Business Start Up, Employing People, Advertising and Promotion and Marketing. We still have a few final details to put in place before we can advertise the workshops for Digital Boost and Financial Management. These courses have proved to be popular again with high numbers attending each workshop.

After an initial 6 months trial period of carrying out the administration for their short course bookings, Train Shetland have entered into a service level agreement with NAFC Marine Centre to carry out these duties. The agreement will be reviewed annually.

We have had 4 audit visits so far this year:

8th May – SQA Centre Audit – passed with no actions

14th June – CITB CSkills Audit – passed with no actions

30th March – Highfield Audit – passed with 2 actions  
 28th April – CPC Audit – passed with 2 advisory + 1 continuous improvement

Since the start of 2017, we have run 180 various courses and invigilated/hosted 52 exams on behalf of AAT, Open University and CPC. Since September 2016 we are still operating with reduced training room capacity as a result of the evacuation of 6 North Ness.

#### 4.6 Board Membership

I am delighted to welcome Logan Spence, HISA Depute Principal to the College Board. Pending approval of Shetland Islands Council, Logan will attend the Board initially as an observer.

The Governance and Law section of the council advertised for two additional Board members to be co-opted as replacements for Mr Andy Carter and Mr Simon Collins, who left the Board at the end of the last Council. However, I understand that there was no positive response to the advert, which is disappointing. A follow-up report on possible alternatives will come forward from the Governance and Law section.

#### 4.7 Joint Working

During the last Council, a number of Trustees of the NAFC Board visited Shetland College and met with staff and College Board members. It had been hoped to arrange a reciprocal visit before the local government elections but that didn't prove possible. I will ask Lesley Brandie who is secretary to the Shetland College Senior Management Team to contact you individually with a view to arranging a tour of NAFC and to meet with some of the Trustees and staff members.

Shetland College Board members will also be contacted by Anita Pottinger, Acting Short Course Manager at Train Shetland with an invitation to visit Train Shetland.

### **5.0 Exempt and/or confidential information:**

5.1 There is no exempt or confidential information contained within this report.

### **6.0 Implications:**

<b>6.1 Service Users, Patients and Communities:</b>	N/A
---	-----

<b>6.2 Human Resources and Organisational Development:</b>	N/A
--	-----

<b>6.3 Equality, Diversity and Human Rights:</b>	N/A
--	-----

<b>6.4 Legal:</b>	N/A
<b>6.5 Finance:</b>	There are no financial implications arising from the content of this report.
<b>6.6 Assets and Property:</b>	N/A
<b>6.7 ICT and new technologies:</b>	N/A
<b>6.8 Environmental:</b>	N/A
<b>6.9 Risk Management:</b>	N/A
<b>6.10 Policy and Delegated Authority:</b>	<p>The role of the Shetland College Board is 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: -</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c Developing resources, including financial resources, to support the learner.</li> <li>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.</li> <li>e To give direction on matters of quality assurance and improvement.</li> <li>f To monitor and give assurance that the College operates sound financial management, including developing budgets and pursuing credit funding.</li> </ul>

	<p>g Liaising with UHI and other appropriate bodies, e.g. SQA, Scottish Funding Council and Education Scotland.</p> <p>h Take such decisions as appropriate to support the Interim Joint Principal in meeting the Council approved integration milestones.</p>	
<b>6.11 Previously considered by:</b>	N/A	

**Contact Details:**

Willie Shannon, Interim Joint Principal

Tel: 01595 771218

E-mail: [willie.shannon@uhi.ac.uk](mailto:willie.shannon@uhi.ac.uk)

**Appendices:**

Appendix 1 – Shetland College Corporate Parenting Plan

**Background Documents:**

UHI Corporate Parenting Plan

<https://www.uhi.ac.uk/en/t4-media/one-web/university/students/support/care-leavers/University-Corporate-Parenting-Plan.pdf>

END

# Corporate Parenting Plan



[shetland.uhi.ac.uk](http://shetland.uhi.ac.uk)

Shetland College UHI, Gremista, Lerwick  
Draft v2 – July 2017

## Introduction

As the most northern partner of the University of the Highlands and Islands (UHI) we now have improved access to further and higher education options in Shetland.

We offer an extensive range of flexible learning options, some of which are networked and taught online using innovative learning technologies. Courses are taught from foundation level right through to postgraduate and research degrees.

Our main campus is based in Lerwick and we also deliver courses in our Learning Centres situated in the more remote locations in the islands.

We offer courses in Business, Hospitality & Events, Computing, Community Learning & Essential Skills, Construction, Creative Industries, Heritage & Culture as well as Health & Care.

Over 70% of our enrolments for 2017/18 are for Further Education (FE) and two-thirds of our students study part-time.

## Corporate Parenting Responsibilities

Shetland College UHI is defined as a Corporate Parent under the Children and Young People (Scotland) Act 2014.

As a Corporate Parent we will support every care leaver who is under the age of 26 (and was on their 16<sup>th</sup> birthday or at any subsequent time) but is no longer looked after by a local authority.

It is our duty as a Corporate Parent to:

1. Be alert of issues which might adversely affect the wellbeing of the care experienced learner
2. Assess the needs of care experienced learners for services and support provided
3. Promote the interests of those care experienced learners and provide opportunities and activities designed to promote their wellbeing
4. Take action and support care experienced learners in accessing opportunities, making use of services and receiving support

5. Take action to improve and review our performance as a corporate parent

The Scottish Funding Council 'National Ambition and Vision' aims for there to be no difference in the outcomes of care experienced learners compared to their peers' by 2021.

We are committed to widening access to further education in relation to supporting care leavers (only 4% of care leavers in Scotland go from school to university compared with 37% of all school leavers).

## Our guiding principles

Care leavers can struggle on their journey into adulthood. Growing up, moving out and becoming independent often happens gradually with ongoing family support.

Care leavers should expect nothing less.

At Shetland College UHI we believe that it is important for us to:

- Recognise the vulnerability of care leavers and prioritise and reference them in policy documents
- Assume all care leavers are entitled to services, support and opportunities. This includes access to bursaries and grants (including Discretionary funds), learning support, support with housing and accommodation options and access to cultural and recreational opportunities
- Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning
- Relax age restrictions especially in relation to supporting transitions
- Improve employment transition planning alongside public and third sector bodies
- Give priority to relationship-based practice support

## Our commitment

We signed the Who Cares Pledge and we will be proactive in ensuring we deliver the best support that we can to our care experienced learners.

Shetland College UHI signed up to the Scottish Care Leavers' Covenant, which outlines a cross-sector approach to supporting and implementing Part 9, 10 and 11 of the Children and Young People (Scotland) Act 2014.

The Getting it Right for Every Child (GIRFEC) model is a national approach to supporting the wellbeing and outcomes of all children and young people and is at the source of the Children and Young People (Scotland) Act 2014. Where support cannot be met by family, the GIRFEC approach ensures that all of the child's needs are identified, appropriate support is available and its accessibility is effective. The eight wellbeing indicators which form the basis of GIRFEC: safe, healthy, active, nurtured, achieving, respected, responsible and included (SHANARRI); were taken into account when forming Shetland College's Corporate Parenting Plan and will be used to review and monitor the effective delivery of our duties.

## A collaborative approach

Central to our collaborative approach is the student who has care experience. The support we provide has to be person centred with emphasis on the individual. We wish our support to be collaborative, involving the individual at all stages to ensure they are informed and part of agreeing support and learning outcomes.

We are members of the UHI Safeguarding and Care leaver groups which is used to share best practice, knowledge and experience. The University of the Highlands and Islands also has a university wide Corporate Parenting plan which the partner colleges, including Shetland College UHI, hold jointly.

Shetland College UHI works closely with NAFC Marine Centre and Train Shetland. We are all members of the local Employability Working Group (EWG). The EWG comprises local agencies working with vulnerable individuals and those requiring employability support (including care leavers); other members include Skills Development Scotland, Voluntary Action Shetland, NHS Shetland and Council services including Schools, Community Planning and Youth Services. The remit of this group is to "oversee the

coordination, planning, delivery and development of employability services in Shetland to ensure that individuals are provided with the right support, at the right time, to move into and sustain employment". Membership allows the college to contribute to discussions on interventions, informed of regional and national policy developments, track progress through the Employability Pathway and gain feedback on how College services are meeting the needs of vulnerable individuals.

We will continue our collaboration with local partner agencies. These formal and informal arrangements ensure that information sharing is safe and beneficial to care experienced learners.

This plan was discussed and developed with our Equalities Committee. The Equalities Committee is represented by a diverse range of college staff and by a member of HISA (Highlands and Islands Student Association) as well as a volunteer student representative.

We will actively pursue feedback from care experienced students on their experience and use their feedback to improve the provision of enhanced support services.

We will also seek feedback from our partners. This will include local and external agencies including the College Development Network, Who Cares? Scotland, Shetland Islands Council and a range of community planning partners.

Corporate parenting is a college wide approach. This document and our action plan will be made available to all staff on our intranet.

## Review and revision process

Shetland College UHI remains an unincorporated College and operates in accordance with the policies, standing orders and financial regulations of Shetland Islands Council (SIC). On most matters relating to the College SIC has delegated authority to the College Board. In accordance with SIC procedures the Interim Principal makes reports to the Board in an annual cycle of reports and as required.

Corporate Parents are required to report to Scottish Ministers every three years on how they are carrying out their responsibilities.

We will update our Corporate Parenting action plan annually and publish it on our website.

Systems are in place to monitor and analyse data in relation to trends in applications, retention and success of care experienced students. A dashboard has been created within the UHI which allows the analysis of outcome trends down to course level. The data can also be broken down to protected characteristics which enables us to identify particular groups who may require more support.

Our statistical report for 2016-17 provides the most up-to-date information on care leavers applying, accessing and achieving at college. This annual report is our baseline for measuring the progress of our Corporate Parenting Action Plan over time.

Regular internal review and revision of our progress will ensure that we are successfully delivering on our plan. Our Equalities Committee is responsible for driving the implementation of the Corporate Parenting Plan and for reviewing progress. Progress will be reviewed by the committee on a regular basis. This will include an annual statistical report which will identify actions required for improvement. This annual report will include consultation with care experienced students to ensure their views inform improvements to the support they receive.

Every three years, prior to reporting to Scottish Ministers, our Equalities Committee will report on the implementation of the Plan to the College's Academic Board and the Board of Shetland College UHI.

## **Publishing the plan**

Our Corporate Parenting Plan will be published on our website to ensure it is openly accessible. It will be published alongside our main college publications and with the information that is currently available on support for all students.

Alternative formats of the report will be made available, including a large print copy which will be made available in our College Library.

## Corporate Parenting Responsibilities Action Plan

<b>1. Be alert of issues which might adversely affect the wellbeing of the care experienced learner</b>				
<b>How will we achieve this?</b>	<b>Outcome to be achieved by</b>	<b>Lead responsibility</b>	<b>How will we evaluate our progress?</b>	<b>Expected Outcomes</b>
Awareness training by local Throughcare & Aftercare Team made available to all College staff	August 2017	Operations Manager	<ul style="list-style-type: none"> <li>Attendance records</li> <li>Training evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Increased staff awareness of challenges facing care experienced students</li> <li>Improved knowledge of actions that can be taken to support care experienced students</li> </ul>
Share Corporate Parenting guidance information with staff who were unable to attend training	September 2017	Operations Manager	<ul style="list-style-type: none"> <li>Request read receipt on email</li> <li>Request email feedback from staff</li> </ul>	<ul style="list-style-type: none"> <li>Increased staff awareness of challenges facing care experienced students</li> <li>Improved knowledge of actions that can be taken to support care experienced students</li> </ul>
Regular attendance at UHI Safeguarding and Care leaver group	Ongoing	Operations Manager	<ul style="list-style-type: none"> <li>Information gathered shared and discussed with Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>Improved knowledge of actions that can be taken to support care experienced students</li> <li>Enhancement of support services for care experienced students</li> <li>Development of positive relationship with partners</li> </ul>
Establish regular sharing of case studies (e.g. Who Cares Scotland) through staff communications each semester	November 2017	Operations Manager / Communications	<ul style="list-style-type: none"> <li>Request email feedback from staff at the end of academic year</li> </ul>	<ul style="list-style-type: none"> <li>Increased staff awareness of challenges facing care experienced students</li> <li>Improved knowledge of actions that can be taken to support care experienced students</li> </ul>

## 2. Assess the needs of care experienced learners for services and support provided

How will we achieve this?	Outcome achieved by	Lead responsibility	How will we evaluate our progress?	Expected Outcomes
Establish support connections (including finance) with students who are care experienced learners at pre-entry stage - within 3 weeks of application	August 2017	Guidance	<ul style="list-style-type: none"> <li>Annual learning and support evaluations from care experienced students</li> </ul>	<ul style="list-style-type: none"> <li>Improved knowledge of actions that can be taken to support care experienced students</li> <li>Ensure all care leavers are entitled to services, support and opportunities.</li> <li>Care experienced students are aware of funding options</li> <li>Care experienced students are empowered and form trusting relationships</li> <li>Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning</li> </ul>
Create a co-ordinated student journey record with all care experienced students. This would be in addition to a Personal Learning Support Plan, which is available to all students at any time of the academic year.	August 2017	Guidance	<ul style="list-style-type: none"> <li>Information gathered shared and discussed with Equalities Committee at end of academic year</li> <li>Student evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Improved knowledge of actions that can be taken to support care experienced students</li> <li>Give priority to relationship-based practice support</li> <li>Clearer identification of emerging needs</li> <li>Increase in retention and success rates for care leavers</li> </ul>
Regular attendance at the local inter-agency Employability Working Group (EWG)	Ongoing	Operations Manager	<ul style="list-style-type: none"> <li>Information gathered shared and discussed with Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>Improved knowledge of actions that can be taken to support care experienced students</li> <li>Enhancement of support services for care experienced students</li> <li>Development of positive relationship with partners</li> <li>Improved inter-agency working</li> </ul>

### 3. Promote the interests of care experienced learners and provide activities and opportunities to promote their wellbeing

How will we achieve this?	Outcome achieved by	Lead responsibility	How will we evaluate our progress?	Expected Outcomes
Create improved internal processes whereby declarations can be made at any stage of the student journey	September 2017	Guidance / PATs	<ul style="list-style-type: none"> <li>○ Reports from Dashboard</li> <li>○ Statistical data shared and monitored with Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ More accurate recording of care experienced students/applicants</li> </ul>
Ensure information sharing and promotion of HISA activities and student social programmes are central to care experienced induction and student journey	August 2017	Guidance	<ul style="list-style-type: none"> <li>○ Monitor &amp; review as part of student journey with care experienced students</li> <li>○ Student engagement annual survey</li> </ul>	<ul style="list-style-type: none"> <li>○ Enhancement of support services for care experienced students</li> <li>○ Improve wellbeing for care experienced students</li> <li>○ Improved social connections and increased confidence for care leavers</li> </ul>
Produce a leaflet, which will be given to care experienced students at pre-entry stage, which details support available and how to be involved in student activities and HISA	September 2017	Student Engagement	<ul style="list-style-type: none"> <li>○ Monitor &amp; review as part of student journey with care experienced students, with annual reporting to Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Improved awareness of available support</li> <li>○ Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning</li> </ul>
Promote an annual awareness raising campaign with students, involving care experienced learners, to raise awareness and improve understanding amongst the student population	Ongoing	Student engagement	<ul style="list-style-type: none"> <li>○ Student engagement annual survey</li> </ul>	<ul style="list-style-type: none"> <li>○ Improved awareness of amongst student population of challenges facing care leavers</li> </ul>

<b>4. Take action and support care experienced learners in accessing opportunities, making use of services and receiving support</b>				
<b>How will we achieve this?</b>	<b>Outcome achieved by</b>	<b>Lead responsibility</b>	<b>How will we evaluate our progress?</b>	<b>Expected Outcomes</b>
Work closely with local partners to ensure care experienced students have access to appropriate accommodated 365 days a year	Ongoing	Guidance	<ul style="list-style-type: none"> <li>○ Guidance records (in relation to funding support for accommodation)</li> <li>○ Student journey records with care experienced students</li> <li>○ Bi-annual review meeting with colleagues in Throughcare &amp; Aftercare (SIC)</li> </ul>	<ul style="list-style-type: none"> <li>○ Enhancement of support services for care experienced students</li> <li>○ Improved knowledge of actions that can be taken to support care experienced students</li> <li>○ Improve wellbeing for care experienced students</li> <li>○ Demonstrate to care leavers that they are encouraged, enabled and empowered especially with transitions into and out of learning</li> </ul>
Monitor attendance and progression	Ongoing	Guidance	<ul style="list-style-type: none"> <li>○ Monitor attendance records and initiate support if attendance or progression drops</li> <li>○ Monitor &amp; review as part of student journey</li> <li>○ Report and discuss bi-annually with Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Improved knowledge of actions that can be taken to support care experienced students</li> <li>○ More accurate recording of care experienced students progression and support needs</li> </ul>
Ensure information about College counselling service is included in information shared with care experienced students	August 2017	College Counsellor	<ul style="list-style-type: none"> <li>○ Statistical data of service usage by care experienced students shared with OM</li> <li>○ Statistical data shared and monitored with Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Care experienced students supported in asking for and receiving help in relation to their wellbeing</li> <li>○</li> </ul>
Provide academic support for care experienced students where necessary, ensuring care experienced students are signposted at pre-entry stage	Ongoing	Learning Support	<ul style="list-style-type: none"> <li>○ Statistical data of service usage by care experienced students shared and monitored with Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Care experienced students supported in asking for and receiving help in relation to their learning</li> <li>○ More accurate recording of care experienced students learning support needs and provision</li> </ul>

<b>5. Take action to improve and review our performance as a corporate parent</b>				
<b>How will we achieve this?</b>	<b>Outcome achieved by</b>	<b>Lead responsibility</b>	<b>How will we evaluate our progress?</b>	<b>Expected Outcomes</b>
Improve links with local corporate parent strategic leads	December 2017	Operations Manager	<ul style="list-style-type: none"> <li>○ Report to Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Improved collaboration and communications</li> </ul>
Sign College up to the Care Leavers Covenant	Complete	Operations Manager	<ul style="list-style-type: none"> <li>○ Report to Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrate our commitment to principles and actions outlined by the Scottish Care Leavers Covenant</li> </ul>
Undertake a rapid impact assessment on College Policies & Procedures to ensure care experienced students are considered	April 2018	Operations Manager	<ul style="list-style-type: none"> <li>○ Report to Equalities Committee</li> <li>○ Seek feedback through student journey with care experienced students</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise the vulnerability of care leavers and prioritise and reference them in policy documents</li> </ul>
Ensure College print marketing materials and online platforms are 'user friendly' and accessible	December 2017	Operations Manager	<ul style="list-style-type: none"> <li>○ Seek feedback through student journey with care experienced students</li> <li>○ Student engagement survey</li> <li>○ Student focus groups</li> </ul>	<ul style="list-style-type: none"> <li>○ Improve awareness of local learning options</li> <li>○ Improve understanding of transition routes</li> <li>○ Increase numbers of care experienced students</li> </ul>
Increase information sharing between schools, social work, third sector and the college	December 2017	Operations Manager	<ul style="list-style-type: none"> <li>○ Data sharing records with statistical reporting monitored and reviewed with Equalities Committee</li> </ul>	<ul style="list-style-type: none"> <li>○ Improved support continuity and improved transitions</li> <li>○ Increased collaboration and improved communications</li> </ul>
Meet Government requirements for reporting on Corporate Parenting Plan and actions	Awaiting timescales & reporting requirements	OM	<ul style="list-style-type: none"> <li>○ Quality Improvement Committee &amp; Academic Board</li> </ul>	<ul style="list-style-type: none"> <li>○ Adherence to requirements in relation to Corporate Parenting</li> </ul>
Work towards integration within the Tertiary Education sector in Shetland in relation to Corporate Parenting responsibilities	Ongoing	Interim-Joint Principal	<ul style="list-style-type: none"> <li>○ SMT meetings</li> </ul>	<ul style="list-style-type: none"> <li>○ Enhancement of support services for care experienced students</li> <li>○ Shared support resources</li> <li>○ Increase support provision across sector as a whole</li> </ul>





# Shetland Islands Council

Agenda  
Item

**4**

<b>Meeting(s):</b>	<b>Shetland College Board</b>	<b>30 August 2017</b>
<b>Report Title:</b>	<b>Highlands and Islands Student Association (HISA)</b>	
<b>Reference Number:</b>	<b>SCB132-F</b>	
<b>Author / Job Title:</b>	<b>Jacqui Clark, Joint Operations Manager</b>	

## **1.0 Decisions / Action required:**

- 1.1 Shetland College Board is requested to note the contents of this report.

## **2.0 High Level Summary:**

- 2.1 This report provides an update on the re-structuring of the Depute positions for the Highlands and Islands Student Association (HISA) in Shetland.
- 2.2 This reports also provides information on improved arrangements to support the student voice between Shetland College UHI and NAFC Marine Centre.

## **3.0 Corporate Priorities and Joint Working:**

- 3.1 HISA is a Company Limited by Guarantee and their board of Trustees have responsibility for ensuring the organisation operates in a fair and democratic manner and is responsible for its finances. From the summer of 2017, all Academic Partners within the University of the Highlands and Islands bar Sabhal Mòr Ostaig UHI are represented locally and regionally by HISA.
- 3.2 In February 2017, students from NAFC Marine Centre and Shetland College UHI agreed to work with staff and management to bring about positive change in relation to supporting the student voice, seeking improvements on issues which were important to them and in developing social activities alongside HISA. Students were keen to work with staff to become more involved in the future of both Colleges and ensure that there are clearer communication channels. Students agreed to unite their student voice for the better of all students, whilst maintaining their own unique student identities for NAFC and Shetland College UHI. A copy of the 2017 priorities and agreement is available within the student voice section of our website, along with minutes from their monthly meetings. A direct link is provided in background information within this report.

## **4.0 Key Issues:**

- 4.1 HISA was launched during the 2014/15 academic year. During the first two years of its existence Shetland College UHI students elected a HISA Depute to represent their voice at local and regional level. The Depute was employed by HISA for 10 hours per week. NAFC Marine Centre also had a HISA Depute, who was paid 4 hours per week.

- 4.2 During the first two years there were specific challenges to electing a Depute at NAFC due to restrictions for Cadets in relation to second employment restrictions. This resulted in few students being eligible to stand for election. Furthermore, the decision was made by the HISA board of trustees to move the annual Depute elections to the spring from the start of Semester 1 in 2016 (e.g. for the current academic year starting in September the Depute election took place in early May). This resulted in concerns being raised by Shetland College UHI students that the opportunity to stand for Depute was effectively removed from FE students, as their courses are often completed within one year.
- 4.3 This was discussed at a joint student away day in February 2017 with student representatives from NAFC Marine Centre and Shetland College UHI. Students felt in consideration of the challenges faced in Shetland for various reasons that it would be appropriate to re-structure Depute positions locally. Students requested permission from HISA, which was granted, for there to be an election in the spring of the year for a joint Depute for Shetland College UHI and NAFC Marine Centre who would be employed for 7 hours per week. This election took place in May and Logan Spence was elected by students. It was also agreed that the remaining time allocation for Deputes in Shetland would then be divided between NAFC and Shetland College (only FE students would be eligible to stand from Shetland College). Elections are planned for early October. This re-structure has maintained the time allocated for local Depute provision in Shetland but there is a more effective job share structure across the tertiary sector.
- 4.4 This further supports the agreement reached by students earlier in 2017, which resulted in joint monthly student representation meetings with agreed actions and priorities as well as a shared commitment to jointly develop social activities and clubs alongside HISA.
- 4.5 Joint student voice meetings have already been held and will continue from October onwards, once class representatives are elected. There has also been a programme of social activities, which are paid for through HISA and receive organisational support from HISA staff. These activities were launched with a sea kayaking adventure day and further activities planned include five-a-side football, a quiz and student night out.

## **5.0 Exempt and/or confidential information:**

- 5.1 There is no exempt or confidential information contained within this report.

## **6.0 Implications:**

<b>6.1 Service Users, Patients and Communities:</b>	Current and prospective students of Shetland College and NAFC Marine Centre will have enhanced learning experiences and improved student clubs and society. There will also be improved social interaction between the student populations of both Colleges.
<b>6.2 Human Resources and Organisational Development:</b>	We have already identified potential savings in relation to human resources as tasks to support the student voice at local level, in partnership with HISA, can be shared with staff at both colleges.

	HISA are currently advertising for a new support staff member for the North of Scotland which will be in place to support local HISA Deputes more efficiently than has been the case in the first two years. This post will hopefully be in place by late autumn which in turn will hopefully reduce the amount of time dedicated to supporting HISA Deputes from existing support staff at both NAFC and Shetland College UHI.
<b>6.3 Equality, Diversity and Human Rights:</b>	The College works alongside local partners in fulfilling Shetland's Equality Outcomes & Mainstreaming Outcomes 2017 – 2021. Furthermore, The Scottish Funding Council sets equality priorities to Colleges to increase participation of learners from protected characteristic groups, identify areas of under-representation of protected characteristics within the college's workforce and improve collection of staff and student data and information for all protected characteristics, including through promoting a culture that supports disclosure of protected characteristics. We work closely with HISA to ensure that we meet those priorities.
<b>6.4 Legal:</b>	N/A
<b>6.5 Finance:</b>	The University deducts each Academic Partner's contribution towards the cost of HISA at source in two instalments on an annual basis. This is calculated from the partner's overall annual funding allocation which is generated by student activity levels. The contribution towards HISA deducted at source for the forthcoming academic year (17/18) will be £11,218 for Shetland College and £3,648 for NAFC.
<b>6.6 Assets and Property:</b>	N/A
<b>6.7 ICT and new technologies:</b>	N/A
<b>6.8 Environmental:</b>	N/A
<b>6.9 Risk Management:</b>	N/A
<b>6.10 Policy and Delegated Authority:</b>	<p>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: -</p> <p>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</p>

	<p>as a component of their longer term vision wider strategic remit for learning at all stages of life.</p> <p>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.</p> <p>c Developing resources, including financial resources, to support the learner.</p> <p>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.</p> <p>e To give direction on matters of quality assurance and improvement.</p> <p>f To monitor and give assurance that the College operates sound financial management, including developing budgets and pursuing credit funding.</p> <p>g Liaising with UHI and other appropriate bodies, e.g. SQA, Scottish Funding Council and Education Scotland.</p> <p>h Take such decisions as appropriate to support the Interim Joint Principal in meeting the Council approved integration milestones.</p>	
<b>6.11 Previously considered by:</b>	N/A	

**Contact Details:**

Jacqui Clark, Joint Operations Manager, Shetland College

Tel: 01595 771222

E-mail: [jacqui.clark@uhi.ac.uk](mailto:jacqui.clark@uhi.ac.uk)

**Background Documents:** List relevant background documents and web links:

1. HISA / Shetland College UHI / NAFC Student Partnership Agreement:  
[www.shetland.uhi.ac.uk/student-voice](http://www.shetland.uhi.ac.uk/student-voice)

END



# Shetland Islands Council

Agenda  
Item

**5**

<b>Meeting(s):</b>	<b>Shetland College Board Shetland Islands Council</b>	<b>30 August 2017 30 August 2017</b>
<b>Report Title:</b>	<b>Shetland College Board - Appointments</b>	
<b>Reference Number:</b>	<b>GL-40-F</b>	
<b>Author / Job Title:</b>	<b>Jan-Robert Riise, Executive Manager - Governance and Law</b>	

## **1.0 Decisions / Action required:**

- 1.1 That the Shetland College Board RECOMMENDS that the Shetland Islands Council:
- RESOLVES to appoint Mr Logan Spence as the nominated student representative on the Shetland College Board, with full voting rights, with his term of appointment being the duration of the time that he remains a student of Shetland College;
  - NOTE that no applications were received for the appointment of two additional non-councillor members as voting members of the Shetland College Board, and agree that the vacancies continue for the time being, but that these be re-advertised at a future date to be agreed in consultation with the Chairs of Shetland College Board and the Education and Families Committee; and
  - RESOLVES to appoint 3 Members of the Shetland College Board to the Colleges Integration Liaison Group, namely Mr P Campbell - Chair, Mr T Smith - Vice-Chair and Mr G Smith; and that Mr A Priest, Ms E Macdonald and Ms B Wishart be appointed as substitutes.

## **2.0 High Level Summary:**

- 2.1 At its meeting on 18 May 2017, the Council noted that during the 2012-2017 Council term, the Shetland College Board membership included two additional non-councillor members, appointed following a public advertisement for those with relevant skills and expertise. Those appointments came to an end on 3 May 2017, and the Council remitted the question of whether to continue the appointment of additional members for the current Council term to the Shetland College Board (Min Ref: SIC36/17).
- 2.2 Shetland College Board considered the matter at its meeting on 14 June, and recommended to the Council that it again appoint two additional non-councillor members as voting members of Shetland College Board (Min Ref: 17/17). In addition, Shetland College Board also considered the issue of student representation, and recommended that the membership also include one student representative with voting rights. The Council, at its meeting on 28 June 2017, agreed to these recommendations.

- 2.4 Accordingly, and in consultation with the Chair of Education and Families Committee and the Chair of the Shetland College Board, public advertisement commenced, and adverts for the positions were placed in the Shetland Times on 7 July 2017, and also on the Council's advertising banner on the Shetland News website until the closing date on 7 August 2017.

### **3.0 Corporate Priorities and Joint Working:**

- 3.1 Appointment of additional non-councillor members with relevant skills and experience to the Shetland College Board will help support the Council's aim to ensure that there is a close match between the skills that businesses need and those that the trained workforce have. HM Inspectors have expressed the view that the learner voice in college decision-making would be enhanced by representation at this level.

### **4.0 Key Issues:**

#### Additional Non-Councillor Members

- 4.1 At its meeting on 28 June 2017, the Council noted observations from Members that the input from non-councillor members with the relevant skills and experience on the College Board during the previous Council term had been valuable, and it was agreed to proceed with these appointments on the same basis as before. However, despite two expressions of interest, no applications were received by the closing date. In this regard, it is recommended that the vacancies continue for the time being, but that these be re-advertised at a future date to be agreed in consultation with the Chairs of Shetland College Board and the Education and Families Committee.

#### Student Representation

- 4.2 As HM Inspectors had expressed the view that the learner voice in college decision-making would be enhanced by representation at student level, and in accordance with the Council's decision, the Highlands and Islands Student Association – Shetland College was asked to nominate a representative for appointment. Accordingly, Mr Logan Spence was nominated. Mr Spence has provided me with his personal details, and his appointment is recommended. On appointment, Mr Spence will become a full voting member of the College Board, and will be required to complete a public Register of Interests.

#### Colleges Integration Liaison Group

- 4.3 In April 2016, the Council agreed to the establishment of a Colleges Integration Liaison Group to be a reference group for the Review of Tertiary Education project. The College Integration Liaison Group does not have any formal decision making powers assigned to it. Whilst the technical authority for decision making and implementation continues to lie with the formal structures of the Council and SFTCT/NAFC and with the delegated authority of the officers they employ, the Group discharges a communications and engagement function up, down and between the two organisations and provides a focus for the Interim Joint Principal and the College Management team to consult with and obtain input and opinion at a political governance level. The Council previously appointed the Chair and Vice-Chair of the College Board and one other member of the College Board, and the

remaining members of the College Board were appointed as substitutes. My recommendation would be to continue with those same appointments, and to appoint Mr G Smith as the third member, in order to ensure continuity and communication with the Education and Families Committee.

## **5.0 Exempt and/or confidential information:**

5.1 None.

## **6.0 Implications :**

<b>6.1 Service Users, Patients and Communities:</b>	None.	
<b>6.2 Human Resources and Organisational Development:</b>	None.	
<b>6.3 Equality, Diversity and Human Rights:</b>	None.	
<b>6.4 Legal:</b>	None.	
<b>6.5 Finance:</b>	Non-councillor appointments to the Board are unpaid, but incidental expenses will be met from Executive Services - Council Members approved revenue budget.	
<b>6.6 Assets and Property:</b>	None.	
<b>6.7 ICT and new technologies:</b>	None.	
<b>6.8 Environmental:</b>	None.	
<b>6.9 Risk Management:</b>	None.	
<b>6.10 Policy and Delegated Authority:</b>	The appointment of non-councillor members is provided for within the Council's Constitution, and is a matter reserved to the Council.	
<b>6.11</b>	N/A	

<b>Previously considered by:</b>		
--------------------------------------	--	--

**Contact Details:**

Anne Cogle, Team Leader - Administration

[Anne.cogle@shetland.gov.uk](mailto:Anne.cogle@shetland.gov.uk)

21 August 2017

**Appendices:**

None.

**Background Documents:**

None.

END



<b>Meeting(s):</b>	<b>Shetland College Board</b>	<b>30 August 2017</b>
<b>Report Title:</b>	<b>Tertiary Education Student Enrolments Update – August 2017</b>	
<b>Reference Number:</b>	<b>SCB130-F</b>	
<b>Author / Job Title:</b>	<b>Susan A Berry Depute Principal</b>	

## 1.0 Decisions / Action required:

- 1.1 Shetland College Board should note the current position in relation to FE and HE enrolments for academic session 2017/18.

## 2.0 High Level Summary:

- 2.1 The purpose of this report is to provide the Board with information relating to the number of full-time and part-time FE and HE enrolments recorded, for all Tertiary Education providers within Shetland, to date in the academic session 2016/17 and to give an early indication for FE and HE enrolments for current academic year 2017/18.
- 2.2 Shetland College UHI enrolments for the current academic year are being undertaken, with early numbers currently 38 FT and 149 PT FE students and 62 PT and 104 PT HE students, including returning students. These are very early numbers as enrolments are continuing until the start of delivery in September 2017 and continue throughout the academic year for part-time students.
- 2.3 Early indications from applications are strong and should indicate an increase in enrolments for 2017/18.

### Current summary of applications Shetland College UHI 2017/2018

Date	13/08/14	12/08/15	10/08/16	09/08/2017
FE/FT	72	63	66	71
FE/PT	52	57	73	92
HE/FT	78	51	65	65
HE/PT	13	34	78	74

## 3.0 Corporate Priorities and Joint Working:

- 3.1 Shetland's Student Enrolments report links to the corporate priority of maximising the opportunity for further, higher and vocational learning opportunities, both for school leavers and for people returning to learning.

<b>4.0 Key Issues:</b>	
4.1	The overall credit target set for Shetland Tertiary Education Sector for 2017/2018 is 4332. This equates to £1,646,160 for academic session 2017/2018, with each credit valued at £380.
4.2	As highlighted with enrolments from academic year 2016/2017, there is the potential that the total of credits produced by the Tertiary Education Sector in Shetland for 2017/2018 may exceed the credit total set. The Joint Principal remains in close contact with the Chair of the Scottish Funding Council and with UHI and continues to aim to get more credits into the Shetland total.
4.3	The challenge for Tertiary Education in Shetland is to retain as many of its FE and HE full-time and part-time students as possible and to ensure that we get paid for what we deliver.
<b>5.0 Exempt and/or confidential information:</b>	
5.1	There is no exempt information contained within this report.

<b>6.0 Implications:</b>	
<b>6.1 Service Users, Patients and Communities:</b>	The increase in enrolments reflects the growing demand and increase in opportunities that Shetland College provides to young people in Shetland.
<b>6.2 Human Resources and Organisational Development:</b>	N/A
<b>6.3 Equality, Diversity and Human Rights:</b>	N/A
<b>6.4 Legal:</b>	N/A
<b>6.5 Finance:</b>	There is the potential that the total of credits produced by the tertiary sector in Shetland may exceed the credit total set. Which would result in an over production situation, leading to an overspend unless additional external funding is received.
<b>6.6 Assets and Property:</b>	N/A
<b>6.7 ICT and new technologies:</b>	N/A
<b>6.8 Environmental:</b>	N/A

<p><b>6.9 Risk Management:</b></p>	<p>In previous reports, financial risks associated with not achieving the FE Credit target have been highlighted to the Board. This year the risk is concerned with potential of over trading on activities associated with the generation of FE credits. As highlighted in the previous Enrolments Paper to this Board, the Shetland target for FE credits is too low. This means that unless an increase of FE Credit target is awarded by the SFC, additional FE Credit income due from SFC will not be provided. It is this risk that has initiated discussions with SFC with the aim of an additional credit amount being applied to Shetland, however there is no guarantee that additional FE credits will be allocated. There is the potential that unless we receive additional FE Credits then we may have to reduce FE activity, to achieve financial balance.</p>
<p><b>6.10 Policy and Delegated Authority:</b></p>	<p>The role of the Shetland College Board is 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: -</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c Developing resources, including financial resources, to support the learner.</li> <li>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.</li> <li>e To give direction on matters of quality assurance and improvement.</li> <li>f To monitor and give assurance that the College operates sound financial management, including developing budgets and pursuing credit funding.</li> <li>g Liaising with UHI and other appropriate bodies, e.g. SQA, Scottish Funding Council and Education Scotland.</li> </ul>

	h Take such decisions as appropriate to support the Interim Joint Principal in meeting the Council approved integration milestones.	
<b>6.11 Previously considered by:</b>	N/A	

**Contact Details:**

Susan A Berry, Depute Principal, 11<sup>th</sup> August 2017

Tel: 01595 771401

E-mail: [susan.berry@uhi.ac.uk](mailto:susan.berry@uhi.ac.uk)

**END**