

Executive Manager: Jan-Robert Riise
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Date: 1 February 2018

Dear Sir/Madam

You are invited to the following meeting:

Shetland College Board
Council Chamber, Town Hall, Lerwick
Thursday 8 February 2018 at 10.00am

Apologies for absence should be notified to Lynne Geddes at the above number.

Yours faithfully

Executive Manager – Governance and Law

Chair: Mr P Campbell
Vice-Chair: Mr T Smith

AGENDA

- (a) Hold circular calling meeting as read.
- (b) Apologies for absence, if any.
- (c) Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.
- (d) Confirm minutes of meeting held on 5 December 2017 (enclosed).

ITEM

1. 2018/19 Budget and Charging Proposals – Shetland College Board
F-006
2. Principal's Update
SCB-139
3. Tertiary Education Student Enrolments Update – February 2018
SCB-138



Shetland Islands Council

Agenda Item

1

Meeting(s):	Shetland College Board Policy & Resources Committee Shetland Islands Council	9 February 2018 12 February 2018 14 February 2018
Report Title:	2018/19 Budget and Charging Proposals – Shetland College Board	
Reference Number:	F-006-F	
Author / Job Title:	Jonathan Belford, Executive Manager - Finance	

1.0 Decisions / Action required:

- 1.1 That the Shetland College Board RECOMMEND to Policy and Resources Committee and Council that they approve the budget proposals for 2018/19 included in this report and set out in detail in the Budget Activity Summary (Appendix 2) and Schedule of Charges (Appendix 3); and
- 1.2 That the Shetland College Board, Policy & Resources Committee, and the Council NOTE that these budgets are subject to review as required by the implementation of the Shetland Tertiary Education, Research and Training Review.

2.0 High Level Summary:

- 2.1 The purpose of this report is to enable the Shetland College Board to consider the controllable budget proposals for the services within the Boards remit, and to note the total cost position (as would be relevant in all incorporated colleges).

Service	Controllable Budget £000	Total Cost Budget £000
Shetland College	(57)	304
Contribution to Shetland College	836	836
Train Shetland	135	170
Total	914	1,310

- 2.2 Appendices 1 and 2 of this report show the proposed budgets for 2018/19 reconciled by Committee/Board and by activity, and Appendix 3 details the proposed schedule of charges which have been incorporated into the proposed budgets.

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.

- 3.2 Despite the work done so far, sustainability in particular is extremely challenging at this time with reducing Scottish Government funding being the trend since 2011/12. It is expected that this will continue while the UK and Scottish Governments seek to balance their budgets and prioritise their spending.
- 3.3 In relation to this Board, there is a specific objective in the Corporate Plan that the tertiary education, research and training project will have created an effective model for providing excellent services for our learners. Work is ongoing to identify an appropriate and sustainable model going forward, and this will be the subject of further reporting.

4.0 Key Issues:

- 4.1 The budget has been prepared taking account of the following:
- estimated pay award of 3% for staff under £30k, 2% for staff over £30k and £1600 for staff over £80k (excluding unpromoted lecturers) in line with that being included in the Scottish Government draft budget;
 - year two NRPA migration for unpromoted lecturers, and the associated funding from the Scottish Funding Council, to cover this cost;
 - pension contributions remaining at the 2017/18 level of 20.8%;
 - income being increased on average by 2.5% in line with inflation, where charges are set locally.

The budget proposals have been developed, as shown in the table below:

Budget Position - Controllable	Shetland College £000	Train Shetland £000
2017/18 Budget (excluding carry forwards)	(140)	73
Proposed Budget represented by:		
Growth - Pay Awards and NRPA Migration	103	4
Growth - Other	65	61
Income - NRPA Contribution	(86)	
Income – Other	29	
Savings	(28)	(3)
2018/19 Proposed Budget	(57)	135

- 4.2 The main explanations for movements in Shetland College are shown at 4.10 below. The main movement in Train Shetland relates to increased costs in Vocational Training.
- 4.3 It should be noted that the Director of Development is proposing to reduce support to the tertiary sector in Shetland by £250k in 2018/19. This proposal will be recommended to P&R and Council, and if approved will be incorporated within the ongoing work as noted at 3.3 above.
- 4.4 Appendix 1 sets out a reconciliation showing how the Council's overall budget proposals for the services within the Directorates are aligned to the remit of the Committees.

- 4.5 Appendix 2 sets out the 2018/19 budget in detail by activity. For comparison purposes the 2017/18 budget excluding carry forwards has also been included, and the change in full-time equivalent staff numbers.
- 4.6 The proposed charges included in the budget proposals for Shetland College Board are attached as Appendix 3. A revised charging structure for the Textile Facilitation Unit will be presented to the next cycle (see 4.10.3 below).
- 4.7 The majority of colleges in Scotland are incorporated, and are independent business units in their own right. As independent business units, they are required from the income they generate and secure to ensure that they can afford to meet all costs that fall due, and continue as a going concern.
- 4.8 Shetland College remains unincorporated, as part of the Development Directorate in the Council, however it is required to submit Annual Accounts to the Scottish Funding Council, for review and comparison, in line with all other colleges in Scotland. These Annual Accounts show the total cost position (controllable and non controllable costs), and demonstrate the extent to which Shetland College is achieving sustainability.
- 4.9 The table below shows the proposed total cost budget for Shetland College, and provides a comparison with the total cost budgets for 2017/18:

Shetland College Budget Position - Controllable and Non Controllable	2017/18 Adjusted Budget £000	2018/19 Proposed Budget £000	(Adv) / Pos Variance £000
Income:			
Scottish Further Education Funding Council	(1,561)	(1,644)	83
Tuition Fees, Contracts & Grants	(591)	(623)	32
Other Income	(218)	(186)	(32)
TOTAL INCOME	(2,370)	(2,453)	83
Expenditure:			
Employee Costs	2,279	2,446	(168)
Premises Costs	462	456	6
Operating Costs	431	441	(10)
Grants to Individuals	4	4	
Professional Fees/Recharges	283	216	67
Travel/Vehicle Expenses	34	30	4
TOTAL EXPENDITURE	3,493	3,593	(100)
TOTAL DEFICIT	1,123	1,140	(16)
SIC Contribution	(861)	(836)	(26)
Remaining Deficit	262	304	(42)

* The remaining deficit will be funded by a contribution from Reserves, for which provision has been made in the overall Council budget.

4.10 Key Budgetary Changes

4.10.1 Scottish Funding Council income has increased in expectation that NRPA salary increases for unpromoted lecturers will be funded.

4.10.2 Tuition Fees Income for Higher Education courses have increased by £67k in expectation of higher student numbers on degree courses, offset by a

reduction of £31k in SVQ income mainly in Health and Care, where fees were reviewed and reduced (see appendix 3).

4.10.3 Other Income has reduced by £32k, mainly with regard to the Textile Facilitation Unit, where budgeted income has been revised down to reflect actual levels of income generated in recent years. Proposed income charges for these services have not been updated in the Schedule of Charges (Appendix 3), as a detailed review of the Textile Facilitation Service is in process, and proposals, including a revised charging structure, will be brought to the next cycle for consideration.

4.10.4 Employee Costs have increased in line with anticipated pay awards, the NRPA agreement for unpromoted lecturing staff (see 4.10.1), and growth in hours for lecturing staff in some sections.

4.10.5 Professional Fees and Recharges have reduced due to a significant reduction in anticipated support from HR.

5.0 Exempt and/or confidential information:

5.1 None

6.0 Implications : *Identify any issues or aspects of the report that have implications under the following headings*

6.1 Service Users, Patients and Communities:	The proposed budgets ensure that there is no reduction in service for users and communities.
6.2 Human Resources and Organisational Development:	All budget proposals with staffing implications will be actioned in line with relevant Council policies and with HR advice.
6.3 Equality, Diversity and Human Rights:	None arising from this report.
6.4 Legal:	Under Section 95 of the Local Government (Scotland) Act 1973, there is a requirement for each local authority to make arrangements for the proper administration of their financial affairs. That officer in Shetland Islands Council is the Executive Manager – Finance responsible for the presentation of budget proposals as part of appropriate financial management arrangements. Under Section 93 of the Local Government Finance Act 1992 the Council is required to set the Council Tax for the financial year.
6.5 Finance:	Due to the total cost for services to this Board, funding of £1.3m from the Council is required.

	The conclusion of the ongoing Shetland Tertiary Education, Research and Training project which aims to deliver a financially sustainable model for the sector is expected within the 2018/19 financial year. These will be quantified and reported once available.
6.6 Assets and Property:	None arising from this report.
6.7 ICT and new technologies:	None arising from this report.
6.8 Environmental:	None arising from this report.
6.9 Risk Management:	<p>There are numerous risks involved in planning the delivery of services for the future and the awareness of these risks is critical to successful financial management.</p> <p>These budgeted assumptions can be affected by many internal and external factors, such as supply and demand, which may have a detrimental financial impact.</p> <p>The main budget risks for services reporting to this Board are:</p> <ul style="list-style-type: none"> • A failure to conclude and/or implement proposals for the tertiary education sector in Shetland, to ensure sustainability; • Scottish Funding Council income, which is related to the level of student activity in any given year, and the outcomes of those students; and • the failure to generate additional income or financial savings to ensure that Shetland College moves onto a sustainable footing. <p>These risks are mitigated by using a realistic approach and the most up-to-date information when setting the budget. Also, the inclusion in the overall Council budget of a corporate cost pressure and contingency budget to support volatile and unexpected additional costs.</p> <p>A strong balance sheet and the availability of usable reserves ensure that the Council is prepared for other significant unforeseen events.</p>
6.10 Policy and Delegated Authority:	In accordance with Section 2.8 of the Council's Scheme of Administration and Delegations (as amended on 29 June 2016 (SIC Min Ref. 53/16)), the Shetland College Board has a responsibility within its remit to monitor and give assurance that the College operates sound financial management, including developing budgets and pursuing FE credit funding.

	<p>The Policy and Resources committee is responsible for securing the co-ordination, control and proper management of the financial affairs of the Council</p> <p>Approval of the revenue budget requires a decision of Council, in terms of Section 2.1.3 of the Council's Scheme of Administration and Delegations.</p>	
6.11 Previously considered by:	n/a	n/a

Contact Details:

Janice Thomason, Management Accountant, janice.thomason@shetland.gov.uk, 30 January 2018

Appendices:

Appendix 1 - 2018/19 Reconciliation of Directorates' Proposed Budgets to Committees
Appendix 2 - 2018/19 Budget Proposals by Activity – Shetland College Board
Appendix 3 - 2018/19 Schedule of Charges – Shetland College Board

2018-19 Reconciliation of Directorates' Proposed Budgets to Committees

Directorate	Development Committee £000	Education & Families Committee £000	Environment & Transport Committee £000	Policy & Resources Committee £000	Shetland College Board £000	Total £000
Executive & Corporate Services				13,346		13,346
Children's Services		42,180				42,180
Health & Social Care				21,053		21,053
Integration Joint Board				(1,263)		(1,263)
Development Services	7,787	329	5,949		78	14,143
Infrastructure Services			24,865			24,865
TOTAL	7,787	42,509	30,814	33,136	78	114,324

2018-19 BUDGET ACTIVITY SHEET
Shetland College Board

F006 - Appendix 2

Service	Activity	Links to Corporate Plan	2017/18	2018/19	Change (Increase)/ Decrease	2017/18 Budget	2018/19 Proposed Budget	Change (Increase)/ Decrease	Proposed Changes to Service Level	Impact Assessment Details (if appropriate)	Red Amber Green
			FTEs	FTEs	FTEs	£	£	£			
Shetland College	Shetland College	The tertiary education, research and training project will have created an effective model for providing excellent services to our learners.	55.41	56.45	(1.04)	(140,492)	(56,990)	(83,502)	None		Green
Train Shetland	Vocational Training	There will be 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.	4.68	4.68	0.00	62,309	86,779	(24,470)	None		Green
Train Shetland	Short Courses	There will be 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.	3.00	5.00	(2.00)	10,411	48,141	(37,730)	None		Green

2018/19 Development - Schedule of Charges

F-006- Appendix 3

ALL CHARGES ARE EXCLUSIVE OF VAT, WHERE APPLICABLE

Directorate	Service	Director or Executive Manager	Activity	Charge	Unit	2017/18 Charge £	2018/19 Charge £	Variance %
Development	Shetland College	Willie Shannon	FE Fees set by Funding Council (Students in Scotland and EU)	FE Full Time Course	Full Course	1,008.00	1,008.00	0.00
Development	Shetland College	Willie Shannon		FE Part Time Course	40 Hour Unit	56.40	56.40	0.00
Development	Shetland College	Willie Shannon	FE Fees set by Funding Council (Students outwith Scotland and EU)	FE Full Time Course	Full Course	1,008.00	1,008.00	0.00
Development	Shetland College	Willie Shannon		FE Part Time Course	40 Hour Unit	56.40	56.40	0.00
Development	Shetland College	Willie Shannon	HE Fees set by Funding Council (Students in Scotland & EU)	Degree	Full Course	1,820.00	1,820.00	0.00
Development	Shetland College	Willie Shannon		HN Full Time (12 of 15 HN Credits)	Full Course	1,285.00	1,285.00	0.00
Development	Shetland College	Willie Shannon		HE Part time module (Degree)	15 Credit Mod	N/A	N/A	-
Development	Shetland College	Willie Shannon		HE Part time module (Degree)	20 Credit Mod	215.00	215.00	0.00
Development	Shetland College	Willie Shannon		HN Part Time	per HN credit	86.00	86.00	0.00
Development	Shetland College	Willie Shannon	HE Fees set by Funding Council (Students outwith Scotland & EU)	Degree	Full Course	7,920.00	7,920.00	0.00
Development	Shetland College	Willie Shannon		HN Full Time (12 of 15 HN Credits)	Full Course	6,510.00	6,510.00	0.00
Development	Shetland College	Willie Shannon		HE Part time module (Degree)	15 Credit Mod	N/A	N/A	-
Development	Shetland College	Willie Shannon		HE Part time module (Degree)	20 Credit Mod	434.00	434.00	0.00
Development	Shetland College	Willie Shannon		HN Part Time	per HN credit	434.00	434.00	0.00
Development	Shetland College	Willie Shannon	Other College based Courses	Alternative to Higher English	Course	169.20	169.20	0.00
Development	Shetland College	Willie Shannon		Assessor Awards	Course	860.00	903.00	5.00
Development	Shetland College	Willie Shannon		Care National 5	Course	225.60	282.00	25.00
Development	Shetland College	Willie Shannon		Care Higher	Course	225.60	225.60	0.00
Development	Shetland College	Willie Shannon		College Certificate - Computer Aided Design	Course	112.00	117.60	5.00
Development	Shetland College	Willie Shannon		Childcare Development Higher	Course	225.60	225.60	0.00
Development	Shetland College	Willie Shannon		Maths National 4	Course	225.60	225.60	0.00
Development	Shetland College	Willie Shannon		Maths National 5 (Including Exam)	Course	246.00	258.30	5.00
Development	Shetland College	Willie Shannon		Profesisonal Development Award	per HN credit	86.00	86.00	0.00
Development	Shetland College	Willie Shannon		PDA Business & Management (3 credits)	3 Credits	258.00	258.00	0.00
Development	Shetland College	Willie Shannon		PDA Business & Management (4 credits)	4 Credits	334.00	334.00	0.00
Development	Shetland College	Willie Shannon		PDA Autism	Course	400.00	420.00	5.00
Development	Shetland College	Willie Shannon		PDA Dementia	Course	430.00	451.00	4.88
Development	Shetland College	Willie Shannon		PDA Education Support Assistance	Course	750.00	787.00	4.93
Development	Shetland College	Willie Shannon		Psychology Higher (Including Exam)	Course	282.00	282.00	0.00
Development	Shetland College	Willie Shannon		Sciology Higher (including Exam)	Course	282.00	282.00	0.00
Development	Shetland College	Willie Shannon	Evening Classes	Certificated Classes of 40 hours duration	40hr Course	56.40	56.40	0.00
Development	Shetland College	Willie Shannon		Non Certificated Classes of 20 hours duration	20hr Course	74.00	80.00	8.11
Development	Shetland College	Willie Shannon		Non Certificated Classes of 40 hours duration	40hr Course	148.00	160.00	8.11
Development	Shetland College	Willie Shannon	SVQ's	SVQ2 Social Servces and Healthcare	Course	2,173.00	1,548.00	-28.76
Development	Shetland College	Willie Shannon		SVQ3 Social Services and Healthcare	Course	2,305.00	2,236.00	-2.99
Development	Shetland College	Willie Shannon		SVQ4 Social Services and Healthcare	Course	2,913.00	2,408.00	-17.34
Development	Shetland College	Willie Shannon		SVQ3 Social Services: Children and Young People	Course	2,305.00	2,236.00	-2.99
Development	Shetland College	Willie Shannon		SVQ4 Social Services Child and Young People	Course	2,913.00	2,408.00	-17.34
Development	Shetland College	Willie Shannon		SVQ4 Social Services Child and Young People (individual unit)	Unit	364.00	301.00	-17.31
Development	Shetland College	Willie Shannon		SVQ 2 Professional Cookery (Hospitality)	Course	2,913.00	3,096.00	6.28
Development	Shetland College	Willie Shannon		SVQ 3 Professional Cookery (Hospitality)	Course	N/A	3,354.00	
Development	Shetland College	Willie Shannon		SVQ1 Food Prep & Cooking	Course	776.00	2,356.00	203.61
Development	Shetland College	Willie Shannon		SVQ2 Food & Drink	Course	2,913.00	2,580.00	-11.43
Development	Shetland College	Willie Shannon		SVQ2 Business & Administration	Course	1,462.00	2,064.00	41.18
Development	Shetland College	Willie Shannon		SVQ3 Business & Administration	Course	1,462.00	2,236.00	52.94
Development	Shetland College	Willie Shannon		SVQ4 Business & Administration	Course	1,462.00	2,408.00	64.71
Development	Shetland College	Willie Shannon		SVQ4 Management	Course	1,462.00	2,408.00	64.71

Development	Shetland College	Willie Shannon		SVQ5 Management	Course	1,462.00	1,806.00	23.53
Development	Shetland College	Willie Shannon		SVQ2 Customer Services	Course		1,806.00	New Charge
Development	Shetland College	Willie Shannon		SVQ3 Customer Services	Course		1,956.50	New Charge
Development	Shetland College	Willie Shannon		SVQ4 Learning & Development (Level 9)	Course		2,408.00	New Charge
Development	Shetland College	Willie Shannon		SVQ4 Learning & Development (Level 9)	Unit		301.00	New Charge
Development	Shetland College	Willie Shannon		SVQ2 IT	Course	2,193.00	2,580.00	17.65
Development	Shetland College	Willie Shannon		SVQ3 IT			2,795.00	New Charge
Development	Shetland College	Willie Shannon		SVQ(various) Construction	Course	2,739.00	2,795.00	2.04
Development	Shetland College	Willie Shannon		SVQ2 Plant Operative	Course	1,721.00	1,032.00	-40.03
Development	Shetland College	Willie Shannon	European Computer Driving Licence (ECDL)	Level 1 - Open Learning	Course	163.00	171.00	4.91
Development	Shetland College	Willie Shannon		Level 1 - All Inclusive	Course	242.00	254.00	4.96
Development	Shetland College	Willie Shannon		Level 2 - Open Learning	Course	225.00	236.00	4.89
Development	Shetland College	Willie Shannon		Level 2 - All Inclusive	Course	293.00	308.00	5.12
Development	Shetland College	Willie Shannon		Level 1&2 Combined - Registration and Tests only	Course	248.00	260.00	4.84
Development	Shetland College	Willie Shannon		Level 1&2 Combined - Open Learning	Course	326.00	342.00	4.91
Development	Shetland College	Willie Shannon		Level 1&2 Combined - All Inclusive	Course	501.00	526.00	4.99
Development	Shetland College	Willie Shannon		Level 1 or 2 - Single Unit, Registration and Tests only	Unit	45.00	47.25	5.00
Development	Shetland College	Willie Shannon	Advanced ECDL	Registration and Tests only	Unit	130.00	136.00	4.62
Development	Shetland College	Willie Shannon		Open Learning	Unit	230.00	241.00	4.78
Development	Shetland College	Willie Shannon		Drop In Classes	Unit	275.00	288.00	4.73
Development	Shetland College	Willie Shannon	Train Shetland	Short Courses - room hire	Half Day	60.00	62.00	3.33
Development	Shetland College	Willie Shannon		Short Courses - room hire	Full Day	100.00	105.00	5.00
Development	Shetland College	Willie Shannon		Short Courses - Invigilation Service for Exams	Fee	120.00	123.00	2.50
Development	Shetland College	Willie Shannon		Short Courses - Abrasive Wheels	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - Accredited Assessor Qualification	Course + SQA Fee	450.00	600.00	33.33
Development	Shetland College	Willie Shannon		Short Courses - Asbestos Awareness	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - Assertiveness Skills	Course	102.00	105.00	2.94
Development	Shetland College	Willie Shannon		Short Courses - COSHH Regulations	Course	90.00	92.00	2.22
Development	Shetland College	Willie Shannon		Short Courses - Data Protection Awareness	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - Dealing With Violence & Aggression	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - Disability Awareness	Course	87.00	89.00	2.30
Development	Shetland College	Willie Shannon		Short Courses - Drive CPC: Safety of Loads on Vehicles and Manual Handling	Course	105.00	107.00	1.90
Development	Shetland College	Willie Shannon		Short Courses - Excellence in Customer Service	Course	102.00	105.00	2.94
Development	Shetland College	Willie Shannon		Short Courses - Fire Extinguisher Training	Course	57.00	58.00	1.75
Development	Shetland College	Willie Shannon		Short Courses - Fire Safety Awareness	Course	35.00	36.00	2.86
Development	Shetland College	Willie Shannon		Short Courses - Fire Warden	Course	57.00	58.00	1.75
Development	Shetland College	Willie Shannon		Short Courses - Fire Warden/Fire Safety Awareness	Course	90.00	92.00	2.22
Development	Shetland College	Willie Shannon		Short Courses - HABC Emergency First Aid at Work	Course	116.00	118.00	1.72
Development	Shetland College	Willie Shannon		Short Courses - HABC Emergency Paediatric First Aid	Course	116.00	118.00	1.72
Development	Shetland College	Willie Shannon		Short Courses - HABC First Aid at Work	Course	285.00	288.00	1.05
Development	Shetland College	Willie Shannon		Short Courses - HABC First Aid Refresher	Course	228.00	229.00	0.44
Development	Shetland College	Willie Shannon		Short Courses - HABC Paediatric First Aid	Course	228.00	229.00	0.44
Development	Shetland College	Willie Shannon		Short Courses - Handling Stress at Work	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses IT - Creating Forms Using Adobe Live Cycle (1 day)	Course	113.00	115.00	1.77
Development	Shetland College	Willie Shannon		Short Courses IT - Creating Databases Using Access 2007 (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses IT - Excel Essentials (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses IT - Macromedia Contribute 3 Training (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses IT - Managing your Emails in the Workplace (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses IT - Microsoft Excel 2007 – New Users, Intermediate or Advanced Courses (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses IT - Using Microsoft Access 2007 (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses IT - Using Microsoft PowerPoint 2007 (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses IT - Using Microsoft Publisher 2007 (1 day)	Course	95.00	96.00	1.05

Development	Shetland College	Willie Shannon		Short Courses IT - Working with Windows 7 (1/2 day)	Course	75.00	76.00	1.33
Development	Shetland College	Willie Shannon		Short Courses IT - Word Essentials (1 day)	Course	95.00	96.00	1.05
Development	Shetland College	Willie Shannon		Short Courses - IOSH Managing Safely	Course	550.00	555.00	0.91
Development	Shetland College	Willie Shannon		Short Courses - IOSH Working Safely	Course	170.00	172.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - Ladder Safety	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - Manual Handling	Course	90.00	92.50	2.78
Development	Shetland College	Willie Shannon		Short Courses - Minute Taking	Course	105.00	108.00	2.86
Development	Shetland College	Willie Shannon		Short Courses - Noise Awareness	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - REHIS Elementary Food Hygiene	Course	92.00	93.00	1.09
Development	Shetland College	Willie Shannon		Short Courses - REHIS Elementary Food Hygiene - e-learning	Course	92.00	93.00	1.09
Development	Shetland College	Willie Shannon		Short Courses - REHIS Elementary HACCP	Course	92.00	93.00	1.09
Development	Shetland College	Willie Shannon		Short Courses - REHIS Elementary Health and Safety	Course	92.00	93.00	1.09
Development	Shetland College	Willie Shannon		Short Courses - REHIS Intermediate Food Hygiene	Course	395.00	400.00	1.27
Development	Shetland College	Willie Shannon		Short Courses - REHIS Intermediate HACCP Practices	Course	395.00	400.00	1.27
Development	Shetland College	Willie Shannon		Short Courses - Risk Assessment	Course	111.00	115.00	3.60
Development	Shetland College	Willie Shannon		Short Courses - Sharps Awareness	Course	91.00	92.00	1.10
Development	Shetland College	Willie Shannon		Short Courses - Supervisory Skills	Course	108.00	110.00	1.85
Development	Shetland College	Willie Shannon		Short Courses - Tough Conversations	Course	132.00	135.00	2.27
Development	Shetland College	Willie Shannon		Short Courses - Train the Trainer	Units	950.00	850.00	-10.53
Development	Shetland College	Willie Shannon		Short Courses - Working Safely at Heights	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Short Courses - Working Safely in Confined Spaces	Course	85.00	86.00	1.18
Development	Shetland College	Willie Shannon		Vocational Training - Annual admin fee for MA	Fee	-	50.00	N/A
Development	Shetland College	Willie Shannon		CPCS Centre - Forward Tipping Dumper	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Excavator 180 below 5 tonne	Course	825.00	825.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Excavator 180 above 5 tonne	Course	825.00	825.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Rough Terrain Forklift/Masted Truck	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Industrial Forklift	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Telehandler	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Wheeled loader	Course	825.00	825.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - MEWP scissor	Course	425.00	425.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - MEWP boom	Course	425.00	425.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Ride-on roller	Course	425.00	425.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Lorry mounted crane	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Slinger/Signaller	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Loader/Securer - STGO	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Dump Truck - Articulated chassis	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Excavator 360 below 10 tonne	Course	525.00	525.00	0.00
Development	Shetland College	Willie Shannon		CPCS Centre - Excavator 360 above 10 tonne	Course	825.00	825.00	0.00
Development	Shetland College	Willie Shannon		Plant Vocational Training - NVQ Certificate	Course	1,240.00	1,273.00	2.66
Development	Shetland College	Willie Shannon		Plant Vocational Training - NVQ Diploma	Course	1,250.00	1,283.00	2.64
Development	Shetland College	Willie Shannon	Textile Facilitation Unit	Garment Design and Development	per hour	32.50	Currently under review. Updated charges will be reported to next cycle.	0.00
Development	Shetland College	Willie Shannon		Machine Knitting	per hour	12.00		0.00
Development	Shetland College	Willie Shannon		Linking	per hour	9.50		0.00
Development	Shetland College	Willie Shannon		Wash & Press	per item	1.85		0.00
Development	Shetland College	Willie Shannon		TFU Services for children's garments	per item	variable		0.00
Development	Shetland College	Willie Shannon	Room Hire	Half Day - Classroom	Half Day	58.00	61.00	5.17
Development	Shetland College	Willie Shannon		Full Day - Classroom	Full Day	100.00	105.00	5.00
Development	Shetland College	Willie Shannon		VC Suite (VC Master)	per hour	variable	45.00	-
Development	Shetland College	Willie Shannon		VC Suite (UHI VC Master)	per hour	variable	variable	-
Development	Shetland College	Willie Shannon	Other College based Courses	Leading and Managing Care Services	Course	948.00	995.00	4.96
Development	Shetland College	Willie Shannon	Student Photocopying (specifically related to their Education only, otherwise see "General Photocopying")	Black and White, A4	one side	0.04	0.05	25.00
Development	Shetland College	Willie Shannon		Colour, A4	one side	0.12	0.13	8.33
Development	Shetland College	Willie Shannon		Black and White, A3	one side	0.08	0.09	12.50

NOTE ALL STUDENTS RECEIVE AN

Development	Shetland College	Willie Shannon	NOTE ALL STUDENTS RECEIVE AN INITIAL PRINT CREDIT OF £12 PER FULL TIME COURSE	Colour, A3	one side	0.22	0.23	4.55
Development	Shetland College	Willie Shannon		Black and White, A4	two sides	0.06	0.07	16.67
Development	Shetland College	Willie Shannon		Colour, A4	two sides	0.18	0.19	5.56
Development	Shetland College	Willie Shannon		Black and White, A3	two sides	0.12	0.13	8.33
Development	Shetland College	Willie Shannon		Colour, A3	two sides	0.33	0.35	6.06



Meeting(s):	Shetland College Board	08 February 2018
Report Title:	Principal's Update	
Reference Number:	SCB139-F	
Author / Job Title:	Willie Shannon Interim Joint Principal	

1.0 Decisions / Action required:

- 1.1 Shetland College Board resolves to consider the contents of this report and to approve the details of the report on the Externally Facilitated Board Review which is set out in Appendix 2.

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 How Good Is Our College?
- 4.1.1 Board members were given an update on the outcome of the self-evaluation process that had been carried out over the latter part of last year, which resulted in the submission of an Evaluation Report and Enhancement Plan to Education Scotland. All colleges were required to do this by the end of October and reports were published by Education Scotland in December.
- 4.1.2 Dr John Bowditch, HMle of Education Scotland has had a longstanding involvement with the college sector in Shetland and will attend today's Board meeting to formally present feedback on the Education Report and Enhancement Plan. A copy of the report is attached as Appendix 1.

4.2 Externally Facilitated Board Review

- 4.2.1 It is a requirement of the Scottish Funding Council (SFC) that an externally facilitated review is carried out on College Boards. At its meeting on 5th October 2017, the Board agreed with the recommendations contained within the report on the “College Board Self-Evaluation and External Effectiveness Review” that had been originally issued by Colleges Scotland.
- 4.2.2 In relation to the self-evaluation element, it was agreed that the matrix provided as part of the papers should be populated by the interim Joint Principal to prompt Board discussion on the criteria at a workshop. As it proved to be impossible to schedule this workshop, given the subsequent competing demands on the time of members, it was suggested (and then agreed) that Board time at the meeting on 5th December should be given to allow the views of members to be heard on a draft Self-Evaluation for 2017. The Self-Evaluation included a section on “Development required during the next year”.
- 4.2.3 It was agreed at the Board meeting that a second self-evaluation of the Board’s performance should be scheduled to take place, either at the end of the current session or very early in session 2018-19. By that time, all Board members would have more than 12 months Board experience and this would permit a more fully informed discussion on the Board’s performance over that time.
- 4.2.4 The Board was also made aware that, in parallel with this, and as agreed at the October meeting, Mike Devenney had commenced the agreed work on an “External Effectiveness Review” that the Board is required to undertake every 3 years.
- 4.2.5 The Board was informed that Mr Devenney had already held interviews with two Board members and that he was planning to meet with all members as soon as possible. He observed the Board meeting on 5th December 2017 and has given careful consideration to the papers for the three meetings held since the new members joined the Board. On top of this, he has also looked at other significant College papers relating to strategy and operational planning.
- 4.2.6 The “Guidance Note – Conducting Externally Facilitated Effectiveness Reviews” suggests that: *“...the output from an externally facilitated evaluation should be both a basic level of assurance relating to core governance requirements plus an agreed list of actions on areas that board members wish to develop their governance further.”*
- 4.2.7 Appendix 2 attached, sets out Mr Devenney’s draft report for the Board’s consideration.
- 4.2.8 Members will note that Mr Devenney has concluded that the “basic level of assurance” be given but that he also provides lists of strengths and possible “Areas for Development”,
- 4.2.9 The fact that the work on this paper has become conflated with the self-evaluation agreed at the December meeting means that there is quite a lot of common ground

between the “Areas for Development” shown and the “Development required during the next year” that formed part of the self-evaluation.

4.2.10 It is for the Board to decide if it would wish those “Areas for Development” contained within the report that are not already included in the earlier work should now be added.

4.2.11 Board members are also invited to discuss and comment on the report more generally.

4.2.12 Hereafter, any revisions that are required to be made to the report will be undertaken by Mr Devenney (as a matter of urgency) in order that the Chair of the Board is able to write very soon to the Scottish Funding Council and the Executive Office of the University of the Highlands and Islands to confirm that this work has been concluded.

4.3 Marketing Plan for the Tertiary Sector

4.3.1 The Joint Operations Manager advised at the last Board meeting that she was preparing a marketing plan for the tertiary sector in Shetland and that she would address some of the Board members comments in relation to the 10 year plan to attract people to live, study, work and invest in Shetland. A copy of the Draft Marketing Plan is attached for noting by members as Appendix 3.

4.3.2 The three year draft Marketing Development Plan outlines how we can collectively work together to respond to the needs of Shetland, share our resources to communicate and market effectively internally, locally and nationally whilst growing our business.

4.3.3 Staff from Shetland College, NAFC and Train Shetland along with students formed a short life working group at the end of the last academic year to support the development of this document. Additional consultations were also undertaken with staff and students in the autumn.

4.3.4 This document has been written in such a way as to ensure that we are prepared for the outcomes of the business case for merger. Regardless of what the outcome of that process is, this plan seeks to clearly make the case for combining resources and efforts in relation to marketing development across the tertiary education in Shetland. This would reap not only financial rewards but help us to develop our sector collaboratively.

4.3.5 Board members are asked to note that areas specific to development initiatives identified during consultation will form an additional plan, which will work alongside this document. This will be completed by the end of February. It was felt at this time that it was necessary to focus on marketing and keep business development initiatives separate.

4.3.6 A supporting Action Plan will be created once the business case for merger project is complete. The plan with accompanying action plan will then go forward for necessary approvals.

4.4 Business Case

- 4.4.1 A significant amount of work has been done in developing a Business Case for the tertiary sector in Shetland between the last Board meeting and this one.
- 4.4.2 Mr Roger Mullin has been engaged to do this piece of work and started by meeting staff across the sector in a series of workshops and followed this with an all staff survey early in January after everyone had returned from the Christmas/New Year break.
- 4.4.3 There has also been a series of meetings with different businesses and industries to get a sense of what they are looking for and how we can work better together. During the last week in January, Mr Mullin met with both the Shetland College Board and the NAFC Trustees as well as with the Colleges Integration Liaison Group.
- 4.4.4 Mr Mullin is aiming to finalise his report on 09 February following which it will be presented for consideration and approval.

4.5 Train Shetland Short Courses

- 4.5.1 Since 17 November 2017, Train Shetland has delivered 31 courses to 267 delegates across the disciplines of Administration & Management, Business, Construction, Corporate Training, First Aid, Food Safety and Health & Safety. First Aid and Health & Safety training remain core parts of our programme. We have provided administrative support for a further 22 courses at NAFC. We have also provided room hire facilities for 8 courses run by Workforce Development and Shetland Construction Training Group. In addition, as an exam centre, we have accommodated 8 candidates sitting exams for professional qualifications in Finance, Accounting, and Health & Safety.
- 4.5.2 A breakdown of this is noted below:

Subject Area	No. of Delegates	No. of Courses	How full were courses?
Administration and Management	29	4	88%
Business Gateway	8	1	67%
Construction	15	2	81%
Corporate Training	27	3	75%
First Aid	112	12	80%
Food Safety	6	1	100%
Health & Safety	70	8	62%
Grand Total	267	31	76%

- 4.5.3 Business Gateway – over the next few months, the Spring series for Business Gateway gets well under way with courses scheduled in:
- Digital Marketing Strategy
 - Web and Social Media Analytics
 - Producing Engaging Online Content
 - 2-day Business Start-up Course
 - Customer Care

- Email Marketing
- Facebook for Business
- LinkedIn for Business
- Employing People

4.6 Train Shetland Vocational Training

- 4.6.1 Currently we have 63 places on our contract. We asked for 14 additional places in Social Care which are for the SIC. This is a new development and we are working with our partners at Shetland College to aim to fill these places. If successful, it would lead to a substantial increase to our bid for 2018/19 and would see the SIC taking on more apprentices.
- 4.6.2 Our leavers' ceremony for 2017 took place on 17 January. We had 18 apprentices attend the event along with employers and representatives from Shetland College and the NAFC. In total we had 55 apprentices complete their apprenticeship in the year to November 2017 with an achievement rate of 87%. The photos were taken by Ruari Macleod, who did modules in Single Camera Production (film) and Lens Based Media (Photography) at Shetland College and is going on to study Digital Media at Stirling University. This was a good example of partnership working across Train Shetland and Shetland College
- 4.6.3 Co-ordinators are completing their round of school talks where we have the opportunity to speak to the S4 cohort about apprenticeship opportunities. The talks began in October in Unst and will be completed in February to give the students the opportunity to have the required information in order to make their career choices. Opportunities for Modern Apprentices and Foundation Apprenticeships are discussed.
- 4.6.4 Train Shetland is completing its bid for SDS funding for 2018/19 which is due by the end of January. Staff are working with employers to try to predict numbers for each of the different career sectors. The bid will be at least in line with past bids but may be increased should the numbers in Care be approved.

5.0 Exempt and/or confidential information:

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

6.0 Implications:

6.1 Service Users, Patients and Communities:	N/A
6.2 Human Resources and Organisational Development:	Train Shetland manages the vocational programme for Shetland and the Council and makes a positive contribution to the development of the organisation and its workforce. The reports attached as appendices also make significant reference to staff development and opportunities for the tertiary sector which will

	have a positive Human Resource and Organisational Development impact.
6.3 Equality, Diversity and Human Rights:	N/A
6.4 Legal:	N/A
6.5 Finance:	There are no financial implications arising from the content of this report.
6.6 Assets and Property:	N/A
6.7 ICT and new technologies:	N/A
6.8 Environmental:	N/A
6.9 Risk Management:	N/A
6.10 Policy and Delegated Authority:	<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"> 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.

	<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>	
6.11 Previously considered by:	N/A	

Contact Details:

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Appendices:

Appendix 1 – Self Evaluation Report and Enhancement Plan

Appendix 2 – Externally Facilitated Board Effectiveness Review

Appendix 3 – Draft Tertiary Education Sector Marketing Plan

END

Tertiary Education Sector in Shetland

Evaluation Report and Enhancement Plan

October 2017

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Section 1 – Relevant background information about the college and its operating context

Operationally, Shetland College is managed within the Shetland Islands Council's Development Services Directorate and is governed by a Committee (Shetland College Board) which reports to the Council's Education and Families Committee. At the instigation of the Shetland Islands Council (SIC), work began in 2013 to integrate the NAFC Marine Centre, Shetland College and Train Shetland into a single tertiary education, training and research organisation for Shetland. It was originally envisaged that a single new organisation would be created, independent of the SIC, but by early 2016 it had become clear that full integration would not be practicable in the immediate future (primarily due to issues relating to the cost of staff pensions and property). The SIC therefore proposed pursuing collaboration and partial integration of the organisations to maximise efficiency and use of resources across the tertiary education sector in Shetland.

Shetland is an island community that forms the most northerly part of Scotland and of the United Kingdom, lying roughly equidistant from Mainland Scotland, Norway and the Faroe Islands, at the juncture of the Atlantic Ocean and the North Sea. Shetland has a relatively stable population of just over 23,000 people, spread across 15 inhabited islands though with the majority on the main island (Mainland), and in Lerwick, the islands' main town. About one-quarter of the population (24%) are under 20 years of age and 18% are over 65.

Shetland College UHI is one of six non-incorporated colleges in Scotland and delivers training, education and research in a wide range of disciplines. The College occupies modern purpose-built buildings on a campus in Lerwick, and also operates four learning centres spread throughout the islands. The Tertiary Education Sector in Shetland comprises Shetland College UHI, NAFC Marine Centre UHI and Train Shetland, all contribute to the delivery of fundable activity and, for the purposes of this evaluation document, will be referred to collectively as "Campuses".

Traditionally, post-school educational opportunities in Shetland were very limited, requiring many people to leave the islands to pursue further or higher education. Both Shetland College and the NAFC Marine Centre were established primarily to enable Shetlanders to receive post-school education and training without having to leave the islands, and to make it available to those who were unable to do so. However, the relatively small size of the local population represents a continuing challenge for the tertiary education sector in Shetland through its affect on class sizes and the viability of courses and services that may, nevertheless, be of great importance to local people and local employers.

Partnership working within the University of the Highlands and Islands (UHI) enables Campuses to offer a wider curriculum, with the support of the network of academic partners. This provides the unique opportunity for learners to transition between FE and HE within the same academic partner, maintaining professional relationships with staff and learning support, moving seamlessly with the learner.

Our Vision is 'NAFC Marine Centre, Shetland College UHI and Train Shetland will work together to help build the future of Shetland through education training and research'

We have set ourselves six strategic goals to guide our plans towards 2019.

1. Respond to the needs of Shetland
2. Deliver high quality learning experiences and successful outcomes for all learners
3. Carry out high quality research
4. Provide high quality governance, leadership and management structures
5. Grow our business
6. Build sustainability

Section 2 – Methodology used to evaluate the quality of provision and services

Shetland College UHI has established systems in place to enable reflection and evaluation. Our Learner Engagement Team work closely with the newly established Highland and Islands Students' Association (HISA) Depute to enable learner engagement, reflection and evaluation in relation to their experiences at our Campuses. This is used to further inform learner engagement and shape the learner experience.

Learners are further asked to reflect on their learning through progress meetings with their course leader and or personal academic tutor (PAT). This is where learners are able to reflect on their choice of programme, the progress they are making and, to gain support for their future and understanding the paths open to them.

Unit/module/programme evaluation forms are completed at the end of delivery to reflect on the current session's delivery and to inform continued development and future approaches. Course teams meet three times per year to discuss the programme, looking at progress on the previous years' annual report action plan, learning and teaching, the learner experience and relevant staff development. This information is compiled in a final annual report where the programme is fully evaluated in relation to the achievement, suitability and quality of learning and teaching.

The college operates a series of cross college committee which meet quarterly to advise and review overall activity:

- The Academic Board is responsible for the strategic overview of academic developments
- The Quality Improvement Committee is responsible for ensuring the standards of quality are maintained. This committee promotes good practice in quality improvement and liaises with UHI academic partners.
- The Equalities Committee is responsible for overseeing the implementation of the college's equality duties and reviews and develops active promotions of equal opportunities and diversity.

Staff development days are undertaken to provide the opportunity to engage with staff. This enables staff to reflect on wider college objectives and how best to contribute to the overall strategic goals and quality improvement programme. There are also regular Heads of Section meetings and a programme of staff meetings held.

Self-evaluations for programmes, support services and senior management were reviewed to take account of the new Education Scotland Quality Framework and completed by all sections. These have been brought together with other evaluation processes to form the content of the Evaluation Report and accompanying Enhancement Plan.

Section 3 – Outcomes of evaluation

Leadership and Quality Culture

1.1 Governance and leadership of change

Overview

Session 2016-17 was one of significant change for both Shetland College UHI, NAFC Marine Centre and Train Shetland, with a Joint Interim Principal having been appointed in June 2016. A Joint Liaison Group (JLG) comprising Board members of Shetland College UHI and the NAFC Marine Centre was then established.

Key developments relating to Governance and the impact of a Joint Interim Principal, have been agreement on a Tertiary Sector Strategic Plan for 2017-19 which has led to a draft Operational Plan for the same period that is expected to be agreed and implemented imminently.

- **Areas of positive practice**

- Learner representation has been strengthened with the appointment (including full voting rights) of the HISA Depute to the Shetland College UHI Board. This enables the Board to be more representative and provides further opportunities for learners to be fully engaged in the forward direction of the college.
- Formation of a Joint Liaison Group across both Shetland College UHI Board and NAFC Marine Centre Trustees, promotes a shared vision, values and aims across the Tertiary Education Sector in Shetland, supporting the overall direction of travel during a period of change while a move to a single entity is pursued.
- The Chairs of both Shetland College UHI Board and NAFC Marine Centre are members of the Further Education Regional Board of the University of the Highlands and Islands, which ensures that the needs of Shetland and the Shetland voice is heard across the Highlands and Islands Region. This also enables the tertiary sector in Shetland to be responsive to Regional priorities and inform the continuous improvement of the sector.
- Effective communication is being achieved through weekly senior team meetings and a fortnightly email bulletin being circulated to all staff across the campuses, Shetland College UHI College Board and NAFC Marine Centre UHI Trustee members.
- Direction and leadership are being provided by interim senior management arrangements that have been put in place during a period of change within the tertiary education sector in Shetland. These arrangements have provided the resources within senior management teams to formulate an Operational Plan which provides strategic direction for Shetland College UHI, Train Shetland and NAFC Marine Centre UHI.

- **Areas for development**

- There is currently limited contact between staff members and the Shetland College UHI Board and NAFC Marine Centre Board of Trustees and it is considered that all would benefit from a greater level of dialogue. Specifically, a better level of understanding could be arrived at that would enable both 'sides' to more fully appreciate current and future opportunities and challenges. This could also help the Boards in providing strategic direction.
- Self-evaluative activity is well-established within programme and support areas, however this has not yet taken place at Shetland College UHI Board level, as required. Steps are being taken to rectify this by November 2017 and to bring things into line with the Code of Good Governance for Scotland's Colleges.

1.2 Leadership of learning and teaching

Overview

For much of session 2016-17, the provision of leadership of learning and teaching at senior management team level in Shetland College UHI was adversely affected by the shortage of senior management members. This had a bearing on the senior management resources and experience that were available to both staff and students. The temporary appointment of a Deputy Principal towards the end of the session brought about improvement in providing the leadership and guidance that had been missed. However, throughout this, effective leadership was still being provided by the Section Heads, some of whom had agreed to take on additional responsibilities.

- **Areas of positive practice**

- Senior management teams (SMT) meet on a weekly basis and meet monthly with Senior Lecturers. In addition, all departments and learners are represented on cross college committees within Shetland College UHI. This promotes effective communication and provides platforms for learners and staff to be active in the improvement and enhancement of learning and teaching.
- Staff Development is an ongoing process with individual needs considered through implementation of the Personal Development Plan Policy. In addition, cross college staff development is undertaken at the start of the academic year, which strengthens cross college relationships and sharing of good practice.
- Improvement of learning and teaching within curriculum teams is provided through the allocation of curriculum team development days where curriculum teams are directed to create curriculum team specific opportunities within the specialised areas.
- SMT effectively engage learners in the development of learning and teaching with the facilitation of learner away days which provides learners with the opportunity to come together across campuses and evaluate the learner experience. This provides SMT with valuable insights into the learner journey and the differing experiences across campuses and provides learners with an effective forum to explore issues and propose changes to improve their experience.

- **Areas for development**

- Temporary staffing arrangements have been a long-term feature creating a culture of anxiety for the future. However, continued momentum towards a stable long-term future and the implementation of a permanent management structure across the tertiary education sector would provide future stability and effective leadership of learning and teaching, enabling teams to work together and therefore build a sustainable future for the sector in Shetland.
- A standardised approach to staff development is not currently applied consistently across campuses which makes it difficult for staff to engage in continued professional development opportunities.

1.3 Leadership of services to support learning

Overview

Services to learners have been maintained through the work of middle managers who were able to take on responsibilities and keep things moving along. Towards the end of the session, the temporary appointment of two team members was made to the shared post of Operations Manager.

Strong and effective partnership working exists, both across the UHI partnership and with local agencies. Internally, collaborative approaches across support teams and Campuses are beginning to work to effect, however it is recognised that more needs to be done to build on this, with the aim being to improve the services available to learners across the campuses.

- **Areas of positive practice**

- Self-evaluation of services to support learning is effectively undertaken annually and informed by learner and staff feedback. Enhancement opportunities are identified and monitored by the Quality Improvement Committee.
- Sharing of good practice and support from across the UHI network is achieved through staff members being active in network groups such as the support for learning group and disabilities group.
- Effective partnerships with local organisations such as Through Care and After Care, Inter-Agency Anti-bullying and Mental Health Services, provide learners with access to support and information and enables managers to engage with stakeholders when reviewing support for learning services.

- **Areas for development**

- Communication has been identified as an area for improvement. Early improvements have been made with the proposed development of learner focus groups and the introduction of a fortnightly bulletin for staff. This increases opportunities for providing updates on changes and improvements, although do not facilitate effective two-way communication between learners, staff, senior management and the Shetland College UHI Board of Management / NAFC Marine Centre Board of Trustees.
- Evaluation of the cross college staff development programme shows that the timing of events prevents the engagement of all sections with 25% of support services staff engaging with staff development programme. This means that opportunities for professional development and team building are being missed.
- Improvements in access and effectiveness of services to support learning across Campuses will be achieved through, a review of services, including administration, guidance, counselling, student engagement and learning support with a view to a more collaborative approach being adopted.

1.4 Evaluation leading to improvement

Overview

Leadership of the evaluation arrangements that are in place is vested in the Acting Deputy Principal who works closely with Section Heads to ensure that these arrangements are being applied as per the existing policies.

Consideration is given to relevant intelligence and data in order to effect continuous improvement, however difficulties have been encountered in obtaining a reliable and timely supply of data. This has meant that the Quality Improvement Committee has come to performance indicator data, for instance, later in the session than would have been expected.

As there is now in place a shared resource to provide this data across the Highlands and Islands colleges, steps are being taken to ensure that the supply of this vital information is provided earlier in the session and then throughout the session as and when it is required.

- **Areas of positive practice**

- Learners are represented at the Cross College Quality Improvement Committee. This enables learners to be fully involved in the evaluation and improvement of learning and teaching as well as the overall quality culture within the college. All learners have the opportunity to evaluate their learning during the course of their programme. This is facilitated at the end of units/modules of learning, the end of their programme and by learner representatives attending course team meetings once each semester.
- Guidance and the evaluation of provision is achieved through the evaluation of curriculum delivery being reported on an annual basis which are informed through unit evaluation, programme team meetings and the reflective practice of delivery teams. With reports being submitted to the Quality Manager and progress monitored through the Quality Improvement Committee.
- The importance of the learner voice is recognised and actively encouraged with the development of a variety of activities to enable learners to engage with staff and senior management. Learner focus groups are being established to enhance learner engagement and provide opportunity for learners to effectively influence and contribute to improvements to services to support learning.

- **Areas for development**

- Evaluation of programme delivery is undertaken although the long term impact of learning and teaching is not evaluated. A greater level of engagement with stakeholders to evaluate the impact of learning and teaching in supporting workforce development and recruitment of suitable personnel would provide data to support improvement of programme design.
- An established system for recording formal feedback is followed, although a consistent system across campuses to record and track informal discussion and feedback with learners is not. This means that valuable informal feedback from learners is not being utilised to inform improvements.
- Evaluation of learning and teaching is undertaken with the completion of units/programmes, although only 20% staff engaged with evaluation of cross college staff development training sessions. This means that senior management teams do not have evaluation data to inform the development of future cross college opportunities.

Delivery of learning and services to support learning

2.1 Safeguarding and child protection

Overview

Within a Shetland-wide context, the Tertiary Sector adheres to national guidelines, legislation and arrangements are in place to ensure that all staff know and have an understanding of these. Staff development is important in this regard and allows for any developments and policy changes to be communicated as they are implemented.

In the given context of the move towards a single college, it is recognised that more needs to be done to provide opportunities for staff development across the existing campuses. It is also accepted that learners have not played any significant part in shaping these arrangements and that changes are required so that their views and experiences are routinely taken into consideration.

- **Areas of positive practice**

- There is a consistent approach by all staff and a safe environment for learners, achieved through the implementation of the Shetland Inter-agency Child Protection Procedures operate across Campuses ensuring national guidelines and legislation are implemented. Opportunities are provided for staff development with all staff completing level one protection training with the level of training increasing appropriate to levels of responsibility.
- A Safeguarding Officer has been identified as a dual role within the Senior Management Team to ensure that there is consistent cover and that one person is always available should the need arise.
- A Corporate Parenting Plan has been developed and approved for implementation by the Shetland College UHI Board. This provides a framework for meeting legislative and national priorities for care experienced learners.
- Academic membership of the UHI Support Services and Prevent Group as well as the local PREVENT network enables the sharing of good practice and information. This furthers information and support available to learners and staff.

- **Areas for development**

- Although communication and engagement with students improved during the course of last session, safeguarding and child protection did not feature as issues for discussion, this will be included during the current session.
- Promoting opportunities for staff development across campuses and with learners will increase discussion and facilitate greater understanding by all staff and lead to improvements and the embedding of a safe culture across the sector.

2.2 Curriculum

Overview

It is already the case that, working directly with and on behalf of, local employers is evident through the relationships that the NAFC Marine Centre have established within Aquaculture and Shetland College UHI with NHS Shetland. However, it remains the case that the Sector needs to get more actively involved and yield greater influence in relation to certain local developments.

Curriculum planning and development have been heavily influenced in recent years by the impact of national developments such as “Developing the Workforce” and the Sector has worked closely and diligently with the other Highlands and Islands Colleges that make up the Further Education Regional Board as this and other initiatives have been responded to.

The relationship that we enjoy with these colleges extends to our UHI partnership status and this has enabled students to gain access to qualifications due to the distributed nature of UHI and the technology that it has deployed. Shetland provides opportunities for progression through the levels of further education, and from further education into, and through, the higher education levels.

- **Areas of positive practice**

- The current curriculum provides clear progression routes through most subject areas, greatly enhancing opportunities for learners to gain the appropriate level of knowledge and skills to progress to the next level of study, or into employment
- Curriculum teams incorporate formal feedback from evaluation forms, course team meetings and peer review activities when considering the content of programmes and timetabling. This ensures that programmes remain accessible to learners and encourages reflective evaluation of programme content and design which leads to quality improvement.
- Resulting from consultation with local and national Aquaculture companies, a new SVQ award in Aquaculture Management has been developed and introduced as part of a Scottish Technical Modern Apprenticeship programme. This was initially requested by local industry and indicates the close and responsive working relationship established, which ensures that the curriculum meets the needs of a key local industry and provides positive career development and progression opportunities for learners from SCQF level 4 through to level 9.
- Curriculum teams are effective in engaging with stakeholders to inform curriculum design to meet local and strategic drivers. Discussions with NHS Shetland around the NES initiative to provide local development opportunities for wider NHS staff development, led to the proposal and development in 2015 to pilot staff development opportunities for administration staff and was highlighted as an area of good practice by NES. The pilot led to managers recognising the value in staff development and providing opportunities to further develop skills within employment. The successful pilot has led to NHS Shetland supporting employees to enrol on full SVQ programmes demonstrating a commitment to staff development, with options units being tailored to specific areas of administration and learner ambitions.
- There are a number of part-time options and individual programmes made available to learners. These enable them to access learning opportunities that they may not have been able to access before and therefore improve access and inclusion.
- In the design of National Certificate Courses, essential skills are built into the frameworks to ensure that learners are being provided with the opportunity to gain the

relevant level of essential skills to either access employment or progress onto the next level of study. This increases the opportunities for positive destinations for learners and further enhances the learner's personal development.

- Access to learning is increased through learning opportunities in many remote areas of Shetland for learners who are unable to access curriculum offer at the main campuses, through online delivery of some programmes and access to learning centres.
- Curriculum development is directed by the Development of New Awards Policy and Procedure which guides the proposal of new awards to ensure the need for the award is evidenced and takes account of local and national policy and key strategic drivers.
- Curriculum teams are effective in securing placements where there are direct links to curriculum and work with learners to ensure that, where practicable, work placements provide opportunity for learners to experience work settings in line with the future career aspirations. This enables learners to make informed choices about progression and understand the skills that are required for employment in their chosen sector.

- **Areas for development**

- A review of the existing entry requirements and their implementation is required in order to ensure that learners are entering programmes at the level which is best suited for them, both to attain the qualification and to progress into employment or further study.
- Currently, the approach taken to engaging with members of our communities, both employers and private individuals, lacks formality and consistency. What is required in order that opportunities are not overlooked is the development of a single point of contact that will not only be able to provide sound advice but will also be able to ensure that potential opportunities are channelled to the most appropriate member of staff.
- Funding can be challenging, especially when higher delivery costs associated with rural island communities are not taken account of. This can have a negative impact on access and inclusion for our learners and puts at risk the breadth and progression routes our curriculum currently offers.
- Learner engagement in programmes can be improved with clear information on possible achievement routes. Whilst induction and ongoing delivery ensures expected outcomes are shared with learners, some programmes have flexibility and option routes to overall achievement and this is not always made clear. It is important for staff to support learners to reflect on their learning and to explore all options for achievement to enable informed choices through the progress of their learning and to reach their desired outcome.

2.3 Learning, teaching and assessment

Overview

The most recent evidence taken from a Learner Evaluation Survey was generally positive about the extent to which learners are not only involved in their own learning but also the extent to which they can influence learning on their courses. Learners were also clear in recognising that staff are encouraging them to take on these responsibilities for themselves and that class representatives can take on these responsibilities on behalf of class groups.

Further evidence relating to the satisfaction that learners feel also extends to the flexible approaches to delivery taken by lecturers that are meeting individual learning needs.

Learners also benefit in terms of the use of digital technologies in a context where the campuses have all been invested in by way of funding received by the University of the Highlands and Islands, over many years.

Lecturing staff reflect on the approaches taken to both teaching and assessment, with a view to improving on their practice where this is deemed to be necessary. This includes being informed by regular peer reviews.

• Areas of positive practice

- Learners demonstrate a strong sense of ownership of their own learning through engagement with programme teams and by completing learner evaluation surveys. With 47% agreeing (and 53% strongly agreeing) that staff encourage learners to take responsibility for their learning.
- The most recent student survey powerfully evidences that staff encourage learners to take responsibility for their own learning; that they are able to influence learning on their courses and that their suggestions are taken seriously. With 69% agreeing (and 28% strongly agreeing) that they are able to influence their learning on their course.
- Learner representatives are elected within each programme, or across programmes where there are small numbers. This demonstrates their motivation to enhance not only their own experience as learners but also those of others. With 71% of learners agreeing (and 18% strongly agreeing) that their suggestions are taken seriously.
- Within all curriculum areas there are opportunities to engage with subject specific equipment and digital technologies. Learners have an expectation of doing so on entering their programme and fully engage with resources available to them which enhances their experience and provides opportunities to further develop the skills they need to attain, achieve and progress to a positive destination.
- Learners are asked to complete end of unit/module evaluation forms asking for feedback on the delivery and content of unit/modules. These are used by staff to reflect on the unit delivery and inform development and improvement for next delivery.
- Learner engagement and overall learner retention and attainment is increased through flexible approaches to delivery that take account of and meet individual learning needs. Staff monitor progression on activity and adapt the learning environment as required. The most recent Learner Evaluation Survey indicated that, 70% of learners agreed (and 23% strongly agreed) that feedback is provided which informs their future learning.
- Equal and fair access to assessment is achieved through individual learner needs being assessed and appropriate measures put in place in line with awarding body approved/supplied assessment materials. This ensures that all learners have equal

and fair access to assessments whilst not compromising the validity and reliability of assessment.

- Reflective practice is supported and opportunities increased for improvements within learning and teaching through peer support evaluation of learning and teaching policy. With staff entering into peer evaluation once per semester, this enables staff to support each other and provide a professional evaluation of the learning and teaching taking place.

- **Areas for development**

- A review of learning and teaching spaces is to be undertaken to establish whether these remain fit for the purposes that were originally intended and to ensure that the space available is used optimally and that it best meets the needs of the curriculum as it now is.
- Essential skills are currently delivered in some sections by a separate department, with classes being a mix of subject areas. This has led to a more general approach to delivery with, where possible, assessment being contextualised or integrated with specific departments. Whilst receiving positive external verification reports, the need to further develop workplace essential skills materials is required to ensure these are more effective and relevant to specific programmes is required.

2.4 Services to support learning

Overview

Considerable time and effort is expended in order to ensure that our learners with support needs are identified and responded to as early as possible, and for learners to feel that services are there for them whenever they feel that they might need support. This involves effective and timeous working across both support and curriculum areas.

HISA now provides a voice on these matters on behalf of students and steps are also being taken to encourage more support to be made available with the pilot of support for learners by learners.

- **Areas of positive practice**

- Support for learners is effectively received through learning support teams working closely with curriculum delivery teams to ensure learners can quickly access relevant support when needed.
- We have an effective system to ensure that support for learners is in place and facilitates a fair and even transfer of services. Where learners are progressing onto college programmes from other stakeholders, learning support staff and lecturers liaise with the partner provider where the learner is currently being supported to establish what current arrangements are in place.
- Learners are encouraged to reflect on their progress prior to progress meetings by completing a form asking them direct questions in relation to how they feel their learning is going and if they feel able to meet their overall objectives. This encourages the learner to challenge their learning experience and greatly enhances engagement within the process.
- The introduction of a service user evaluation process has greatly increased development and improvement in all aspects of services to support learning.
- The counselling service is effective in providing support for learners in wider aspects of their lives that, while not directly linked to learning, can have an impact on their wellbeing and overall learner experience. The guidance service is effective in providing financial support and advice with funding options.
- Support for learners is effective through the election of 3 HISA representatives across campuses, providing a voice and coordinated approach to learner engagement links with management and representation on the Shetland College UHI Board and cross college committees.

- **Areas for development**

- Current arrangements for learners to reflect on their progress are not as effective as learners evaluating their learner experience. A review of the process and a proposal to pilot a more defined approach is being discussed. The review period will provide staff and learners with the opportunity to engage and greatly increase the uptake of the process when implemented.
- Opportunities for learners to support each other are not currently established. This can mean that learners can feel isolated and could lead to early withdrawal from their programme. The introduction of a peer to peer support group and the trialling of a peer-led support system will greatly increase the opportunities for support

2.5 Transitions

Overview

The transitions that our learners make into the Tertiary Sector, enabling them to move between the courses and levels on our campuses, are very well managed and benefit considerably from the very good relationships that exist with our local partners who have a crucial part to play in these transitions.

Considerable efforts are made to ensure that prospective learners find the right course, in the right place, and good opportunities are made available for them to gain prior experience of our courses and learning environments

- **Areas of positive practice**

- The curriculum and support provided across the campuses provides many opportunities for further and higher education learners to progress through the SCQF levels. This arises because of our UHI status and enables students to move between further and higher education levels and between further and higher education.
- Transition for school learners is made more manageable through a programme of taster days offering a sample of Skills for Work opportunities and the delivery of joint school college programmes such as Foundation Apprenticeships. This ensures learners gain a feel for the environment and an idea of where to go, as well as gaining insight into the level of demand within the programme to enable learners to make informed choices about their future.
- Where an increased level of support is required for some learners during transitions, existing support workers from partner providers who are currently providing support will accompany learners where appropriate. This not only provides the learning support required but also the emotional and social support for learners as they transition into learning with us.
- Local projects working with young people are able to access learning space and programmes to provide short learning programmes enabling young people to make informed choices. These sessions provide the young person with the opportunity to experience and become familiar with the physical environment and future options available to them.

- **Areas for development**

- Further enhancements to the implementation of the Developing the Young Workforce in Shetland will be achieved by the appointment of a local Developing the Young Workforce Co-ordinator. The post holder will be key in improving transitions from school to college, as well communication between the local partners.
- Identification and support of all care experienced learners is required to ensure that the essential support that they each need can be provided, both when transitioning between services but also in respect of their opportunities for progression. This will not only require the implementation of the Corporate Parenting Plan but also closer working with the relevant agencies of the Shetland Island's Council.

2.6 Partnerships

Overview

The Shetland Community Partnership remains the key body to which the local stakeholders revert to in order to ensure that planning and delivery of local priorities are `joined up`.

- **Areas of positive practice**

- Local schools and Campuses have developed effective relationships with the formation of a forum meeting three times per year to bring schools, college campuses and Skills Development Scotland together to plan, deliver and evaluate opportunities for learners.
- Opportunities are increased to work effectively alongside local industry with staff engaging effectively with local industry with developed relationships, providing an effective mechanism to capture and explore industry needs.
- Introduction of a Modern Apprentice Programme in Maritime Operations involves working in partnership with employers from the Fishing and Lifeline Ferry Operation industries. This provides a future skilled workforce and is aligned with the local Skills Investment Plan.
- Staff work closely with Skills Development Scotland, Scottish Funding Council, and the local Council. This enables the tertiary sector to understand the needs of the community and regional priorities and increases opportunities for learners within Shetland. We are also represented on the local Community Planning Partnership as well as other local multi-agency forums (e.g. LGBT+, employability, etc).
- This use of work placements effectively, improves outcomes for learners as they experience first-hand what employers are looking for and provides valuable work experience for progression with their studies and future careers. Staff work closely with local employers to secure work placements for learners, facilitating experience of a working environment during their learning and provides opportunities to apply learning in practice within a supported environment.
- Collaborative working across Campuses and partnership working with HISA has resulted in a Learner Partnership Agreement and ensures 'One Voice' for learners in Shetland. This greatly increases learner engagement in pursuing learner led improvements of services within the Campuses and enhances the overall learner experience.
- Staff members engage with UHI network groups such as Marketing and Communication, Disability, Programme Teams, Curriculum Management Working Groups and the Partnership Planning Forum. This ensures effective partnerships are built with UHI Executive Office and Academic Partners across the region whilst increasing the responsiveness of services.

- **Areas for development**

- Improvement to Business Development and Marketing approaches will enable better identification of community and business partners. Through developing partnerships and delivering market research effectively communication will be improved enabling the Tertiary Education Sector to be more responsive to community and business priorities.

Outcomes and Impact

3.1 Wellbeing, equality and inclusion

Overview

The appointment of a new senior manager who has this responsibility as part of their wider remit is providing clear leadership and direction in this area. With the writing and implementation of the Corporate Parenting Plan and the drafting of Access and Inclusion Strategy. There are a number of initiatives being taken, some of which involve external agencies, which enable the College to access specialist knowledge and expertise.

- **Areas of positive practice**

- Staff development opportunities are made available to all staff providing the opportunity to explore equality whilst reflecting on their practice to ensure design and delivery embed equality and inclusion. This is effective in raising awareness and ensures staff take into account and embed equality legislation into their practice and approach to learners.
- UHI has an established team supporting wellbeing, equality and inclusion. This greatly increases the opportunity for staff in Shetland to have access to information, support and guidance on improving services and the learner experience.
- Opportunities for learners to engage with cross-college committees and learner meetings are working well. However, opportunities for them to engage in social activities can be challenging due to the locations of both Campuses and the rural nature of many of our communities. Recognising the benefits that learners might be losing, HISA and the Student Engagement Team are investigating possible ways in which this might be addressed.
- Representation on the local LGBT inter-agency group which helped to develop 'Blydepride' which looks at ways to break down existing barriers and improve equality and inclusion. Greatly increases the opportunity to engage with local communities improving equality and embedding a culture and ethos of inclusion.

- **Areas for development**

- Currently a small number of learners attending college part-time undertake a separate induction programme, this can serve to marginalise these learner groups and does not reflect an inclusive ethos. Integrated induction will be explored with learners to ensure all learners are included in, and feel part of, the college experience.
- The new Access and Inclusion Strategy currently being drafted, will ensure careful consideration of our unique location as well as the differing challenges to protected characteristics faced within small communities such as transport. This will enhance the ability of the campuses to respond to National Priorities while ensuring Local Priorities are not lost.
- A Gender Action Plan is currently under development through the Equality Committee, with partnership working between staff and learners. One of the key features of the plan is to actively avoid the stereotyping of gender equality and to avoid over targeting learners who cross gender boundaries in marketing materials. This will reduce the pressure on learners and greatly improve the ability to engage with learners and increase awareness of wider opportunities available.

3.2 Equity, attainment and achievement for all learners

Overview

Shetland College UHI was delighted to have the highest percentage of successful full-time further education students in Scotland for session 2015-16. This cohort included a number of students who undertook courses in Engineering at the NAFC Marine Centre UHI. This success was complemented by an improvement in part-time success rates, although these were still below national norms. Although analysis of the data indicated more favourable outcomes for learner groups, it also indicated less favourable outcomes, such as a very large number of students who were only partially successful.

It is recognised by the QIC that the data is not just an end in itself but must have to also be the means towards a more detailed understanding of students' performances 'across the board' and, ultimately, bringing about improvements wherever these are necessary.

• Areas of positive practice

- Learners have opportunities added to NC frameworks at SCQF level 5 and 6 to study essential skills which provide entry requirements and enable progression onto the next level of study. Essential skills profiles are checked with learners when they start their programme and the correct level of essential skills are identified. This works well as all learners have the same opportunities based on their required level.
- Statistics highlight the positive achievement of Shetland learners, with 81.6% of learners completing successfully in 2015/16, showing an increase of 10% from the period of 2013/14. For session 2016/2017, the overall successful completion rate remains high at 78% for full-time students. Statistics show 56% male and 44% female student enrolments, 22% of students with a declared disability and 78% of students with no disability. 70% of learners with a disability completed with full success and 9% with partial success.
- Skills for Work programmes in Engineering and Construction show 100% Retention and Attainment and Childcare show 78% retention with 100% attainment. This reflects the level of engagement in the programmes of both staff and learners and provides increased opportunity for progression.

• Areas for development

- Over the past three years we have seen a decrease in the number of learners undertaking Numeracy from 78 in 2014/15 to 62 in 2016/17 and Information and Communication Technology from 74 in 2014/15 to 56 in 2016/17 and achieving essential skills. This may be an indication of learners entering programmes at a higher level and not requiring to undertake those essential skills. This is something that will be monitored and closely examined to ensure that learners requiring essential skills are being actively encouraged to engage with this opportunity.
- Prior to their course ending, learners are invited to meet with Guidance staff for a pre-exit interview. The purpose is to discuss possible future plans and opportunities in order that the learner can, ultimately, fulfil their potential. Currently, not all learners take advantage of this invitation and it is therefore intended to reinforce with them that it is very much in their interest that they attend.
- Currently statistics are analysed at a programme level which provides valuable insight into learner success at this level. This is not currently undertaken at a wider sector level, which reduces the ability to support improvement within the curriculum.

Enhancement Plan

Section 1– Actions for improvement

Leadership and Quality Culture:

Areas for development	Planned actions	Timescale
Limited contact between staff members and Shetland College UHI Board and NAFC Marine Centre Board of Trustees members	Increase opportunities for staff members and Shetland College UHI Board and NAFC Marine Centre Board of Trustees members to engage. Planned meetings, drop in session for and Shetland College UHI Board and NAFC Marine Centre Board of Trustees members.	Ongoing through session 2016/17
Self-evaluation of Shetland College UHI Board	Appoint independent officer to engagement with the Shetland College UHI Board and support the process and completed Self-Evaluation	November 2017
Temporary staffing arrangements	Implementation of permanent management structure across the tertiary education sector	Proposed June 2018
Inconsistent approach to staff development	Create Personal Development Plan Policy	June 2018
Staff engagement with evaluation of staff development training sessions	Instruct programme teams to inform discussion and planning at Quality Improvement Committee	February 2018
Imbalance of services within the tertiary education sector.	Engage staff and learners in a collaborative approach to services to support learning	December 2017

Delivery of learning and services to support learning

Areas for development	Planned actions	Timescale
Safeguarding and child protection training currently undertaken through corporate training sessions and online materials	Organise opportunities for further joint staff development	February 2018
Inconsistent approach to programme entry requirements	Review implementation through Quality Improvement Committee	April 2018
Responsiveness of Curriculum to Community and Business demand	Market Research and inclusion in Shetland Skills Survey (SIC Economic Development Unit)	Ongoing through session 2017/18
Inadequate Learning and Teaching Space	Review of learning and teaching space, resources and staffing	June 2018
Lack of engagement in learner self-reflection	Review process and use evidence to inform the development of a new system. Pilot new system. Implementation of new system	December 2017 June 2018 August 2018

Learners can feel isolated which could lead to early withdrawal from their programme	Introduce a peer to peer support group and the trialling of a peer support system	August 2018
Uncoordinated approach to community and business development	Single point of contact Development of business and marketing strategy for Tertiary Sector	December 2017

Outcomes and Impact

Areas for development	Planned actions	Timescale
Learners missing out on induction	Implement an integrated and flexible induction programme	August 2018
Unique location as well as the differing challenges to protected characteristics faced within small communities	Deliver on Equalities Mainstreaming outcomes alongside SIC and NHS Shetland	December 2017 Ongoing
Recognition of the benefits of social and sports clubs for learner groups	HISA and the Learner Engagement team to develop a programme of activity	Ongoing through session 2017/18
Access and Inclusion	Access & Inclusion Strategy Gender Action Plan – to be implemented	December 2017 January 2018
Uptake of Essential Skills	Monitor statistical data – Programme Review	Ongoing through session 2017/18
Wider analysis of statistical data	Discussion at Cross College Committee meetings and considered within wider curriculum planning	June/August 2018

Section 2–Arrangements for monitoring progress on actions for improvement.

The relevant cross college committees will be responsible for monitoring progress of the actions for improvement which will be placed as standing items on the agenda of the Quality Improvement Committee, Equalities Committee as well as the Health and Safety Committee. Each chair of the relevant committee will take responsibility for identified actions. Each committee reports to the Academic Board which will have overall responsibility for monitoring progress.

Capacity to Improve Supporting Statement

The Tertiary Education Sector in Shetland is at an exciting juncture.

There is pace and momentum, with clear support from our key stakeholders, to develop a single tertiary education entity in Shetland. This is an invaluable opportunity to place improvement at the forefront of the services which will be transferred and developed as part of this process.

This is an opportunity to reflect on current service provision and to engage in meaningful dialogue with our partners, staff and crucially our current and future learners. We can build on our achievements and learn how we can improve to ensure the tertiary education in Shetland delivers a quality service that meets the Further and Higher Education needs of our island community.

We have made important steps forward in recent times. This has included improving our support and engagement with the learner voice as well as having in place a senior management team. We have also embedded collaborative approaches to the ongoing delivery of services with the creation of our Operation Plan for the sector, which we believe clearly sets out the building blocks to our continuing to work collaboratively whilst supporting the transition to a new organisation.

We are committed to continuing to ensure our learners have a quality learning experience and that is central to our day to day delivery of our existing services. It is testament to our committed staff team that we continue to support learners in achieving their learning outcomes whilst working together to identify improvements and implement change.

SHETLAND COLLEGE UHI

Externally Facilitated Board Effectiveness Review

1 Background

The “Code of Good Governance for Scotland’s Colleges” (August 2016) contained the following requirement of College Boards:

“The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three years. The Board send its self-evaluation including an externally facilitated evaluation) and board development plan (including progress on previous year’s plan) to its funding body and publish them online.”

The Guidance Note “Conducting Externally Facilitated Effectiveness Reviews” that was also published in August 2016 recognised that:

“Every board will be slightly different and at a different stage of its own development. It is important therefore that the evaluation focuses on the issues of most importance to the development of the board but the review is also a mechanism to provide assurance to college funding bodies that the level of governance in each organisation is appropriate. It is suggested therefore that the output from an externally facilitated evaluation should be both a basic level of assurance relating to core governance requirements plus an agreed list of actions on areas that board members wish to develop their governance further.”

2 Context

i Code of Good Governance for Scotland’s Colleges

Whilst the “Code of Good Governance for Scotland’s Colleges” and the “Guide for Board Members” are based on national standards of good practice and compliant with Nolan recommendations, they have been written with the governance structures of incorporated structures in mind.

There are, however, a number of significant differences in terms of the role and delegation arrangements for the Board of a local authority owned college, such as Shetland College UHI, compared with that of an incorporated college.

Whereas incorporated colleges have fully autonomous boards, the Shetland College UHI Board is a sub-committee of the Education and Families Committee of the Shetland Islands Council and which, itself, sits within the framework of other Council Committees, with the Full Council being the ultimate decision making body of the Council.

As such, the Shetland College UHI Board operates with more limited decision making powers compared with the boards of incorporated colleges and, for key items of business such as finance, human resources, audit and policy, defers to its parent committee and the Full Council.

ii University of the Highlands and Islands

An added complexity to the Shetland College UHI context arises from the College's status within the University of the Highlands and Islands (UHI). UHI is a provider of both the higher and further education provided by thirteen colleges, research institutes and specialist institutions across the Highlands and Islands.

In respect of further education, the Post-16 Education (Scotland) Act 2013 identified UHI as a "Regional Strategic Body" with responsibilities for the planning, delivery, monitoring and the efficiency of further education across the Highlands and Islands region (as defined for further education purposes).

Consequently, and in accordance with the Act, funding for further education in the Highlands and Islands from 1st August 2014 was to be allocated to UHI by the Scottish Funding Council (SFC) for distribution to the eight colleges concerned (including Shetland) were "assigned" to UHI. Thereafter, the University Court became the "accountable body" to SFC for both higher and further education. In turn, the University Court set up a "Further Education Regional Board" as a committee of the Court, the membership of which includes the Shetland College Chair.

iii Shetland Tertiary Review

Shetland College UHI is also a partner in what is styled as the "Tertiary Education Sector in Shetland" which comprises the College, the NAFC Marine Centre and Train Shetland.

At the instigation of the Shetland Islands Council, work began in 2013 that envisaged a single tertiary education, training and research organisation for Shetland. A Project Board was set up to bring this about but, by early 2016, it had become clear that the creation of the single organisation would not be achievable in the short-term. However, it was decided that the three organisations should still pursue closer collaboration and partial integration in order to maximise efficiency.

Consequent upon the appointment of an interim Joint Principal in June 2016, a joint Tertiary Sector Strategic Plan for 2017-19 was agreed, from which an Operational Plan for the Sector is now in place.

Although joint governance arrangements between the Shetland College Board and the Board of Trustees of the Shetland Fisheries Training Centre Trust have been in place since March 2016, by way of a "Joint Liaison Group", this does not in any meaningful sense diminish the continuing responsibility of the Shetland College UHI Board being responsible for what happens in the name of the College.

3 Scope of Review

The *Guidance Note on Conducting Externally Facilitated Effectiveness Reviews* suggested that reviews should cover all five of the sections of the Code of Governance and this was agreed to at the meeting of the Shetland College UHI Board at its meeting on 5th October 2017.

The five sections are as follows:

- Leadership and strategy
- Quality of the Student Experience
- Accountability
- Effectiveness
- Relationships and Collaboration

Further to the scope embracing all five sections, the Board also agreed that its December 2017 meeting should be observed by the external facilitator, as required by the Code.

Additionally, the Board agreed that it should hold a workshop in November 2017 that would allow members to provide their views to the external facilitator on the aspects set out in the Guidance Note, i.e. (a) board performance to date and (b) areas for future development.

It was further agreed that the facilitator would conduct interviews with all Board members (of which there are seven) and that he would also undertake a desktop review of the Board's remit, minutes, agendas and papers for the three meetings that had been held since the new Board was formed after the May 2017 local elections.

A Board workshop was duly arranged for 21st November but had to be postponed because of other Council requirements placed on the Board members. However, in place of this, a draft self-evaluation was prepared by the interim Joint Principal for consideration by the Board at its 5th December meeting. After discussion, it was agreed that the paper represented a fair and accurate basis from which the Board could seek to build and in particular to effect improvements that were deemed to be necessary.

The Board also agreed that the External Effectiveness Review Report that would be on the agenda for the February meeting would be given committee time in order that the Board could place this alongside the December self-evaluation. It was agreed that the "Development required during the next year" would also be revisited in light of the external facilitator's report, with a view to adding to the developments already agreed to.

4 Review Process

Individual meetings were held with all six of the Shetland Council Board members. Unfortunately, circumstances did not permit a meeting being held with the Student Representative (as referred to above).

The discussions were structured such that they covered the five sections of the Code of Good Governance. However, given that three of the members had only been on the Board long enough to attend two or three meetings (this varied depending on the interview date), it was understandably the case that those discussions were about their early experiences as members and how well they were coming to terms with their responsibilities as Board members. The other three members had considerable experience on the College Board.

Three sets of Board papers covering the following meetings were given careful consideration:

- 30th August 2017
- 5th October 2017
- 5th December 2017

In addition to these, the following key College documents were given consideration:

- Tertiary Education Sector in Shetland Strategic Plan 2017-19
- Tertiary Education Sector in Shetland Operational Plan 2017-19
- Evaluation Report and Enhancement Plan (submitted to the Scottish Funding Council and Education Scotland in October 2017)
- 10 Year Plan to Attract People to Live, Study, Work and Invest in Shetland

The Board meeting held on 5th December 2017 was very closely observed. It was significant to the overall findings that the agenda included a draft Board Self-Evaluation (including Board Development Plan). This was the first time that the Board had been in receipt of such papers for members' consideration. However, the meeting recognised that this was not as it should have been and that the undertaking of such self-evaluations needed to become routine, i.e. annually. It was also recognised that several Board members were still coming to terms with their responsibilities and that the Development Plan should be `fluid` so that it could capture other issues as these emerged in the second half of session 2017-18.

5 Overall Findings

- Although the College Board had not undertaken any self-evaluations until the December 2017 meeting, it has now recognised the necessity of these being undertaken on an annual basis.
- This self-evaluation, and in particular, the `Governance Action Plan`, indicates that the Board is committed to good governance across all of the five sections of the Code of Governance.
- The `Governance Action Plan` agreed already provides for a significant amount of developmental activity but this is likely to be added to following this report and the commitment given at the December 2017 meeting to review it within 6 months or so.
- The developmental activity already agreed coheres with the key actions that were agreed in the recently approved 2017-19 Operational Plan and the Evaluation Report and Enhancement Plan that was submitted to the Scottish Funding Council and Education Scotland in October 2017.
- Aspects of the developmental activity have also emanated from some of the work undertaken with the facilitator since the October 2017 Board meeting.
- ***Taken together, the Board papers scrutinised, the interviews with Board members and the observation of the December 2017 Board meeting provide sufficient evidence to underpin the overarching conclusion that, at a basic level, core governance requirements are currently being met.***
- Although the College Board is one of many Shetland Islands Council committees, it is clear to all members that this is `no ordinary committee` and that membership of the Board brings with it complexities and a required knowledge base that necessitates a more complete and informative induction programme for new members (and updates for all members).

Strengths

Section A – Leadership and Strategy

- Notwithstanding the very significant challenges and pressures that have faced the Board and the College's Senior Management Team during the current session, there is clearly a great desire and enthusiasm on the part of all to build a successful and highly respected institution that delivers for Shetland
- All Board members were clear in their understanding of the College's central aims of meeting the needs of Shetland and ensuring a high quality student experience
- Evidence gleaned from the observation of the December 2017 Board meeting supports the contention that members are providing both support and challenge to the College's senior management team
- The development of the Tertiary Education Sector in Shetland's Strategic Plan for 2017-19 provides impressive evidence of an approach to involving College staff, students and key stakeholders in the development of such key plans
- The recent development of an Access and Inclusion Strategy and Corporate Parenting Plan were strong indicators of a College that is now focussing on key national agendas.
- The interim Joint Principal had put in place an increasingly effective Senior Management Team whose efforts and approach was very much appreciated by Board members.

Section B - Quality of the Student Experience

- Important steps are clearly being taken in the current session to have students represented on all cross-college committees for the first time.
- The Board sought and received Full Council approval to have a student Board member with full voting rights from session 2017-18.
- A Student Partnership Agreement between the College Board and the local representatives of the Highlands and Islands Students' Association (HISA) was agreed for the first time in March 2017.
- A student portal has been developed to improve engagement with students.

Section C – Accountability

- Declarations of Interest are a standing agenda item for all Board meetings
- Board papers are of a high quality and are received a week in advance by members.
- The agendas for Board meetings are well set out and there is clarity in relation to the action expected to be taken by members for each agenda item.
- The volume, quality and level of detail contained within the papers are impressive.

Section D – Effectiveness

- Although the College has faced some serious challenges during the last 18 months, it remains the case that there have been some considerable achievements, e.g. the highest percentage of successful full-time further education students in Scotland in 2016-17 and levels of student recruitment that are well above targets. This reflects an increasingly positive and purposeful working relationship between the Board and the Senior Management Team and between the SMT and College students and staff.

Section E – Relationships and Collaboration

- The College continues to work closely and purposefully with its UHI partners, as the partnership seeks to use its unique status and way of working to bring more further and higher education opportunities to the Highlands and Islands, with particular emphasis on those places, such as Shetland, where opportunities have been much more limited compared to the likes of Inverness and Perth.
- The College, at all levels, played a significant part in bringing about the Tertiary Education Sector in Shetland's Strategic Plan 2017-19 and, more recently, the Operational Plan 2017-19. Board members and the Senior Management Team are now also heavily committed to building relationships across the three Shetland organisations that are committed to closer collaboration and, possibly, the creation of a new single organisation in 2018, or shortly thereafter.

Areas for Development

Section A – Leadership and Strategy

- Although there is some good evidence of close working with relevant stakeholders, they must play a more significant role than at present in shaping the College's priorities and plans, including the College's contribution to the UHI Regional Outcome Agreement with the Scottish Funding Council.
- Although the College Board routinely gauges important information relating to student activity levels, more time needs to be committed to charting the students' performance. It is recognised that difficulties have been encountered in sourcing the necessary data but it is essential that this is resolved and that timeous data on Student Performance Indicators is provided and plans for improvements discussed and agreed wherever this is deemed to be necessary.

Section B – Quality of the Student Experience

- Notwithstanding the very significant improvements that have recently been made in ensuring that College's students are at the heart of things, it is recommended that a greater level of opportunities are provided for Board members to meet informally with students (this is also picked up in Section D below).

Section C – Accountability

- Although the College Board is a subcommittee of the Education and Families Committee, the minutes of Board meetings do not feature on the agendas of the Committee. It is suggested that this is unusual and it is recommended that the Board's minutes should routinely be considered by the Education and Families Committee.
- Although all Board papers include a statement on "Policy and Delegated Authority", some residual doubt exists within the Board's membership in relation to the point at which ratification is required beyond the College Board.
- Although the Shetland Islands Council website carries information relating to the College Board, there is no reference whatsoever to the College Board on the College's website. As it is highly likely that this is where students, staff and members of the public would expect to be able find out about the Board's membership and its activities, it is strongly recommended that this be set up as a matter of urgency.

Section D – Effectiveness

- There is a clear need for a fuller and more comprehensive induction plan for new members. This arises because of the range and depth of responsibilities that fall on College Board members and the added complexity of the College operating within the context of the University of the Highlands and Islands and in particular the Further Education Regional Board.
- Preparation of the 2017-19 Operational Plan highlighted the need for the College Board to raise its profile with both staff and students in order that a greater level of mutual understanding can be arrived at.
- The College Board must ensure future adherence to Scottish Funding Council strictures relating to annual Board self-evaluation and periodic Externally Facilitated Effectiveness Reviews.

Section E – Relationships and Collaboration

- It has been recognised that, although the College works well in partnership terms within the University of the Highlands and Islands and with many local organisations, there has been a significant deficit for some years in respect of the College's profile within, and contribution to, the Shetland Community Planning Partnership. Although there are welcome signs that the interim Acting Principal is leading on addressing this, it is essential that the College Board keeps this under review and monitors the steps being taken to put the College at the centre of community planning.

TERTIARY EDUCATION SECTOR SHETLAND



2018-2021

Marketing Development Plan

Responding to the needs of Shetland, growing our business
and attracting people to learn with us

Marketing Development Plan (2018 - 2021)

Executive Summary

We are NAFC Marine Centre UHI, Shetland College UHI and Train Shetland. We deliver vocational, further and higher education in Shetland and we are the proud most northern partner of the University of the Highlands and Islands (UHI).

This plan outlines how we can collectively work together to respond to the needs of Shetland, share our resources to communicate and market effectively internally, locally and nationally whilst growing our business.

By 2028 Shetland will be a vibrant and positive student destination

10 Year Plan to Attract People to Live, Study, Work and Invest in Shetland. (Shetland Islands Council)

We have been delivering quality education in Shetland for many years and recently we have experienced change, both organisational as well as socio-economic within our community. It is important for our sector to respond to these changes positively - ensuring we continue to deliver a quality learning service in our community whilst working alongside partners to grow our student population. Furthermore, we have existing working relationships with schools and we would be looking to develop that further alongside the Developing Young Workforce Government funded initiative.

We are currently restricted by a lack of resources for marketing both in relation to personnel as well as dedicated finances. It is therefore key for us as we move forward to work closely with our partners within the UHI as well as our local community partners such as the Shetland Islands Council and Promote Shetland to ensure our resources work as effectively as possible.

Dedicated marketing and development resources will ensure that we can not only inspire individuals to access the range of opportunities available in Shetland but also identify and secure new income streams. We felt it was important to consider an income generation target whilst developing this plan, therefore the resources budget has been calculated on the basis that by year 2 a minimum of 20% additional income against the yearly salary costs of marketing development will be achieved annually.

At the time of writing, it is important to acknowledge the ongoing work on the business case for merger. The outcome of that process is expected to be clearer by early 2018.

Regardless, this plan clearly argues the case for combining resources and efforts in relation to marketing development across the tertiary education in Shetland. This would reap not only financial rewards but help us to develop our sector collaboratively.

Report record

- SHORT LIFE WORKING GROUP (Draft circulated December 2017. Amendments completed 18th January 2018)
- UHI COMMUNICATIONS AND MARKETING (Consultation 16th November in Shetland. Comments on latest draft *insert date/amendments complete date*)
- SIC COMMUNICATIONS AND PROMOTE SHETLAND (Comments on latest draft *insert date/amendments complete date*)
- NAFC / SCUHI / TS SMT (Reports: *NAFC 25th Jan / SCUHI 6th Feb / amendments complete date insert*)
- ACADEMIC BOARD / LEARNING, TEACHING, ASSESSMENT COMMITTEE (*Report: NAFC LTAC 2nd Feb / SCUHI AB 26th Feb / amendments complete date*)
- CLASS REPRESENTATIVES (*insert date/amendments complete date*)
- JOINT SMT (*insert date/amendments complete date*)

- Approved INSERT DATE
- Published on website INSERT DATE / HYPERLINK

1) Who we are

We are the most northern partners of the University of the Highlands and Islands and we deliver learning opportunities throughout the Shetland Community. Our strategic goals are to:

- 1) Respond to the needs of Shetland
- 2) Deliver high quality learning experiences and successful outcomes for all learners
- 3) Carry out high quality research
- 4) Provide high quality governance, leadership and management structures
- 5) Grow our business
- 6) Build sustainability

NAFC Marine Centre UHI

We are an educational and scientific institute, located in Scalloway. The Centre delivers training and education, carries out research and development, and provides consultancy, advisory and other services for the maritime industries. Facilities include Port Arthur House (student accommodation) as well as vessels to support research, surveying and training as well as engineering facilities, a training bridge and classrooms. We have fostered good working relationship with local and national maritime/aquaculture sectors. Find out more at www.nafc.uhi.ac.uk



Shetland College UHI

We offer courses in Business, Hospitality and Events; Computing; Community Learning and Essential Skills; Construction; Creative Industries; Health and Care as well as Culture and Heritage. Our main campus in Lerwick includes a library, training kitchen, construction workshop, textile facilitation unit plus much more. We also deliver courses in Learning Centres situated in more remote locations as well as Mareel, the local Cinema and Music Venue. We have close working relationships with local schools and we are home to the Centre for Rural Creative Industries. We also work closely with the Institute of Northern Studies. Find out more at www.shetland.uhi.ac.uk



Train Shetland

Vocational Training manages Modern Apprenticeships across a wide range of companies throughout Shetland. We support a range of applicants; school leavers, students and adults, looking for skills-based employment with training. Developing Skills provides wide ranging training in Shetland to meet the local workforce needs. Training can range from short half-day courses to accredited courses taking place over a few weeks. We can develop bespoke courses to meet specific needs. Our training focuses on developing people, skills and knowledge. Find out more at www.trainshetland.com

Collectively we can inspire people to learn with us. We have therefore agreed the following financial and non-financial goals for the next three years:

Financial goals

- 1) Combine available resources and establish a dedicated marketing development budget (including staff) for the tertiary education sector in Shetland
- 2) By year 2 of the plan, generate a minimum of 20% additional income against the annual marketing salary costs
- 3) Identify new funding streams and reduce reliance on public funding

Non-financial goals

- 1) Re-structure to establish a dedicated marketing development team for the whole of the tertiary education sector in Shetland
- 2) Develop a programme of events and campaigns which inspire interest and engagement in learning opportunities available in Shetland
- 3) Target our local market more effectively whilst growing our external market
- 4) Establish and maintain effective industry links across the whole sector

2) Core Competencies

One of our strengths is that our current learning opportunities provide clear progression routes in a number of subject areas. This greatly enhances opportunities for learners to gain appropriate levels of knowledge and skills in order to progress to the next level of study or into employment.

It's totally different to what I remember being at school was like. They try to play to your strengths instead of picking away at things you're doing wrong.

Mairi, New Directions 2017, Shetland College UHI Student

Our approaches to delivery are flexible to take account of and meet individual learning needs. This is an area we are committed to continuing and building on. Our students often reflect that they welcome the opportunity to learn in different locations within Shetland and that one of the most valuable aspects for them, due to our smaller student numbers, is that they get a more focused person-centred learning experience.

I have thoroughly enjoyed my year of studying here and my improved grades have already helped me progress.

Laurie, New Directions 2017 and Access to Nursing 2018, Shetland College UHI Student

The knowledge, skills, experience and commitment of our academic and support staff enables a student focused and flexible service delivery model. As a partner of the University of the Highlands and Islands we have been in a position to expand our higher education curriculum. This also means that our community can take advantage of a fuller range of progression routes right through to postgraduate level education. This is key for a small island community like Shetland as without our established partnership with UHI we would not have that range of opportunities available.



3) Situation analysis

From May to October 2017 we formed a Short Life Working Group with staff and student representation from all three of our organisations. They were tasked with undertaking SWOT analysis for the sector as well as exploring ideas and concepts for ways that marketing could be delivered effectively in the future. In addition, during the summer months efforts were made to collect market research evidence within the community at an agricultural show as well as the Shetland Food Fair and Shetland Wool Week. There were also a series of staff drop-in days organised in late October to seek comments and ideas in relation to marketing but with a specific focus on ideas related to development. This section records and summarises the evidence gathered.

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Partnerships • Relationships • Industry links • Local knowledge • Dedicated staff • Flexibility • Progression routes • Facilities • Learning support • Quality assurance standards • Shared resources • International connections • Quality product and service • Different modes of learning • Delivery in rural areas 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Conflicting leadership • Organisational uncertainty • External communication • Lack of resources • Staff communication • CRM monitoring • Inconsistent relationships • Identity • Choice restrictions • Strategic direction • Competitor confusion • Reputation • Dated online content • Lack of new opportunities
<p>Opportunities</p> <ul style="list-style-type: none"> • Student accommodation • Partnerships • Staff exchanges • Course articulation • Funding • Students • Events • Sector collaboration • Cross curriculum development • Income generation 	<p>Threats</p> <ul style="list-style-type: none"> • Budget reductions • Resources • Saturated market place • Capacity • Brexit • Funding restrictions • Cost increases • Reliance on individuals • Uncertainty • Lack of growth • Lack of united voice

A copy of the full SWOT along with details of the development 'Ideas Pot' is available to view on request.

In 2015/16 93.4% of school leavers in Shetland entered a positive destination. In Scotland, the highest percentage of school leavers go directly into employment in Shetland (33%), which is very high in comparison to the 22% Scottish average. The number of leavers who enter FE is comparable with the national average of 27% whilst there is a lower rate entering HE at 30% compared to 40% nationally. (*Shetland Skills Survey - Draft November 2017*). At the time of writing additional data from the employment skills survey report was not available but this will be considered within the final version.

In 2015/16 there were over 3,500 enrolments within the tertiary education sector in Shetland. A total of one-third of enrolments are within health care or health and safety with the second highest number being within engineering.

It is also worth noting that Health and Care numbers at SCUHI continue to grow with a particular hike in the current academic year (17/18). This is felt to be a temporary reflection in relation to national changes to childcare provision. This highlights the importance of being responsive to local demand and ensuring that there continues to be flexibility within our delivery model, which has to take into account socio-economic flux.

Meanwhile, the Modern Apprenticeship (MA) achievement rate is 88% in Shetland compared to 78% nationally. (*Shetland Skills Survey - Draft November 2017*). Work based learning, often delivered through short courses, is also very active with employers making significant investment in developing the skills of their workforce. The highest demand in short course provision was in health and safety suggesting that the majority of training is undertaken to comply with regulation or industry standards. (*Shetland Skills Survey - Draft November 2017*).

In the last financial year at SCUHI the marketing budget was the lowest that is has been in the last five years. However, despite this, student numbers increased apart from within FE full-time numbers, as indicated in the table below:

September 2016		November 2017	
Further Education			
Full-time	77	67	-10
Part-time	399	445	+45
Higher Education			
Full-time	73	84	+11
Part-time	113	141	+28

It is suggested that there are socio-economic factors in relation to this, primarily the slowdown of a recent employment boom which was closely linked to the construction of the Laggan-Tormore Gas Plant. We would suggest that during that time younger students in particular chose to earn money rather than be a student and we are seeing that trend slowly change.

During our consultations with staff it is necessary to note that communication was often highlighted as an area of improvement. This was especially reflected in the context of the business case for merger (which was proposed at time of consultations) and the lack of up to date communications with staff. This has been partly remedied with the introduction of a staff bulletin which is sent to all staff within all three organisations from a new email account tesshetland@uhi.ac.uk

At the time of writing, the UHI have just had received approval for a new staff communications plan which we will work closely with our colleagues at Executive Office to implement at a local level.

Frustrations at the lack of dedicated marketing staffing resources and budgets were also highlighted by staff. These frustrations are related to fears that not enough is being done to promote the high quality learning opportunities available. Academic staff highlighted the lack of support in attracting students alongside the lack of course specific materials available for them to use within their established contact networks (e.g. industries, schools, community events they support, etc). There exists a plethora of printed materials and social media accounts which academic staff have created on an ad-hoc basis to promote their individual programmes and whilst we acknowledge that this is a result of a lack of dedicated staff availability there is a feeling that this leads to confused messages and inconsistencies. Specifically, and in relation to social media, there is also a need to question how appropriate the current set-up is and the need to focus social media efforts is clear.

It is also worth noting that the programmes which run in Mareel have very good marketing support provided by Shetland Arts Development Agency. This is an area in the negotiations for the agreements with Shetland Arts which take place on an annual basis which should be reviewed. All delivery in Mareel should be clear as that of the sector and the current set-up creates confusion and identity issues for Shetland College students, who do not engage with the Gremista campus and often feel disconnected from student engagement. This was highlighted within our 2016/17 student satisfaction survey.

Which organisation students identify with can differ depending on where they learn and at what level. For example, those students who undertake networked degree courses may identify more clearly as a student of the UHI as opposed to full-time FE students based at Shetland College, who would have a clearer identity as a student of Shetland College but not necessarily associate fully with UHI. This is an area that we would be keen to further explore alongside colleagues at UHI Executive Office. However, earlier this year students from both NAFC and Shetland College agreed that the one thing which was a shared identity was Shetland. They created a t-shirt with both College logos which stated "I'm a #ShetlandStudent".

From discussions with our students they continue to be puzzled by the best way to communicate effectively with them. The student email is effective for about four weeks and then students often pull back from it because they either get fed up with having more than one email or they get fed up with service notices from UHI Blackboard, etc. That is not unique to Shetland, however finding the most effective way to communicate with students requires more than a one way approach and less reliance on just student email. When you are short of available staff that makes that challenging but we know there are many students who are simply not hearing or seeing some of our communications. It is also worth noting in that regard that MyDay (the student portal) is set as home page on the College computers but has limitations, especially as you cannot load content directly to the app or page. Therefore, everything must be linked from existing student resources on the websites or duplicated in relation to email student bulletins, news stories and social media sharing. It often feels, for existing stretched communication resources, that it is a duplication of effort.

There is a need to tidy our approach to communications with students and we feel they should inform the direction that takes. What we have discovered is that our students prefer face to face interaction whenever possible. Last year, our annual student engagement survey returned to being a paper copy rather than an online survey. Our returns increased

substantially. Our student engagement and relationship with HISA (Highlands and Islands Student Association) is very important as we move forward and we want our students to feel part of what we are doing.

It is necessary for us to take a more careful approach especially in relation to social media usage. We are aware that there are staff who communicate with students through messenger or other social media communications. This is not appropriate and with changes to data protection we must ensure that we have in place clear communication protocols for staff and students, especially in relation to social media. If all staff only communicated when required via student email we would collectively encourage all to use the platform that many students move away from. We should never be communicating with a student about their learning through social media or private email accounts.

Incidentally, at student induction students suggested they would like to run a design competition for a marketing campaign to target secondary age pupils about learning opportunities in Shetland. HISA are supporting that and we feel this a really important way for students to be involved. Furthermore, the student agreement which was signed in March 2017 united the efforts of students from both NAFC and SCUHI. They agreed their priorities and re-structured their student representation with the support of HISA. Students recognised the importance of working effectively together and have demonstrated how well this can work.

4) Competitors

In informal market research undertaken in the Anderson High School by SCUHI staff in academic year 16/17, over 50% of 4th year pupils stated that if they achieved their marks it was their intention to go south to study. Through discussion they highlighted the desire to get away from Shetland, live independently and to access some courses which perhaps they could not in Shetland. It is important to note that many of our young people intimate they will only get the student experience away from home and island life. Whilst the costs of getting on and off island can be barrier for us in attracting business to our sector the subsidy on external transport in the form of islander and air discounts are an important factor to consider in relation to the affordability for our young people to be able to attend University on the mainland in what is seen locally as the traditional route to higher education.

However, there were still a number of young people who were either undecided or who wished to take a vocational route once leaving school. Furthermore, we are in a position to provide a stepping stone to other opportunities on the mainland and an alternative to the traditional structure of Highers in order to access degree courses. These are key points in relation to our understanding how we should approach a large proportion of our target market.

It is worth noting that additional career talks with S4 and S5 pupils took place in November and December 2017. The results of this is detailed in [Appendix 1](#).

Train Shetland and Shetland College UHI come under the management of the Shetland Islands Council (SIC) Development Directorate. It is perhaps strange to identify a local competitor which sits under the same department in the form of Adult Learning as well as iLearn, which is delivered by SIC Workforce Development. There are duplications of effort in relation to provision within Adult Learning Services. This is especially confusing to local consumers who are still unsure about who delivers what, especially as there were historically collaborative efforts to market evening class programmes.

Meanwhile, iLearn services which provide online learning to the Council's workforce, in areas duplicate some provision from Train Shetland. Whilst both of these provisions do provide differing products and services (not exclusively) to ourselves there is an opportunity by the sector in working collectively to make a clear one stop shop for learning in Shetland. For that to be considered alongside these two existing services is out with the scope of this document. However, it is crucial that we have in place competitive pricing structures and that consumer choice is not compromised by confusion on who delivers what.

5) The Target Market

We are in a position to be able to explore and understand various demographics of our current and past student population and learners through reports generated through SITS (the UHI student record database).

We currently have a substantially higher percentage female student population (FE/HE combined) and the highest numbers of our students are in the age 25+ bracket. The vast majority of our student population are Shetland resident, although that differs at NAFC inconsideration of the Cadet programmes.

It is also worth noting the following, which records how students found out about the course they are currently studying. As follows:

Source of Interest (Top 5)		
	2015/16	2016/17
College website	19%	18%
Friend or family	14%	15%
Employer	14%	18%
School	10%	10%
Internet	7%	7%

It is worth noting that newspaper advertisements provided a low return (under 0.5%) despite investment in advertising in local media.

Further demographic comparisons would complement ongoing market research efforts. It is important to adopt a more targeted approach. This would ensure that we:

- reach those who wish to stay in Shetland to learn or those who want alternative routes to progress to further education, in particular those in secondary education
- improve awareness of progression routes and learning opportunities with parents/guardians
- develop clearer communications of opportunities with schools and Pupil Support staff
- improve local industry awareness of how we can meet their workforce learning needs
- inspire our community to try something new
- avoid the scenario where someone would say "I didn't know I could do that here"

In doing so we must ensure that the knowledge, expertise and enthusiasm of our lecturing staff is not forgotten. They are the experts and our marketing and communications service must ensure clear lines of communication so that we are working closely and harnessing that enthusiasm effectively. Having a dedicated marketing resource would also mean that lecturing staff can regain trust in the sector's commitment to what is being delivered to support the service on a day to day basis.

Whilst we acknowledge that the lack of student accommodation in Lerwick at the time of writing is a barrier, we must not allow that to prevent efforts to reach those who are non-

resident in Shetland. It is equally important to also note the importance of student accommodation in relation to improving access to learning opportunities within Shetland, with affordable private accommodation in Lerwick a particular challenge for existing Shetland-resident students. It would also remove barriers for those who live in more remote locations, including those from the outer isles who currently cannot commute, etc.

It is interesting to note that the Port Arthur House (PAH) accommodation at NAFC has contributed to the Cadet programme with a much greater percentage of non-resident students than SCUHI. Agreement has already been reached that SCUHI can also offer this to non-resident students in the short-term.

In targeting non-Shetland residents we feel we should focus on inspiring learning which is enhanced by our location and cultural specialisms:

What's in a place?

The most northernmost point of Britain has a hundred islands and a hundred inspiring reasons to learn here. Explore our location, geography, community, industries, culture, history, textiles and art. "It's time for you to have an incredible experience".

Bound to the ocean

Our Seafood and seafaring industries are the heart of our economy and community. We are industry leaders in research and development projects relevant to fishing and aquaculture industries, marine spatial planning and the marine environment. "We are the pick of the best."

It is also important as we move forward to establish closer working relationships with UHI Communications and Marketing teams respectively. This is especially important in undertaking more concerted efforts in relation to external markets. This must be balanced alongside efforts locally utilising local expertise and contacts as well as strong working relationships with Promote Shetland.

We have unique learning opportunities to promote. These range from the BA (hons) Contemporary Textiles and creative industry courses to the programmes of learning at NAFC. These are the courses and learning opportunities which must spearhead our external marketing efforts as they are what are unique to our curriculum offerings. We must also remember the importance of promoting that the experience of learning can be enhanced through our community and location.

We must also undertake more collaborative approaches within existing national and international market events which are part of the annual programme in Shetland. These include Shetland Wool Week and the Shetland Food and Drink Fair. Exploring informal introductions to what we have to offer is worth developing alongside the existing programmes and festivals in Shetland. Throughout our consultations with staff we continuously heard how summer schools would give an opportunity to not only develop our curriculum and test the markets at the same time but also create an exciting and engaging programme which we could utilise to great effect.

It is also important in moving forward to develop our curriculum to deliver education which is responsive to academic as well as industry needs. Therefore, it is crucial to work closely with our academic staff in ensuring we are developing and delivering opportunities which meet gaps in provision or are unique to us. This goes hand in hand with curriculum review

and market research must also inform that on an ongoing basis. The Shetland Skills Survey Report, which is in draft form at the time of writing, identifies key areas of priority for us in relation to building on our efforts to respond to local industry and socio-economic requirements. Market research to inform and support curriculum review is therefore an important consideration in that respect.

There are many areas of development focus but a key specialism in Shetland, especially when considered within the context of the whole partnership of the UHI, would be creative industries. The ongoing research and work of the Centre of Rural Creativity based at Shetland College as well as the recent launch of the new MA in Art and Social Practice through to our support and inclusion in the internationally renowned Shetland Wool Week are key. We support learning by working alongside local industry with our BA (Hons) Contemporary Textiles Degree programme and our Textiles Facilitation Unit (TFU) is also a key factor in that respect. The TFU is currently there to support learning and delivers a key service which supports local industry. Given that the manufacturing sector of Textiles and Crafts represents 0.68% of the FTE employment sector in Shetland there is potential to support growth. Future consideration to how the TFU could operate on a clearer commercial basis whilst still maintaining its role of industry standard support to learning within the College is an important future priority.

It is necessary to again reflect the importance of engaging with local industry. Building on existing relationships and taking an overall strategic responsibility to drive that forward is fundamental.

6) Resource considerations

This plan has been written with a view that this can proceed regardless of final decisions in relation to merger whilst being available to inform the merger marketing planning if required.

Whilst we are highlighting the challenges in relation to current resource provision we do so with the intention of clearly identifying the way forward and to not reflect on the work of the current post holders. We acknowledge and appreciate the challenges current staff have had. This has been partly due to restructuring and resource challenges over recent years across all three organisations. Often, as budgets have reduced, existing post holders have been asked to take on additional duties which results in a lack of dedicated expertise within the areas of marketing and communications especially.

We have not taken into account the financial equivalence of the support from, for example, the UHI Web Development Team or Communications support from UHI. Our financial contributions to these services is deducted at source. Meanwhile, Shetland College UHI and Train Shetland currently operate from within Shetland Islands Council and have access to important local communication mechanisms and free advertising, namely the SIC intranet, SIBC advertising and banner advertising on certain local media websites.

Current resource provision for marketing, communications and business development is summarised below:

NAFC Marine Centre UHI

Marketing and business development functions shared within two existing posts which are not specific to the functionality of marketing and business development. One post also has student liaison and student support function whilst the other also has requirements to undertake specific policy and research tasks (non-marketing related). External communications are undertaken alongside UHI communications.

Shetland College UHI

There is currently a FTE Student Engagement and Communications role (job shared) which has responsibility for student engagement, student communication, social media and website as well as marketing for the whole College including evening classes and Learning Centres. The post also has responsibility for organising the annual Graduation and Awards Ceremony events as well as organising events and delivering awareness raising in schools of the services available. The post is managed by the Operations Manager. There was a dedicated marketing post but when budgets were cut the function was added to the Student Engagement role. Internal staff communications are supported by UHI and external communications (e.g. media releases) and are undertaken alongside Shetland Islands Council and UHI communications.

Cost of staffing resource (including employer cost) £32,673

Marketing budget (2017-18) £4,000

NB - The marketing budget includes the cost of delivery of the annual Graduation and Awards Ceremony which is c. £1000 per year.

Train Shetland

There are no dedicated marketing resources. Instead tasks are shared amongst existing post holders. This includes management of website, targeted awareness raising in schools, advertising, social media and events such as the Annual Apprenticeship Awards.

At the time of writing the business case for merger was being considered. The suggested structure will be therefore only be proposed once that project is complete. However, regardless of the organisational structures the following are suggested posts which would be required to deliver this plan for the whole of the Tertiary Education Sector in Shetland. As follows:

Marketing & Communications Officer

Creative and dynamic marketing professional with experience in designing and delivering marketing campaigns and events. Strong communication skills and willingness to adapt to the evolving requirements of post. A team player who knows how to share a positive story and inspire people to learn with us.

Key post functions:

- Undertake internal and external communications requirements, including but not limited to staff bulletins, media releases, newsletters and overseeing online communications which include MyDay, social media and websites
- Design and create marketing campaigns which are targeted and help the sector reach identified targets including student numbers. Including but not limited to presence at community events, delivering identified actions within plan and developing local marketing campaigns to compliment new learning, etc.
- Liaise closely with marketing partners within UHI and locally at Promote Shetland to further the sector's marketing potential
- Support students and staff with course specific marketing (e.g. degree end of year show)
- Support Digital Media Assistant
- Support market research requirements within sector
- Support industry links and maintain close working links with Developing Young Workforce posts in Shetland

Student Engagement & Events Officer

Enthusiastic and creative individual with strong communication and engagement skills. Experienced in organising events from idea through to delivery and evaluation. Experience of delivering international learning initiatives advantageous.

Key post functions:

- Foster relationships with local industry and report on identified need
- Support the development and delivery of international exchanges for both students and staff
- Alongside key team members, plan and develop new initiatives such as programmes of summer schools, conferences, etc.
- Organise annual events such as Graduation and Student Of The Year programmes
- Work closely with HISA in supporting student engagement initiatives
- Responsible for student communications and social media, MyDay and student engagement elements of website
- Encourage student engagement in marketing (e.g. poster design competitions, etc)

Digital Media Assistant (Modern Apprenticeship)

Creative individual with interests in content production. Will be supported and trained in all areas of online digital media with a view to creating a structure which gives consideration to career progression routes within our organisation.

Key post functions:

- Create online digital media content such as films and blogs with support from team members
- Co-operative with students to support digital media creation which is connected to student engagement
- Learn and support the maintenance of online content including website
- Provide digital media support for events and programmes, for example filming

Should organisational merger be agreed in early 2018 the timelines and consideration of the proposed staff structure should be appropriately reviewed with staff informed as per procedures. It is worth noting that it is hoped that via the UHI Communications and Marketing network meetings to identify ways that Partner Colleges could share Graphic Design Services will be explored. At this stage this has not been factored into the structure or budgets.

7) The marketing mix

In moving forward we have identified key focus points which will inform the overall marketing action plan. As follows:

Social Media

One page does not fit all. Clear the decks and start again with a view to having focussed social media presences which target the correct markets and communicate with the right people in the right places. Ideas to be explored include:

- Shetland Student Experience Instagram
- one page for each organisation for Twitter and Facebook
- move audiences from old pages including Library, TFU and individual course pages
- involve staff and students - it's not always about selling services
- improve and increase digital media content, involving students whenever possible
- be engaging and create a strong online identity
- create digital media content and invest in improving reach (e.g. paid posts)

Website

The UHI web team are an important resource as we move forward. Our customers need one front door for Shetland learning, but we must also ensure we consider who answers the doorbell. Online bookings for all courses, up to date content (including media) and strong first impressions are essential.

- keep it brief
- usability - simple and intuitive navigation based on student engagement
- high quality content - no photo snaps
- bold colours
- careful consideration given to how we capture new online customers
- staff profiles - informative with pictures allowing prospective students to see the skills, knowledge and experience available to them if they choose to learn with us

Print marketing

Consistent and clear with a strong identity. This is more than the logo - our printed materials should be identifiable to the sector and be complimentary to UHI style guides. All printed materials that are created should have clear target markets with distribution considerations taken into account. Printed materials to plan for could include:

- learn with us - sector FE Prospectus (not replacing UHI). This is to be completed in early 2018
- clearing opportunities - e.g. "we've saved you a place"
- training news - targeting local employers
- freebies which tell a story - e.g. "Proud #UHIShetlandStudent" t-shirts

Focussed approach

Rather than attending community events because we think it is good to be seen or advertising in local media because we think that is the best way to reach out to everyone we should be undertaking campaigns which we control, are focussed and achieve the targets we set. As part of that we should give consideration to ensuring:

- that the student experience is the heart of our marketing - enable our students to create conversations which are focussed on their experiences. Likewise - share the expertise we have within the sector
- we analyse impact - did our story work? (Online analytics, data from SITS, etc)
- we avoid duplication of effort
- we work closely with DYW in targeting schools and improving communications with pupils and parents

Communication

We need to ensure our communications reach out to where they need to go. We have already started important regular communications with all staff within the sector and this has to be continued and built on. We should also be looking to:

- not always rely on email - especially with students and staff
- improve our local communications with both the local media and key service contacts
- have consistency in public communications - both in writing style and brand

Events programme

Our involvement in local events as well as our annual Graduation and Awards ceremonies are important events. We should look at expanding in order to provide additional opportunities of tasters and encourage interest in our learning opportunities.

- Joint Graduation with separate events for FE and HE
- Continue involvement in and support of local events, ensuring that staffing resources (including academic staff time) is considered
- Develop a programme of summer schools and complimentary events to curriculum with particular attention to cross curriculum opportunities (e.g. seafood cooking, creative arts in care). Encourage academic opportunities (e.g. conferences)
- Embed student learning into event support when applicable (e.g. catering at events, volunteering opportunities, etc).

The following outlines some of the details of the proposed marketing mix for services delivered by the tertiary education sector in Shetland.

Product Strategy

In 2017 Shetland College UHI developed a slogan, "Find your way to 2 jobs and university". This reflected the progressive nature of services and curriculum whilst embedding the importance of the College being part of the University of the Highlands and Islands.

The logos and colours of the organisation's branding are complimentary. If there is merger and name change this would have to be addressed but within consultation it was noted that "Shetland" was a key word in relation to identity. It is also important to consider what the sector is within that and inconsistencies in relation to the use of UHI should be addressed.

Our Operational Plan details our commitment to undertaking a curriculum review. As new offerings are launched the marketing function of the sector must be involved. We should also consider available market data in relation to current offerings.

Imagery can quickly become tired. We must keep our concepts fresh and prevent our services from looking diluted from too many variations or dated through imagery which is several years old.

We should consider products which promote our services and as previously highlighted merchandise such as "ShetlandStudent" are considered important to ensure there are resources for.

Distribution strategy

We have a heavy reliance on online marketing, which from evidence gathered is the most effective. Printed marketing materials which direct traffic are important considerations.

We have never had a coherent strategy with regards to distribution. In line with data protection we should ensure that we distribute locally through a variety of means including shops, schools and local community venues ensuring a fair geographic spread.

Any expansion to national distribution would be undertaken alongside UHI Marketing, who already do a great deal nationally in that regard.

It would be useful to explore establishing information screens at all locations where we deliver learning, in a similar way to that set-up currently at NAFC reception. This could provide an interactive introduction to the sector and complement existing online content.

Promotional strategy

We communicate our services in a variety of ways. Information is available online, in person or in printed formats. Our promotional efforts should be focused and linked to either events or dates applicable to the academic year (e.g. UCAS, clearing, etc).

Our support staff are often the first port of call and their knowledge of our services and helpful approach to customer relations is crucial.

We have limited public relations efforts but we see our expansion of events and programmes such as summer schools a key part of our overall promotional strategy, which will help to highlight our work in the sector and increase awareness of our services and curriculum. It is also important within public relations to work collaboratively within our small island community, e.g. Shetland Wool Week and the Shetland Boat Week. Our involvement in events such as these reap benefits in many ways. We also need to ensure that resources are provided to

support involvement in relevant trade events on the mainland that would support external markets. This would include events such as trade fairs in London which Contemporary Textiles Graduates have attended historically.

Non-traditional marketing methods that require less financial resources and a lot of creativity also lend themselves perfectly as we move forward. We would be keen to explore marketing efforts such as virtual tours of our campus spaces, design competitions, etc.

Pricing strategy

HE course fees are set nationally. We are currently reviewing our pricing strategy and this will help us ensure that we are competitive locally and nationally whilst also reflecting the high quality learning offered.

For events and programmes such as summer schools, early booking offers will be promoted in order to encourage booking. We will develop the business cases for events and summer schools on the basis of 60% income target achievements. Early booking offers will be part of projected costings.

Our events, such as Graduation, have historically been free with each student being entitled to two guests. With increasing costs of venue hire then consideration of charging for guests will be tested in 2018. The ticket price will be considered within the event costing and students will be consulted on what they feel is a reasonable amount.

8) Budget, scheduling and monitoring

At this stage, while awaiting the outcome relating to the business case for merger, it was felt appropriate to indicate costs based on the current FTE Student Engagement & Communications post at Shetland College UHI. Budget considerations are based on current commitments at Shetland College UHI with 40% increase on marketing budget to allow for additional resource requirements across the whole sector. Furthermore, indicative costs for events and development initiatives such as student engagement and international vocational programmes are also included, in acknowledgement of the benefit these initiatives have in relation to promoting positive student experience opportunities.

Please note - no job descriptions or gradings have been undertaken at this stage. The example costings are based on the current post at SCUHI (including employers' costs). Contribution towards HISA (taken at source and dependent on student numbers) is not taken into account.

Example costings (Year 2 including income target projection)

Item	Income	Expenditure
Marketing & Communications Officer		£32,673
Student Engagement & Events Officer		£32,673
Digital Media Assistant		£24,041
Marketing (original SCUHI budget minus event cost + 40%)		£4,200
Events (original SCUHI budget minus marketing cost + 40%)		£1,400
Student engagement support (covering lunch costs, transport and programme costs)		£400

Marketing development (including summer school programme - based on 60% of 2 schools with 20 @ £750 charge)	£18,000	£15,000
Erasmus+: Voss Exchange	£15,000	£15,000
Fundraising target (20% of Officer salaries)	£13,069	
TOTAL	£46,069	£125,387

At this stage a specific action plan with calendar of marketing activity has been drafted but within the context of this plan it was felt necessary to await the decision regards merger, as that could greatly impact on year 1 in particular.

However, there are key actions which are important to note in addition to those discussed in section 5 and 6 of this plan. These are as follows:

- explore, cost, identify resources and obtain agreement on graphic design support with other UHI partners
- review social media, communications, pricing and marketing related policies in line with this plan, ensuring there are clear guidelines and considerations of data protection, equalities as well as drafted access and inclusion strategy
- secure funding for Erasmus+ exchange with Voss. Funding bids are being developed at the time of writing with a deadline of February 2018
- share business development data gathered, ensuring that business development ideas gathered are noted and considered appropriately within the sector

9) Student engagement

Students who have a positive experience will share that. Word of mouth is hugely effective in our community.

We have a very strong working relationship with HISA (The Highlands and Islands Student Association) and we continue to have good engagement with our class rep system.

A new student agreement between NAFC and SCUHI students was signed in March 2017. This document detailed how they had agreed to unite the student voice for the benefit of current and future students in Shetland.

It is crucial to continue to work closely with our students, supporting the development of their student agreement and the ongoing delivery of their student action plan.

The relationship between marketing functions and student engagement has historically resulted in one area suffering as there were never enough dedicated resources to one task. It has been carefully considered and it is felt that leaving student engagement within the marketing and development area of support services is the right thing to do. Not least because a great part of that function relates to communications, website maintenance, social media and production of materials which support student communications (e.g. student handbook, etc). There are also marketing and communication considerations in relation to student meetings, social activities, etc.

The student engagement role is also fundamental for the continuation of the existing vocational exchange programme with Voss and is key in providing support to the development of new international exchange programmes. This is an important development area which was highlighted in consultations. It enhances student learning

experiences, provides opportunities for invaluable staff development and provides increased vocational learning benefits when we market our curriculum.

It is also important to acknowledge the importance of engaging with our future students. The DYW is a key part of that and our student engagement function can work closely with that, especially in schools. We feel it would also be important to ensure that apprentices are encouraged to feel part of the student community.

10) Thanks

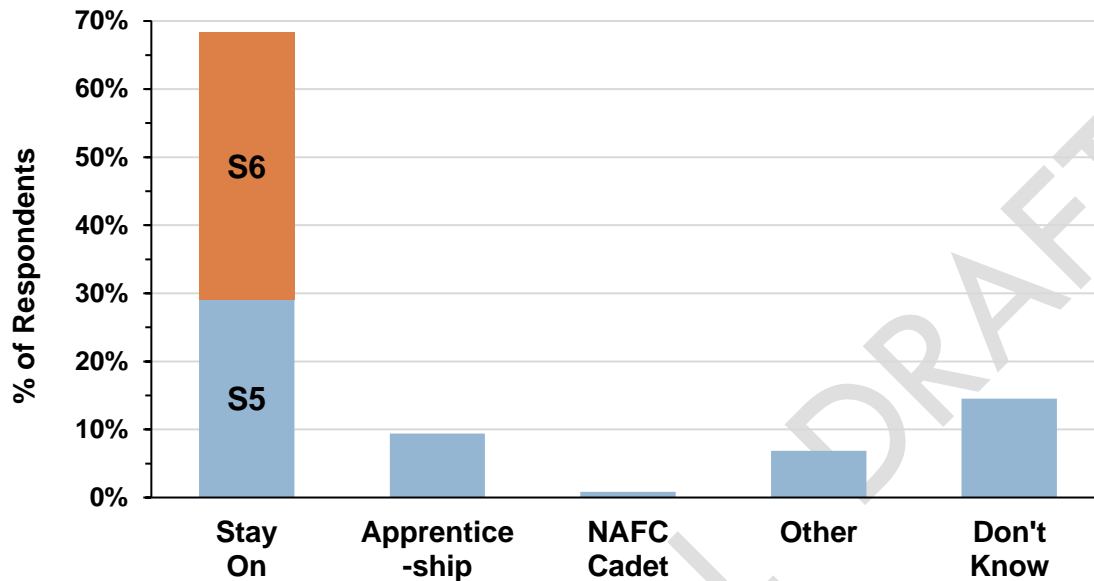
The report author wishes to thank the members of the Marketing Short Life Working Group for their valuable contribution to this process. Thanks also to students who were involved with that early process and for their hard work through our class rep system. It was also very important to ensure that staff views were listened to and their ideas helped to shape the direction this plan has taken and we are grateful for their time and commitment in that respect.

Jacqui Clark
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Appendix 1

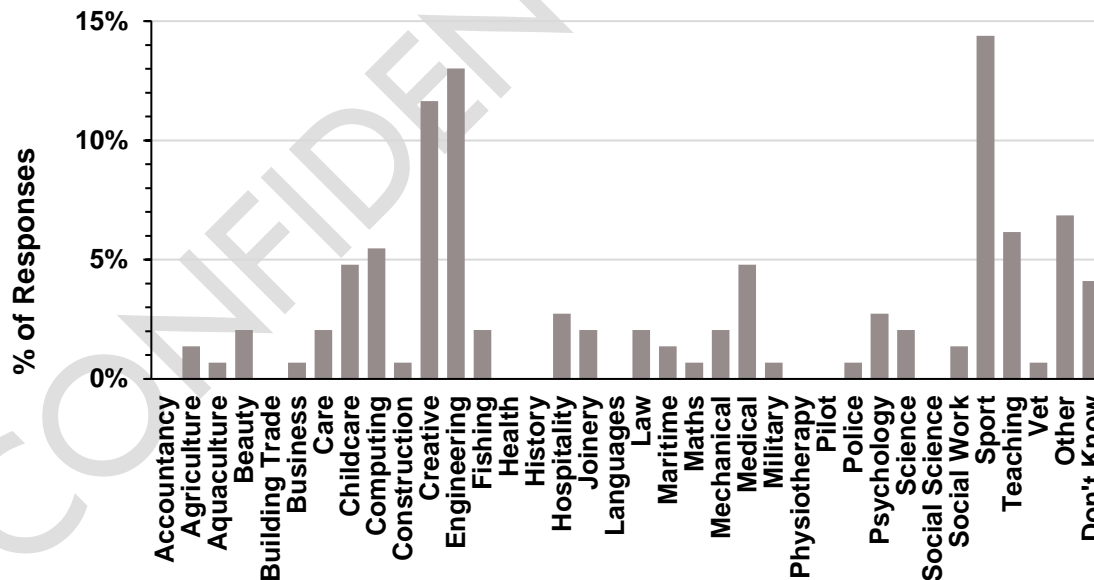
CAREER TALK FEEDBACK – AHS, NOV/DEC 2017

Intention at End of S4



Proportions of respondents reporting different intentions at end of Secondary 4 (S4). Total number of responses = 117.

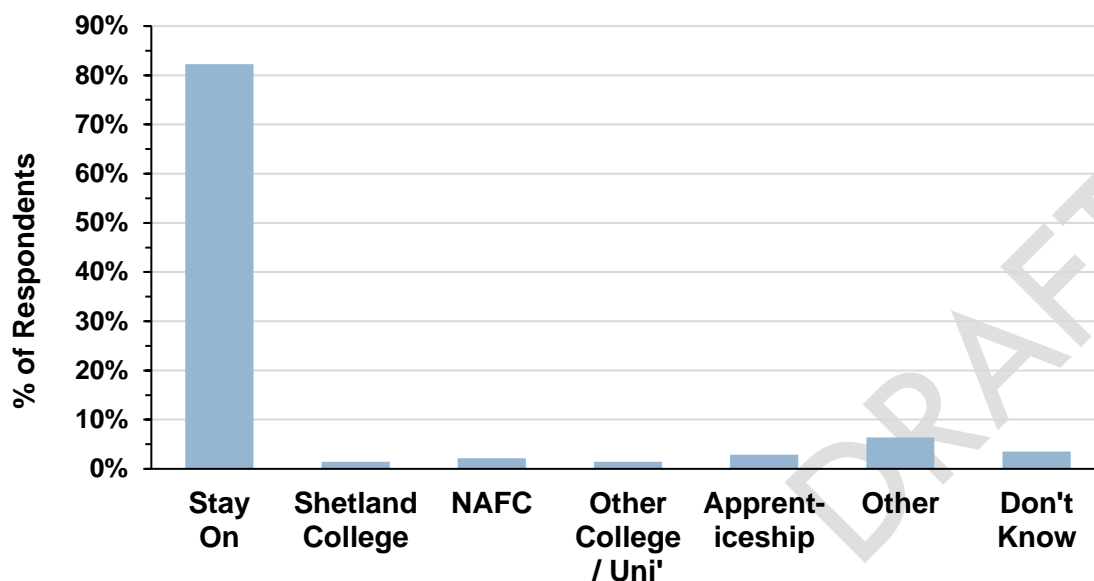
Career Interests (S4)



Proportions of S4 responses reporting different career interests. Total number of respondents = 117, total number of responses = 146 (some respondents gave more than one response).

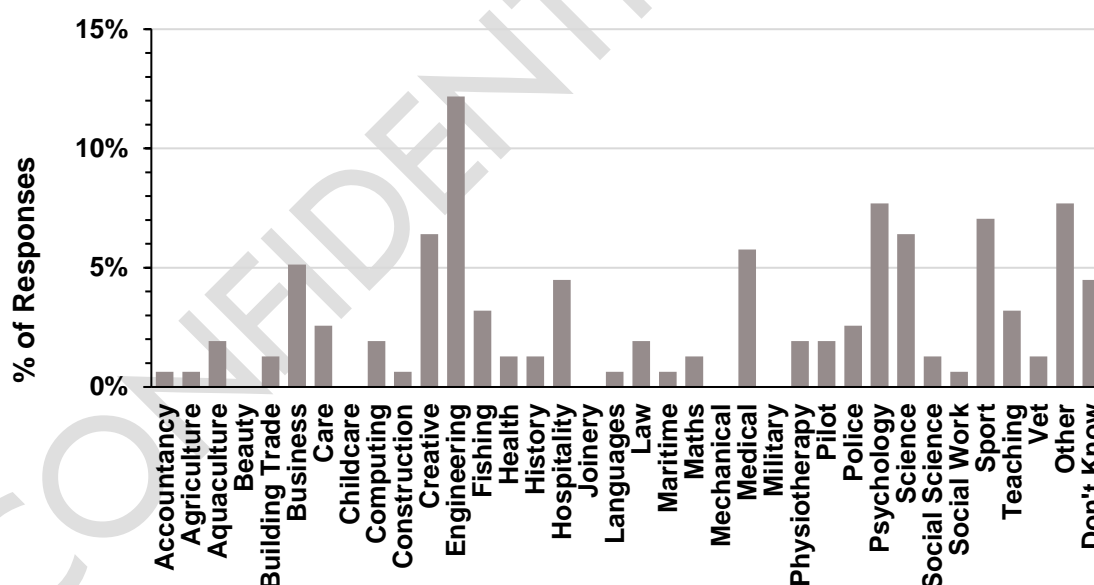
CAREER TALK FEEDBACK – AHS, NOV/DEC 2017

Intention at End of S5



Proportions of respondents reporting different intentions at end of Secondary 5 (S5). Total number of responses = 141.

Career Interests (S5)



Proportions of S4 responses reporting different career interests. Total number of respondents = 141, total number of responses = 156 (some respondents gave more than one response).



Meeting(s):	Shetland College Board	8 February 2018
Report Title:	Tertiary Education Student Enrolments Update – February 2018	
Reference Number:	SCB138-F	
Author / Job Title:	Susan A Berry Depute Principal	

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 2017/18.
- 2.2 The overall FE credit target set by the Scottish Funding Council (SFC) for Shetland's Tertiary Education Sector in 2017/2018 is 4332. This equates to £1,628,832 with each credit valued at £376. There is an additional £21.13 per credit for Capital Maintenance funding, which equates to £91,535.16.
- 2.3 Current position at this point in academic session 2017/18 is 81% (3488) of SFC Credit Target (4332). This equates to £1,311,488. Balance to be achieved in 844 Credits, which equates to £317,133. It is expected that the credit target for 2017/18 of 4332 will be achieved across the Tertiary Education Sector.

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.
- 3.2 Children and Young People, including those from vulnerable backgrounds and in care, will have access to learning and development opportunities that enables them to fulfil their potential.
- 3.3 Shetland Schools conjunction with Shetland Tertiary Sector and local business provide opportunities for young people to gain workplace experience and vocational qualifications while in education, providing the skills young people need to get jobs or continue into further/higher education.
- 3.4 The Tertiary Education sector offers opportunities for people with all levels of skills to match with the skills that businesses need and those that the trained workforce have.
- 3.5 We will strive to create an effective model for providing excellent services to our learners.

4.0 Key Issues:

- 4.1 At this stage in the academic session 2017/2018 Shetland College UHI has enrolled 63 FE full-time and 498 FE part-time. NAFC Marine Centre have enrolled 28 FE full-time and 522 FE part-time students and Train Shetland have enrolled 729 short course students so far.

	Outturn Figures			To Date
	2014/15	2015/16	2016/17	2017/18
Shetland College UHI FE Full Time	62	59	74	63
Student Numbers FE Full Time (NAFC)	32	16	28	28
Train Shetland – Short Courses	1022	1342	1485	729
Totals	1,116	1,417	1,587	820

- 4.2 Part-time and Short Course Students continue to be enrolled throughout semester 2. At the same period last academic year 2016/2017 Shetland College UHI enrolled 73 FE full-time and 577 FE part-time. NAFC Marine Centre enrolled 28 FE full-time and 606 FE part-time and Train Shetland enrolled 789 short courses.

- 4.3 At this stage in the academic session 2017/2018 Shetland College UHI has enrolled 83 HE full-time and 147 HE part-time. Compared to 77 HE Full-time and 150 HE Part-time in 2016/17. There are no HE enrolments for NAFC for 2017/18 compared to 20 HE Full-time in 2016/17. Train Shetland have not HE enrolments.

	Outturn Figures			To Date
	2014/15	2015/16	2016/17	2017/18
Shetland College UHI HE Full Time	89	73	77	83
Student Numbers HE Full Time (NAFC)	Not Available	30	20	0

- 4.4 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 are paid for what we deliver.

5.0 Exempt and/or confidential information:

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

6.0 Implications:

6.1 Service Users, Patients and Communities:	The increase in enrolments reflects the growing demand and increase in opportunities that Shetland College provides to young people in Shetland.
6.2 Human Resources and Organisational Development:	N/A
6.3 Equality, Diversity and Human Rights:	N/A
6.4 Legal:	N/A
6.5 Finance:	There are no direct financial implications arising from this report. At this stage of this academic session 2017/18 overall student enrolments translated into FE credits meets 81% of the target set by the SFC. Enrolments will continue during semester 2 for PT courses and Short Course across the Tertiary Education Sector. Predicting that the credit target set by SFC will be reached for this academic session 2017/18.
6.6 Assets and Property:	N/A
6.7 ICT and new technologies:	N/A
6.8 Environmental:	N/A
6.9 Risk Management:	The credit target for Shetland's Tertiary Education Sector remains too low and unless an increase of FE Credit target is awarded by the SFC, additional FE Credit income due from SFC will not be provided.
6.10 Policy and Delegated Authority:	<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> <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 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>	
6.11 Previously considered by:	N/A	

Contact Details:

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Appendices:

Appendix 1 – Credits monitoring spreadsheet

END

Student Enrolments and Credits Monitoring 17 January 2018

	Further Education		Higher Education		Total
	Full time	Part time	Full time	Part time	
Shetland College	63	498	83	147	791
North Atlantic Fisheries College	28	522	0	0	550
Train Shetland	0	729	0	0	729
Adult Learning Evening Classes	0	0	0	0	0

Further Education Credits Monitoring	Full time			Part Time		
	Target	Full-time Enrolled	Credits Value	Target	Part-time enrolled	Credits Value
Creative Industries	22	20	360	22	8	54
Business & Management	6	0	0	16	23	39
Care	42	35	628	112	102	230
Community Learning	0	0	0	332	136	267
Computing	9	6	105	15	0	0
Construction	8	0	0	42	62	278
Cultural Studies	0	0	0	0	0	0
Hospitality	0	2	34	16	8	2
Special Programmes	0	0	0	54	28	65
Vocational Pathways	0	0	0	98	90	223
Sub-Total		63	1127		457	1157
NAFC		28	504		522	487
Adult Learning Eve Class	n/a	n/a	n/a	n/a	0	0
Train Shetland	n/a	n/a	n/a	n/a	729	132
ECDL	0	0	0	39	18	47
ESOL	0	0	0	50	23	33
Totals	87	91	1631	796	1749	1857

Shetland College Target 2017/18	4,332	1 credit = £376
Total Credits @ 17 Janaury 2018	3488	
Credit balance to be achieved	844	
No Margin	0	
Monetary value of credits to be achieved	£317,133	

Higher Education Enrolment Monitoring			
Full time		Part Time	
Target	Full-time Enrolled	Target	Part-time enrolled
26	27	23	34
10	12	31	18
28	20	45	57
n/a	n/a	40	17
26	15	10	5
0	0	18	15
8	9	1	1
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a
98	83	168	147

Additional info
Special programmes includes life skills students
FE Business inc 18 students spanning to 1819 (credit value 143)
FE Care inc 58 students spanning to 1819 (credit value 384.5)
FE const inc 30 students spanning to 1819 (credit value 268)
FE Hospitality inc 7 students spanning to 1819 (credit value 108)