Shetland Islands Council

Dear Sir/Madam

You are invited to the following meeting:

Shetland College Board
Council Chamber, Town Hall, Lerwick
Monday 17 December 2018 at 2.00pm

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 3 October 2018 (enclosed).

ITEM

1.   Development Services Directorate Performance Report – Six Month/Second Quarter 2018/19
DV-39-18

2.   Management Accounts for Shetland College Board: 2018/19 – Projected Outturn at Quarter 2
F-83-18

3.   Shetland College Principal's Update
SCB-143

4.   Shetland College Board – Appointment
GL-21-18

Shetland
Islands Council

MINUTES   A&B - Public

Shetland College Board
Council Chamber, Town Hall, Lerwick
Wednesday 3 October 2018 at 10.00am

Present:
P Campbell   E Macdonald
G Smith   T Smith
B Wishart

Apologies:
A Priest

In attendance (Officers):
N Grant, Director – Development Services
W Shannon, Interim Joint Principal
S Berry, Depute Principal
K Briggs, Joint Manager – Train Shetland (Vocational)
T Coutts, Project Manager
A Pottinger, Manager – Train Shetland (Short Courses)
L Geddes, Committee Officer

<u>**Chair**</u>
Mr Campbell, Chair of the Board, presided.

<u>**Circular**</u>
The circular calling the meeting was held as read.

<u>**Declarations of Interest**</u>
None

<u>**Minutes**</u>
The Board approved the minutes of the meeting held on 29 August 2018 on the motion of Ms Wishart, seconded by Mr G Smith.

14/18   **Shetland College Principal's Update**
             The Board considered a report by the Interim Joint Principal (SCB-142-18-F) which provided an update on activity across the tertiary sector in Shetland.

             <u>Shetland Tertiary Education Sector Enrolments</u>
             The Interim Joint Principal advised that the final enrolment figures for 2017/18 illustrated that numbers were very healthy, and 110% of the SFC FE credit target had been met. This meant that the College was in a position of overtrading, with 200 credits unfunded –

equating to around £60,000/£70,000. It was something that would again be raised with UHI, as the College should get paid for what it was delivering.

The Depute Principal highlighted the number of enrolments at this stage in the academic session, and advised that there was an increase from the same point the previous year. Not all enrolments had been processed, and there would be more to come through the system in January.

Some discussion took place regarding the financial impact of overtrading, which would be exacerbated if figures were up this year. It was suggested that in the case being put forward to UHI, it could be argued that the College would have to drop courses being offered which it did not receive funding for. The amount of credits for which funding was not received was relatively small in terms of the overall UHI budget.

The Interim Joint Principal said that there would be some merit in this argument, but it was important that the College continued to deliver what the community was looking for and did not just deliver courses that would make money. It was important at a regional level that funding was allocated to where the activity was, and he was hoping that when the business case for the new entity was presented, the SFC would put more money into the region earmarked for Shetland. The number of credits involved was relatively small, but Shetland was in the same region as Inverness and Perth Colleges who both also overtraded, and the numbers involved there were significantly more.

The Chair pointed out that there had been a breakthrough in terms of rurality funding, as it had been agreed that from 2019/20 this would be solely awarded to remote and rural colleges. In the past some of the larger colleges in the region had argued that they were entitled to an element of this funding, and it was possible that they may challenge this decision. He went on to say that student numbers locally could have been even higher if there had been affordable student accommodation available, and he also expressed his concern at the reduction in ESOL funding meaning that the hours offered locally would have to be significantly fewer.

Train Shetland Short Courses
The Manager – Train Shetland (Short Courses) highlighted the activity that had taken place over the period from May to August. The Board noted that 98 courses had been delivered to 630 delegates. The second part of the pesticides course that had been commissioned via Orkney College was being delivered today, and a request had been received from City and Guilds to act as an exam centre for them.

<u>Train Shetland Vocational</u>
The Joint Manager – Train Shetland (Vocational) advised that the annual contract for new starts was 84, but extra places had been requested so the numbers were likely to be around 100. Some new programmes were being explored, and the SVQ in hairdressing would be delivered locally from the following week. He advised that there had been three visits from Skills Development Scotland (SDS) from a quality assurance perspective, and the results had been very positive with a score of "Very Good" being achieved.

The Board offered their congratulations on the score received, and commented that it would be useful to wider publicise the positive developments at the College in relation to the growth in student numbers and the range of subjects being offered. This could be done alongside the films that had been prepared locally for the UHI Facebook page.

Responding to a comment regarding the role the College was playing in helping meet the aspirations of Shetland Partnership Plan to encourage people to live, study and work in Shetland, the Director of Development Services advised that there were significant issues relating to recruitment across some Council services. Modern Apprentice and graduate programmes would be key in helping to address some of these issues, and also in helping address recruitment issues being experienced by local industries - in particular the construction sector.

Mr G Smith advised that during the visit of John Swinney, MSP, it had been emphasised to him that the Council would have the potential to fix these issues if it had the funding available to do so, and this was something that should be raised with Scottish Ministers.

The Interim Joint Principal added that Mr Swinney had visited the College and had taken time to speak to students in the construction workshop. He had commented that he wanted to ensure that local colleges remained accessible to their communities.

<u>Graduation and Awards</u>
The Interim Joint Principal advised that the ceremonies which had run very smoothly, and noted his thanks to the Council's Chief Executive who had attended and given a speech to students.

The Chair reminded the Board that the UHI HE Student of the Year had again come from Shetland. Rhea Kay had started at the College in school via the Skills for Work programme, and had progressed to an honours degree.

<u>UHI Assembly</u>
It was noted that the UHI Assembly had been attended by the Interim Joint Principal, the Chair and staff and student representatives.

There had been a proposal at the end of the meeting regarding the future membership of the Assembly which had provoked a lot of criticism. Under the proposal, the number of student and staff representatives would be increased, and the number of executive office, court, principal and chair members would be reduced. The issue was something which was still being discussed by the various groups involved, as there was a need to get an appropriate balance of representation.

The Chair added that Mr Swinney had indicated that he had no intention to allow a single entity to be established, and that the UHI should remain a regional entity with degree awarding powers. He advised that the Interim Joint Principal would arrange for the slides from the presentation to be circulated to the Board.

Business Case for Merger

The Project Manager spoke about the work being carried out, and advised that because some of the work streams had been delayed, the report would now be considered in the Council's December meeting cycle. However there had been considerable progress on the ten work streams, and a number of them had been concluded. It was intended that the merger would establish a financially sustainable model which would preserve current services and continue to deliver in the future. Finance was central to the business case, and the finance work stream was at a fairly advanced stage. It was important that the business case did not solely focus on finance, and a lot of the other work streams took account of the more strategic elements. UHI had confirmed that it would consider if a new entity could be an non-incorporated college, mirroring the situation of North Highland and West Highland colleges. Being incorporated would mean the organisation would be treated as if it were a public body, so it would be unable to hold reserves. An non-incorporated body can hold reserves and would have a level of autonomy regarding the appointment of its board, though it would be expected to shadow the provisions of the Education (Scotland) Act 2014.

It was commented that it was vital that the financial sustainability of the new model did not act as the main driver, and that it should be acknowledged that the Council may have to continue making some sort of contribution to the delivery of tertiary education in Shetland.

The Chair acknowledged the work of the Vice-President of HISA for the work carried out regarding student representation.

It was questioned if there had been any feedback from students regarding the proposed merger, and the Depute Principal said that students had been engaging with the process. However their main concern was their studies, and they were reassured that there was a commitment that they would be able to complete their courses.

The Project Manager added that it had been interesting to note that on a recent 'away day' facilitated by HISA, students from the College and the NAFC already seemed to be identifying as a single body. They had been broadly positive about the proposed merger, while acknowledging the difficulties in achieving this. He went on to say it was proposed to hold a number of seminars before the report was presented to the Council and work was ongoing to set appropriate dates for these.

UHI Single Policy Environment
The Depute Principal advised that the policies appended to the report had been prepared working with academic partners across the UHI in the development of a Single Policy Environment. This would ensure consistency across academic partners for students, and further work to develop a number of other policies would be taking place.

In response to a question regarding student support funds, she advised that there had been an increase in applications as more students became aware, but that there were still sufficient funds locally.

The Chair commented that it was important that students moving from one institution to another across the UHI were provided with an equal, fair and consistent approach, so the development of a Single Policy environment was to be welcomed.

Decision:
The Shetland College Board NOTED the content of the report.

The meeting concluded at 11.10am.

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Chair

		Agenda Item
	Shetland Islands Council	**1**

Meeting(s):	Development Committee	**11 December 2018**
	Environment and Transport Committee	**11 December 2018**
	Shetland College Board	**17 December 2018**
Report Title:	**Development Services Directorate Performance Report – 6 Month/2nd Quarter 2018/19**	
Reference Number:	**DV-39-18-F**	
Author / Job Title:	**Neil Grant - Director of Development Services**	

1.0   Decisions / Action Required:

1.1   The Committee/Board should discuss the contents of this report and make any relevant comments on the achievements of the Directorate during the second quarter of 2018/19, progress against the priorities set out in the Directorate Plan and contribute to the planning process for future years.

2.0   High Level Summary:

2.1   This report summarises the activity and performance of the Development Directorate for the second quarter 2018/19, enabling Members to analyse its performance against the Directorate's Service objectives, the Corporate Plan outcomes, and the Shetland Partnership Plan 2018-28.

3.0   Corporate Priorities and Joint Working:

3.1   Effective Planning and Performance Management are key aspects of Best Value and features of "Our Plan", the Council's Corporate Plan 2016-2020.

- Our performance as an organisation will be managed effectively, with high standards being applied to the performance of staff and services. Poor performance will be dealt with and good service performance will be highlighted and shared.

4.0 Key Issues:

4.1   The Directorate's objectives as detailed in the Directorate Plan are the outcomes the Directorate aims to deliver over the next 3 years to deliver on the priorities within the Council's Corporate Plan and Shetland's Partnership Plan. We said **"what we must do in 2018 - 21"** was:

PARTICIPATION
- Support implementation of all parts of the Community Empowerment Act. In relation to Part 2 – Shetland's Partnership Plan, Governance, and Delivery Plans.
- Enable a 10 year plan to attract people to Shetland to live, work, study and invest in Shetland
- Develop a shared policy approach and arrangements in relation to resilient rural communities.

- Continue to develop the Council's approach to Community Choices/Participatory Budgeting

PLACE
- Enable development to happen
  - Consider policy implications in response to the National Review of Planning
  - Develop a new Local Development Plan (LDP2)
  - Develop a Master Plan for the Knab site
- Increase the supply of housing across all tenures
  - Develop refreshed Local Housing Strategy
  - Deliver supply target of affordable housing through the Strategic Housing Investment Plan (SHIP)
  - Investigate incentives and initiatives to increase supply of affordable homes
  - Assist communities to develop bespoke housing solutions
  - Encourage appropriate private development
  - Work in partnership with developers, builders and allied trades, and utilities to deliver new build housing targets
- Support for local businesses and entrepreneurs
  - Work with partners to achieve a strong Islands Deal
  - Proactively research Brexit opportunities, risks and scenarios
  - Provide commercial lending and grant support funding to local businesses
- Develop Shetland's Skilled Workforce
  - Deliver a sustainable model for Tertiary Education Training and Research
  - Establish Shetland's unique selling points for attracting students to study in Shetland
  - Provision of Student and Key Worker Accommodation
  - Increase the level of school pupil interest in STEM subjects, and entrepreneurship, to influence career choices and gender balance of Shetland's young workforce.
  - Further increase the number of Modern Apprentices.
  - Access funding programmes and opportunities brought about by the Modern Apprenticeship Levy.
- Achieve High Speed Broadband and mobile coverage throughout Shetland.
  - Influence Scottish Government R100 programme, reaching 100% by 2021.
  - Progress opportunities to extend local networks, using external funding, and where there is a business case justification.
- Achieve sustainable and affordable internal and external transport links
  - Inter-Island transport service provision, including fair funding of Ferries and internal air services.
  - Influence External Transport provision, new North Isles Ferry Contracts, fares and charging structures
  - Develop and promote internal transport networks including new public bus services
  - Work with stakeholders to develop a system of fares within internal transport services which help to address inequalities

At the same time we will continue to:

- reliably and safely deliver our day to day services that meet the needs of our customers;
- meet our statutory requirements and deliver compliant services;
- deliver our objectives to ensure the Corporate Plan commitments are met;
- maintain our existing assets;
- protect the environment and reduce the environmental impact of our activities;
- address inequality- supporting those most in need and not making inequalities worse;
- provide best value for the public funds invested in our services and Development.

Progress on Directorate Plan Outcomes

4.2   A summary of progress on the Directorate Plan key outcomes at Q2 is as follows:

- **Shetland's Partnership Plan 2018-28**, has been adopted by all Schedule 1 community planning partners and the Plan was launched in August. Work on Governance Structures and Delivery Plans for each of the four priorities has also commenced.
- **Community Asset Transfer:** South Nesting, transfer of the old school, is an exemplar project from both a community and Council perspective.
- **'Building for the future in Shetland'**: structured engagement with housing developers, building companies and agents to enable new build housing is progressing, with workshops on agreed priorities, Procurement, Skilled Workforce and Business Development and Support having taken place. The Developing Young Workforce group are helping to connect the building sector with schools and the future young workforce. However, a shortage of Planning Officers is creating backlogs in Planning. Special effort is being applied to recruit and backfill Planning posts.
- **Local Development Plan** – Call for sites and adverts for submission of interest have been published and will run for a period of 6 months. Further promotion will be done during this period.
- **Knab Site Masterplan:** Work is progressing with 7N Architects and Architecture and Design Scotland, to develop the masterplan for the site which will be presented to Committee in February 2019.
- **Scalloway Making Places Project** is achieving very good community engagement and will help to establish the community priorities and how they can be achieved in future place and service plans.
- **Syrian Family Resettlement:** arrangements are now well advanced to receive two families and final details are being worked through with the Home Office.
- **Economic Development Strategy 2018-22** and action plan was adopted in August 2018.
- **Islands Deal** proposal is being developed, based on attracting young people to the islands to live, work, study. Timescales for delivery of the plan are tight and require all workstreams to be complete in December 2018.
- **Shetland Space Centre Project:** Development services are currently engaging with Shetland Space Centre Ltd, HIE, UK Space Agency and other key private sector stakeholders to identify how this very significant opportunity can best be supported and facilitated by the Council.
- **Colleges Merger**: The Full Business Case is planned to be reported during the December cycle of meetings.
- **Employability Services:** service redesign is being progressed with

implementation planned for 31 December 2018

- **Fair Funding of internal ferry services:** Outline Business Cases are being progressed in partnership with Transport Scotland to properly identify appropriate specifications for the inter-island transport network. In the meantime, Shetland's £7.9m revenue ask for 2019/20 is with Transport Scotland and Scottish Government for their consideration. Work continues on the case for funding to meet the full revenue deficit in providing ferry services in 2019/20. Council officers have agreed the financial details with Transport Scotland and they have confirmed that these details will be the basis for their budget projections to be considered by Scottish Ministers. The financial details include capital funding requirements as well as revenue. Peter Brett Associates have been contracted and are currently working on the Outline Business Cases (OBCs) for Fair Isle, Whalsay and the revenue options of inter-island ferry services, to be complete by 31 March 2019.
- **Public bus network:** Specification of the school and public bus network is being worked on with the intention to contract in specialist support. It is likely that an extension of existing contracts beyond the planned August 2019 start will be required.
- **Northern Isles Ferry Services**: ZetTrans officers have been facilitating consultation with Transport Scotland and local stakeholders on the specification of the new contracts which are planned to start in October 2019.

4.3 Appendix A shows progress on the key projects and actions the Directorate set out to complete or substantially progress in 2018/19. Appendix B shows the Council wide indicators and the Key Directorate Indicators to enable the Committee to monitor service delivery against our performance targets and our Directorate Objectives in 4.1.

Risk and Service Challenges

4.4 Performance monitoring and performance reporting must also consider the areas of risk arising from our operations, the service challenges the directorate faces, actions and projects which have not progressed as planned and where we don't meet Performance Indicator Benchmarks:

- Internal ferries – Fair Funding by Scottish Government – the implications of not achieving Fair Funding from the Scottish Government would likely result in a significant reduction in service.
- Colleges Integration - plans to present the Full Business Case this cycle, for agreement with implementation (vesting) of agreed single entity model planned for start of academic term 2020. The current distributed operating model is not sustainable. The Council and the stakeholder organisations are applying significant resources to this project to present a robust business case which can be supported by all parties.
- Homelessness and Temporary Accommodation - we continue to experience significant pressure on housing stock particularly in the Lerwick area, leading to long periods in temporary accommodation. New build housing is a Council, Community and Government priority.
- We continue to experience difficulty in recruiting to posts within the service notably Planning Service posts where there is an acute national shortage of qualified staff. The shortage of planning staff is now having serious knock on effects in the local economy and a short term project team is working through recruitment, workforce development and backfill actions to resolve the situation as quickly as possible.

4.5	The Directorate Risk Register in Appendix E sets out the strategic risks which might prevent the Directorate from achieving its objectives in 4.1. The Committee should consider whether additional control measures could be applied to reduce the risk of circumstances giving rise to a negative impact on Directorate Performance.

5.0   Exempt and/or Confidential Information:

5.1	None.

6.0   Implications:

6.1 Service Users, Patients and Communities:	Effective performance management and continuous improvement are important duties for all statutory and voluntary sector partners in maintaining appropriate services for the public. The Directorate uses customer feedback and complaint analysis to drive service change and service improvement.
6.2 Human Resources and Organisational Development:	There are a number of actions in this service plan with staffing implications. Care is taken to ensure that staff are involved and informed about changes that might affect them, that HR are closely involved and that relevant Council policies are followed. Ensuring staff feel valued and supported especially through periods of challenge and change is a key consideration for the Directorate Management team. Recruitment continues to be an issue particularly acute in Planning Services.
6.3 Equality, Diversity and Human Rights:	The Directorate carries out Integrated and Equalities Impact Assessments to ensure its services are supporting those most in need and not making inequalities worse.
6.4 Legal:	The Directorate delivers statutory services, monitoring performance provides assurance that statutory requirements are met and the Council complies with its duties in delivering Services.
6.5 Finance:	The actions, measures and risk management described in this report have been delivered within existing approved budgets.
6.6 Assets and Property:	A number of the actions in the Directorate Plan relate to maintenance and replacement of Development and Council assets to maintain delivery of services to the people of Shetland.
6.7 ICT and New Technologies:	Limitations of the Shetland wide Broadband and Mobile networks impact on delivery of services which require remote access to digital networks and databases.
6.8 Environmental:	The Directorate works closely with Infrastructure and other Directorates to reduce energy usage and carbon emissions.
6.9 Risk Management:	Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer

	needs and being subject to negative external scrutiny.

Risk management is a key component of the performance cycle and the Directorate Plan actions are determined to be priorities to manage the Directorate risks. |
| **6.10 Policy and Delegated Authority:** | The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;

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

(a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework.

(b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus." |
| **6.11 Previously Considered by:** | None. |

Contact Details:
Neil Grant, Director of Development Services,
nrj.grant@shetland.gov.uk
3 December 2018

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

Background Documents:
Directorate Plan 2018-2021

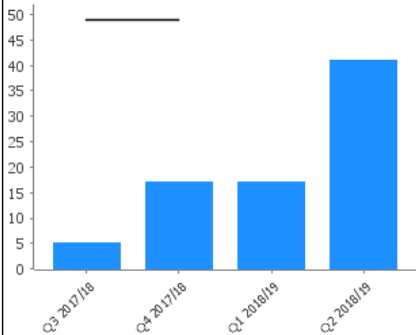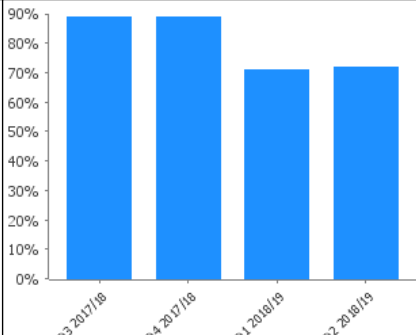# Appendix A - Projects and Actions - Development ->Shetland College Board

Generated on: 03 December 2018

Shetland Partnership Plan 2018-2028

. People			Individuals and families thrive and reach their full potential			

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP207 Skilled Workforce and Employment Lead Development Services Directorate	Development of Shetland's skilled workforce. • Complete the Full Business Case for 'Effective and Sustainable Tertiary Education, Research and Training in Shetland • Review delivery model for Employability Services • Develop the Young Workforce delivery plan.	Sustainable economy with access to skilled workforce, and there are opportunities for people with all levels of skills	Planned Start	01-Apr-2017	▶	• The Full Business Case for single governance delivery model outside of the Council is being worked through by an internal project team, with involvement and oversight from College Integration Liaison Group, SFC and UHI. Target date for full business case reporting is 12 December 2018 • In house delivery model for Employability services is being developed for implementation by 1 January 2019 • Developing Young Workforce Officer recruited by Shetland College (externally funded). Schools Career Fair with Local employers arranged for 21 November 2018.
			Actual Start	17-Aug-2017	50%	
			Original Due Date	01-Sep-2019	Expected success	
			Due Date	01-Sep-2020	✓	
			Completed Date		Likely to meet target	

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

Shetland Islands Council

Generated on: 03 December 2018

Code & Short Name	Previous Years		Current year (to date)	Quarters					Graphs	Past performance & future improvement Statements
	2016/17	2017/18	2018/19	Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q2 2018/19		
	Value	Value	Value	Value	Value	Value	Value	Target		
GC-01 Number of modern apprentices recruited by Train Shetland	44	64	58	5	17	17	41			The current contracted volume of new starts for 2018/19 is 85, which is an increase on the previous year.
GC-02 % Achievement rate of Modern Apprentices recorded by Skills Dev Scotland	85.75%	89%	72%	89%	89%	71%	72%			Please note the % achievement rate relates to all Shetland Modern Apprentices funded by SDS, not only Train Shetland. The figures are cumulative and based on small figures, eg for Q2 the % is based on 53 achievements. Fuller and more realistic achievement rates will be available in Q3 and Q4.

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Code & Short Name	Previous Years		Current year (to date)	Quarters				Q2 2018/19	Graphs	Past performance & future improvement Statements
	2016/17	2017/18	2018/19	Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19			
	Value	Value	Value	Value	Value	Value	Value	Target		
GC-04 Shetland College Student Enrolements Further & Higher Education Combined	8,023	8,618	4,568	1,520	2,889	3,459	1,109			Quarter 2 is the first quarter of the academic year. Enrolements continue throughout the academic year with part-time and short courses. Please note the figure does not include NAFC HE enrolments. The 2018/2019 academic year target is 3,459 enrolements.
GC-05 Total Credits (inc Train Shetland & NAFC)	4,971	4,607	2,732	3,488	4,339	4,607	2,732	4,332		Quarter 2 is the first quarter of the academic year. Data continues to be entered and is reflective of a number of part-time and short courses delivered throughout the academic year. Please note the credits value reported includes NAFC and Train Shetland. The 2018/2019 academic year target is 4,332 credits.

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Shetland Islands Council

Meeting(s):	Shetland College Board	Date: 17 December 2018
Report Title:	Management Accounts for Shetland College Board: 2018/19 – Projected Outturn at Quarter 2	
Reference Number:	F-083-F	
Author / Job Title:	Jamie Manson, Executive Manager - Finance	

1.0   Decisions / Action required:

1.1   The Shetland College Board RESOLVES to review the Management Accounts showing the projected outturn position at Quarter 2.

2.0   High Level Summary:

2.1   The purpose of this report is to enable the Shetland College Board to monitor the financial performance of services within its remit to ensure that Members are aware of the forecast income and expenditure and the impact that this will have with regard to delivering the approved budget. This report shows the projected financial consequence of the service performance detailed in the Development Directorate's performance report, and allows the Board the opportunity to provide instruction to officers to address any forecast overspends in order that the budget is delivered by year-end.

2.2   On 14 February 2018 (SIC Min Ref: 5/18) the Council approved the 2018/19 revenue and capital budgets for the Council (including the General Fund, Harbour Account, Housing Revenue Account and Spend to Save) requiring a draw from reserves of £11.684m. It is vital to the economic wellbeing of the Council that the financial resources are managed effectively and expenditure and income is delivered in line with the budget, as any overspends will result in a further draw on reserves and would be evidence that the Council is living beyond its means.

2.3   This report forms part of the financial governance and stewardship framework which ensures that the financial position of the Council is acknowledged, understood and quantified on a regular basis. It provides assurance to the Corporate Management Team and the Board that resources are being managed effectively and allows corrective action to be taken where necessary.

2.4   Since the approval of the 2018/19 budget, revisions to the budget have been incorporated for the Council's budget carry-forward scheme. Therefore this report refers to the revised budget that is now in place for each of the services.

3.0	Corporate Priorities and Joint Working:
3.1	There is a specific objective in the Corporate Plan that the Council will have excellent financial management arrangements to ensure that it continues to keep a balanced and sustainable budget, and is living within its means; and that the Council continues to pursue a range of measures which will enable effective and successful management of its finances over the medium to long term. This involves correct alignment of the Council's resources with its priorities and expected outcomes, and maintaining a strong and resilient balance sheet.

4.0	Key Issues:
4.1	This report presents the projected outturn position for 2018/19 as at the end of the second quarter for revenue. The forecasts have been determined by Finance Services after consultation with the relevant budget responsible officers.
4.2	The projected revenue outturn position for the Shetland College Board is an underspend of £36k, which means the services under the remit of this Board are collectively projected to spend less than their approved revenue budget. No recurring savings have been identified at this time.
4.3	See appendix 1 attached for detailed information on the revenue outturn positions.

5.0	Exempt and/or confidential information:
5.1	None.

6.0	Implications :	
6.1 Service Users, Patients and Communities:	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
6.2 Human Resources and Organisational Development:	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
6.3 Equality, Diversity and Human Rights:	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
6.4 Legal:	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
6.5 Finance:	The 2018/19 Council budget does not require a draw on reserves in excess of the returns that the fund managers can make on average in a year, and therefore demonstrates that the Council is living within its means.

For every £1m of reserves spent in excess of a sustainable level will mean that the Council will have to make additional savings |

	of £73k each year in the future as a result of not being able to invest that £1m with fund managers to make a return. It is therefore vital that the Council delivers its 2018/19 budget.
	This report demonstrates that the services under the remit of the Shetland College Board are projecting to spend less than their Council approved budget.
6.6 Assets and Property:	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
6.7 ICT and new technologies:	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
6.8 Environmental:	Any implications in relation to the actions and service provision in this report will be included in the Director of Development Performance Management report also presented at this meeting.
6.9 Risk Management:	There are numerous risks involved in the delivery of services and the awareness of these risks is critical to successful financial management.

From a financial perspective, risks are an integral part of planning for the future, as assumptions are required to be made. These assumptions can be affected by many internal and external factors, such as supply and demand, which may have a detrimental financial impact.

The Shetland Tertiary Education, Research and Training Project (STERT) is currently seeking to, amongst other things, identify the best value option to deliver high quality learning and research in Shetland, and to develop a single clear and effective voice for the sector..

The full business case will be presented to Council in this cycle for decision. |
| **6.10 Policy and Delegated Authority:** | Section 2.1.2(3) of the Council's Scheme of Administration and Delegations states that the Board may exercise and perform all powers and duties of the Council in relation to any function, matter, service or undertaking delegated to it by the Council. The Council approved both revenue and capital budgets for the 2018/19 financial year. This report provides information to enable the Board to ensure that the services within its remit are operating within the approved budgets.

The Council's Financial Regulations state that the Executive Manager - Finance has a responsibility to ensure that detailed monitoring by Directors and Executive Managers is carried out and that the Council will determine the reporting content, timescale, frequency and receiving Board(s) required for monitoring statements and the Executive Manager - Finance will be responsible for ensuring compliance with this. |

6.11 Previously considered by:	*n/a*	*n/a*

Contact Details:

Ivor Johnson – Senior Assistant Accountant
Ivor.johnson@shetland.gov.uk
Ext. 4676

Appendices:

Appendix 1 – Shetland College Board Projected Revenue Outturn Position 2018/19

Background Documents:

SIC Budget Book 2018/19, SIC 14 February 2018
http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=22032

Shetland College Board

1.0 - Projected Revenue Outturn Position 2018/19 Financial Year

Budget v Proj. Outturn Variance Q1 (Adv)/ Pos £000	Service Area	2018/19 Revised Annual Budget £000	Projected Outturn 2018/19 Quarter 2 £000	Budget v Projected Outturn Variance Quarter 2 (Adv)/ Pos £000
17	Grants from Funding Council	(1,644)	(2,018)	374
(3)	Property Costs	499	706	(207)
17	Teaching Departments	1,320	1,270	50
-	Senior Management & Admin	492	492	-
5	Support	455	490	(35)
(21)	Income Generating Units	18	29	(11)
-	Council Contribution	(836)	(737)	(99)
15	**All Costs Shetland College**	**304**	**232**	**72**
(18)	Train Shetland - Controllable	131	168	(36)
(18)	**Outturn Deficit**	**436**	**400**	**36**

The total contribution required from the Council cover all costs of the College is expected to be **£969k** (£737k council contribution plus £232k remaining costs)

Included in the above table are the projected variances presented as at Quarter 1.

Explanations of the main variances at Quarter 2 are set out below:

1.1   Grants from Funding – Projected Surplus £374k (23%)

The main reasons for the projected outturn variance are:

- The Shetland College and the NAFC are expecting a net higher grant amount for its delivery of Further Education than that Budgeted - £50k;
- The College are also expecting to receive more funding than expected in this year for the implementation of NRPA salary agreement for lecturers - £99k; and
- Additional Income directly matched to costs incurred maintaining and upgrading property items -£208k.

1.2 Property Costs – Projected Overspend (£207k) (42%)

The main reason for the projected outturn variance is:

- Contract works of upgrades and maintenance to be carried out on college's property - (£195k). As above, the value of these works are to receive additional income from the Scottish Funding Council.

1.3 Approved Contribution from the SIC – Projected Shortfall (£99k) (11.8%)

The main reason for the projected outturn variance is:

- Additional funding expected in this year from the Funding Council has reduced this requirement.

		Agenda Item
	Shetland Islands Council	**3**

Meeting(s):	**Shetland College Board**	**17 December 2018**
Report Title:	**Shetland College, Principal's Update**	
Reference Number:	**SCB143-F**	
Author / Job Title:	**Willie Shannon** **Interim Joint Principal**	

1.0   Decisions / Action required:

1.1   Shetland College Board should NOTE the content of this report and the current position in relation to FE and HE enrolments for academic session 2017/18 and the activity levels in Train Shetland for both Vocational Training and Short Courses.

1.2   Shetland College Board are asked to CONSIDER and APPROVE the Financial Forecast Return (FFR).

2.0   High Level Summary:

2.1   This report updates Board members on activity across the tertiary sector in Shetland.

3.0   Corporate Priorities and Joint Working:

3.1   Activity levels in Shetland's tertiary sector 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 care experienced, will have access to learning and development opportunities that enables them to fulfil their potential.

3.3   Shetland Schools in conjunction with Shetland Tertiary Education 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 gain employment or continue onto 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 continue to strive to create an effective model for providing excellent services to our learners.

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4.0   Key Issues:

4.1   <u>Shetland Tertiary Education Sector Enrolments</u>

4.1.1   Current figures for Academic year 2018/2019 show 3,015 FE credits have to date been achieved for the Shetland Tertiary Education Sector, 70% of the SFC FE credit target of 4,332 set for 2018/2019. The expectation is that the SFC FE credit target will be met for 2018/2019 (Appendix 1).

Table 1: SFC Credit Summary

	2016/17	**2017/18**	**2018/2019**
Credit Target	4,255	4,332	4,332
Credits Achieved	4,971 (117%)	4,768 (110%)	3,015 (70%)
Difference	+716	+436	-1,317

4.1.2   At this stage in the academic session 2018/2019, at the time of reporting, Shetland College UHI has enrolled 78 FE full-time and 416 FE part-time students. NACF UHI have enrolled 16 FT FE students.

Table 2: Student Enrolments for Further Education programmes

	Outturn Figures			**To Date**
	2015/16	**2016/17**	**2017/18**	**2018/19**
Shetland College UHI FE Full Time	59	74	74	78
Shetland College UHI FE Part Time	262	259	249	416
Student Numbers FE Full Time (NAFC)	16	28	28	16
Totals (FE Programmes)	337	361	351	510
Train Shetland – Short Courses	1,342	1,485	1,737	402
	1,679	**1,846**	**2,088**	**912**

4.1.3   At this point in the academic year FT enrolments continue to be processed through the Student Information System (SITS), with PT and Short Course enrolments continuing to be made and processed throughout the academic year. Final proposed PT numbers for Shetland College UHI are 675 and Train Shetland Short Courses are tbc.

4.1.4   At this stage in the academic session 2018/2019 Shetland College UHI has processed 82 HE full-time enrolments and 149 HE part-time students. Both full-time and part-time enrolments are continuing to be processed and uploaded to SITS, part-time enrolments will continue throughout the academic year.

Table 3: Student Enrolments for Higher Education programmes

	Outturn Figures			**To Date**
	2015/16	**2016/17**	**2017/18**	**2018/19**
Shetland College UHI HE Full Time	73	77	80	82
Shetland College UHI HE Part Time	146	163	176	149
Student Numbers HE Full Time (NAFC)	30	20	32	-
Totals	**249**	**260**	**288**	**231**

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4.2   Financial Forecast Return (FFR)

4.2.1   Shetland College is required to make a Financial Forecast Return (FFR) to the Scottish Funding Council (SFC), this is set out at Appendix 2 with Narrative at Appendix 3. You will note that the financial period is for six years, but it would not be helpful nor appropriate to provide financial information for future years given the merger proposal.

4.2.2   Board members are required to approve the return to SFC.

4.3   Business Case for Merger

4.3.1   A report on the business case for merger was presented to a special meeting of the Shetland College Board on 10 December 2018.

4.4   Education Scotland: How Good Is Our College – Evaluation Report and Enhancement Plan

4.4.1   Annual reporting to Education Scotland (ES) and Scottish Funding Council (SFC) on performance against Outcome Agreement targets and the Quality of the student experience. This is the second year of the new arrangements with minor amendments to the process from 2017/2018.

4.4.2   As per the guidelines available from SFC, a self-evaluation report and enhancement plan was compiled, reporting on available statistics and seven quality indicators. Prior to submission in October a pre-endorsement meeting was held with representatives from ES, SFC and Senior Management, where the draft report was scrutinised and developmental feedback received.

4.4.3   Following the pre-endorsement meeting, a final report and enhancement plan was compiled and submitted to ES and SFC for the 31st of October, this is attached as Appendix 4. We are currently awaiting the formal endorsement outcome from ES and SFC which will be communicated in writing.

4.4.4   Engagement will continue with ES throughout academic year 2018-2019 with a scheduled programme of visits from our link HM Inspector Dr John Bowditch, in addition to a new programme of focused visits linked to the submitted Enhancement Plan.

4.4.5   SFC and ES continue to review the new quality reporting procedures, and propose adjusting the reporting cycle, with colleges continuing to report annually on outcome agreement priorities and learner progress and outcomes. Although from this academic year colleges will submit a full Evaluation Report and Enhancement Plan with grading's every second year. Over time this is expected to be extended to three years to provide better alignment with the timing of the Outcome Agreement Cycle.

4.4.6   Particular areas of note with the 2018 submission are the attainment rates of Shetland's Tertiary Education Sector with 79% of full-time learners and 94% of part-time learners achieving recognised qualifications. 91.7% of students also report that they are satisfied with their overall college experience and 72.7% of

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students reporting that their time at college has helped them to develop knowledge and skills for the workplace.

4.4.7 The Enhancement Plan reflects continuing work to improve student engagement on non-traditional programmes and young people across Shetland to showcase the opportunities available through the Tertiary Education Sector.

4.5 <u>Train Shetland Vocational</u>

4.5.1 We held a Modern Apprentice Event on 14 November where we were able to celebrate the success of 33 learners. Apprentices and their employers were invited to attend, along with representatives from the College, the NAFC and the College Board.

4.5.2 We finalised our new starts list with SDS in October and confirmed places for our contract year 2018-19. Our final total was 85 new starts, an increase from 64 in 2017-18. We already have some positive leads for next year that will assist us with our forecasting for April 2019. We manage our contract in line with SDS' requirements and we will soon be putting in our bid for numbers for 2019-20. We are anticipating another year of healthy numbers of apprentice opportunities and are already speaking to some SIC departments about their requirements for next year.

4.5.3 We have added Furniture Making to our offer and have had an enquiry for Tyre Fitting and Sports Activity Leadership as we seek to extend the range of apprenticeships we offer. We have also had preliminary discussions with Viking Energy about potential apprenticeship opportunities that arise from developments, likely to be in 2020. This year, we have also seen Hairdressing being approved by SQA and delivered by Shetland College, which has meant that our apprentices no longer have to travel to Perth.

4.5.4 In November 2018, we had 174 learners in training with 62 employers across 16 Training Providers in 27 Vocational areas. It is anticipated that we will have close to 200 learners by February 2019. To date we have received 203 applications for the year, which represents an increase of 146% from 2017.

4.5.5 Our achievement rate for 2017-18 was 94.7%, an 8% increase on the previous year and significantly higher than the 75% national benchmark. During 2017-18, 96% of the Frameworks managed by Train Shetland performed above the national average, with 9 having 100% of learners achieving their apprenticeship.

4.5.6 We have attended a number of events, including the Taste of Shetland event, the Developing Young Workforce event and have attended joint sessions with SDS informing S5 students the apprentice opportunities available for next year and we began our round of school talks with the S4 cohorts in Shetland's schools. Train Shetland have been in discussions with the AHS about doing assemblies jointly with Shetland College and the NAFC with S2 and S3 groups so that information about apprenticeships can be shared to people at a younger age and help them to make informed decisions.

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4.6   Train Shetland Short Courses

4.6.1 For September and October this year, Train Shetland has delivered 44 courses to 402 delegates in various disciplines for Shetland Islands Council and the Private Sector; please see the breakdown in the table below.

Subject area	No. of delegates	No. of courses	Attendance
Administration & Management	16	2	100%
Business Gateway	65	8	66%
Construction	4	1	50%
Corporate Training	17	2	71%
CPC Training	81	6	87%
First Aid	124	13	79%
Food Safety	29	4	69%
Health & Safety	62	7	78%
Miscellaneous	4	1	100%
Grand Total	**402**	**44**	**77%**

4.6.2 Train Shetland Short Courses is an approved centre through Jaupt (Joint Approvals Unit for Periodic Training) to deliver Emergency First Aid and Customer Service & Manual Handling for drivers. This goes towards the driver hours they need, by law, for periodic training, which equates to 35 hours every 5 years. Highland Training Solutions from Inverness have also been involved in delivery so we can offer a wider range of courses through their experienced trainer. With demand being high, there are more CPC planned for the beginning of 2019.

4.7   UHI Academic Partner Report

4.7.1 The latest quarterly status update report from UHI is attached for Board Members information (Appendix 5). This report highlights activities across all of the academic partners and among senior staff in the Executive Office of UHI.

5.0	Exempt and/or confidential information:

5.1   None.

6.0	Implications :

6.1 Service Users, Patients and Communities:	N/A
6.2 Human Resources and Organisational Development:	N/A
6.3	N/A

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Equality, Diversity and Human Rights:	
6.4 Legal:	N/A
6.5 Finance:	There are no direct financial implications arising from 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:	There is a risk to FE Credit income from the Scottish Funding Council, which is related to the level of student activity in any given year, and the outcomes achieved by those students. In addition, it is likely that the FE Credit value will change from a standard flat rate, to a weighted rate (impacting on the total received and the share of funding between providers).
6.10 Policy and Delegated Authority:	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: - 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.

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	d Authority to review and develop structure plans to provide the staffing required for the College and to meet needs and provision for staff development and career review.
	e To provide direction on matters of quality assurance and improvement.
	f To monitor and provide assurance that the College operates sound financial management, including developing budgets and pursuing credit funding.
	g Liaising with UHI and other appropriate bodies, e.g. SQA, Scottish Funding Council and Education Scotland.
	h Take such decisions as appropriate to support the Interim Joint Principal in meeting the Council approved integration milestones.
6.11 Previously considered by:	N/A	

Contact Details:
Willie Shannon
Tel: 01595 771218
E-mail: willie.shannon@uhi.ac.uk

Appendices:
Appendix 1 - Shetland Tertiary Sector, Credits Monitoring Summary
Appendix 2 – FFR Summary
Appendix 3 – FFR Narrative
Appendix 4 – Evaluation Report and Enhancement Plan
Appendix 5 – UHI and Academic Partners Quarterly Status Report

END

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Student Enrolments and Credits Monitoring 23 November 2018

	Further Education		Higher Education		Total
	Full time	**Part time**	**Full time**	**Part time**	
Shetland College	78	416	82	149	725
North Atlantic Fisheries College	16	179	0	0	195
Train Shetland	0	300	0	0	300
Adult Learning Evening Classes	0	3	0	0	3

Higher Education Enrolment Monitoring

Further Education Credits Monitoring	Full time			Part Time			Full time		Part Time	
	Target	Full-time Enrolled	Credits Value	Target	Part-time enrolled	Credits Value	Target	Full-time Enrolled	Target	Part-time enrolled
Creative Industries	22	18	324	25	11	66	25	39	32	38
Business & Management	6	4	72	16	15	26	14	10	15	20
Care	36	25	450	127	124	238	26	19	53	53
Community Learning	0	5	75	325	105	228	n/a	0	20	12
Computing	8	4	72	7	1	1	17	9	0	7
Construction	12	17	255	43	9	41	0	0	12	17
Cultural Studies	0	0	0	0	0	0	6	5	4	2
Hospitality	6	5	90	6	3	12	n/a		n/a	
Special Programmes	0	0	0	15	20	37	n/a		n/a	
Vocational Pathways	0	0	0	77	108	272	n/a		n/a	
Sub-Total	90	78	1338	641	396	920.55	88	82	136	149
NAFC		16	288		179	346				
Adult Learning Eve Class	n/a	n/a	n/a	n/a	3	6				
Train Shetland	n/a	n/a	n/a	n/a	300	60				
ECDL	0	0	0	32	20	55				
ESOL	0	0	0	46	0	0				
Totals	90	94	1626	719	898	1389				

Additional info	
Business - 12 continuing students non fundable in 2018/19	
Health & Care - 43 continuing students non fundable in 2018/19	
Hospitality - 2 continuing students non fundable in 2018/19	

Shetland College Target 2018/19	4,332		
Total Credits @ 23 November 2018	3015	1 credit =	£376
Credit balance to be achieved	1317		
No Margin	0		
Monetary value of credits to be achieved	£494,975		

Financial Forecast Return 2018

College	Shetland

Contact	Elaine Laurenson

Telephone	1595771268

Email:	elaine.laurenson@uhi.ac.uk

DECLARATION:

The attached worksheets represent the financial forecasts for the College. They reflect a financial statement of our academic and physical plans from 2017-18 to 2022-23. Adequate explanations have been provided where requested on the return. The worksheets and their underpinning assumptions have been reviewed and approved by the Board of Management in accordance with their agreed practices. In preparing this financial forecast the College has fully considered the financial implications of all aspects of its strategy and has properly reflected these in the forecast.

Signed:

Willie Shannon

Principal/Chief Executive Officer

Date:

26/09/2018

Shetland

KEY RISKS

Please use the boxes below to provide a commentary on material risks to income and expenditure as identified in the Risk Register. Where possible these risks should be quantified.

Please use the boxes below to describe the actions planned by the College to address/mitigate the identified risks.

Reductions in SIC Funding	Shetland Tertiary sector review underway
Inappropriate use of IT systems or data	Proactive monitoring of cybersecurity risks. Common information security policy.
Non achievement of HE/FE student targets	Active marketing and engagement with local community.
Failure to achieve balanced budgets	Staffing and service reviews, efficiency programme underway. Proactive monitoring of budgets.

Statement of Comprehensive income and expenditure (Consolidated)

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	2016-17 - 2017-18 %	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %	Explanation for variance
INCOME														
Tuition fees and education contracts	429	475	418	445	0	0	0	10.7%	-12.0%	6.5%	-100.0%			2017/18 - inc uptake of SVQs
Funding council grants	1,849	1,904	1,881	1,936	0	0	0	3.0%	-1.2%	2.9%	-100.0%			
Research grants and contracts	0	0	0	0	0	0	0							
Revenue grants from Arms Length Foundation	0	0	0	0	0	0	0							
Capital grants from Arms Length Foundation	0	0	0	0	0	0	0							
Other non-government capital grants	0	0	0	0	0	0	0							
Deferred capital grant release (SFC and non-SFC Government)	1,280	1,118	1,214	1,221	0	0	0	-12.7%	8.6%	0.6%	-100.0%			
Other income	0	0	0	0	0	0	0							
Investment income	0	0	0	0	0	0	0							
Total income before donations and endowments	3,558	3,497	3,513	3,602	0	0	0	-1.7%	0.5%	2.5%	-100.0%			
Donations and endowments	0	0	0	0	0	0	0							
Total income	3,558	3,497	3,513	3,602	0	0	0	-1.7%	0.5%	2.5%	-100.0%			
EXPENDITURE														
Staff costs	2,253	2,337	2,464	2,686	0	0	0	3.7%	5.4%	9.0%	-100.0%			
Staff costs - exceptional restructuring costs	0	0	0	0	0	0	0							
Exceptional costs - non-staff	0	0	0	0	0	0	0							
Other operating expenses	1,197	1,058	1,128	1,091	0	0	0	-11.6%	6.6%	-3.3%	-100.0%			
Donation to Arms Length Foundation	0	0	0	0	0	0	0							
Depreciation	85	82	82	0	0	0	0	-3.5%	0.0%	-100.0%				
Interest and other finance costs	0	0	0	0	0	0	0							
Total expenditure	3,535	3,477	3,674	3,777	0	0	0	-1.6%	5.7%	2.8%	-100.0%			
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	23	20	(161)	(175)	0	0	0	-13.0%	-905.0%	8.7%	-100.0%			
Gain/(loss) on disposal of fixed assets	0	0	0	0	0	0	0							
Gain/(loss) on investments	0	0	0	0	0	0	0							
Share of operating surplus/(deficit) in joint venture(s)	0	0	0	0	0	0	0							
Share of operating surplus/(deficit) in associate(s)	0	0	0	0	0	0	0							
Surplus/(deficit) before tax	23	20	(161)	(175)	0	0	0	-13.0%	-905.0%	8.7%	-100.0%			
Other taxation	0	0	0	0	0	0	0							
Surplus/(deficit) for the year	23	20	(161)	(175)	0	0	0	-13.0%	-905.0%	8.7%	-100.0%			
Unrealised surplus on revaluation of land and buildings	0	0	0	0	0	0	0							
Actuarial (loss)/gain in respect of pension schemes	0	0	0	0	0	0	0							
Other comprehensive income	0	0	0	0	0	0	0							
Total comprehensive income for the year	23	20	(161)	(175)	0	0	0	-13.0%	-905.0%	8.7%	-100.0%			

Shetland

UNDERLYING OPERATING RESULT

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	2016-17 - 2017-18 %	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022 %
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	23	20	(161)	(175)	0	0	0						
Add:													
Total depreciation (Government-funded, privately funded and NPD-funded assets) net of deferred capital grant release *(incorporated colleges only)*	0	0	0	0	0	0	0						
Exceptional non-restructuring items (e.g. impairment costs)	0	0	0	0	0	0	0						
Non-cash pension adjustment - net service cost	0	0	0	0	0	0	0						
Non-cash pension adjustment - net interest cost	0	0	0	0	0	0	0						
Donation to Arms Length Foundation *(incorporated colleges only)*	0	0	0	0	0	0	0						
Deduct:													
Non-Government capital grants (e.g. ALF capital grant)	0	0	0	0	0	0	0						
Exceptional income (if disclosed as exceptional in accounts)	0	0	0	0	0	0	0						
CBP allocated to loan repayments and other capital items *(incorporated colleges only)*	0	0	0	0	0	0	0						
NPD payments to reduce NPD balance sheet debt	0	0	0	0	0	0	0						
Underlying operating result	23	20	(161)	(175)	0	0	0	-13.0%	-905.0%	8.7%	-100.0%		

Explanation for variance

Cash budget for priorities *(incorporated colleges)* :

Revenue priorities
Student support funding	0	0	0	0	0	0	0
2015-16 pay award	0	0	0	0	0	0	0
Voluntary severance	0	0	0	0	0	0	0
Estates costs	0	0	0	0	0	0	0
Other - please describe	0	0	0	0	0	0	0
Total impact on operating position	0	0	0	0	0	0	0

Capital priorities
Loan repayments	0	0	0	0	0	0	0
NPD / PFI repayments	0	0	0	0	0	0	0
Estates costs	0	0	0	0	0	0	0
Provisions pre 1 April 2014	0	0	0	0	0	0	0
Total capital	0	0	0	0	0	0	0

Total cash budget for priorities spend | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Shetland

Staff costs

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	2016-17 - 2017-18 %	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %	Explanation
Salaries	2,253	1,867	1,967	2,050	0	0	0	-17.1%	5.4%	4.2%	-100.0%			
Social Security costs	0	163	168	181	0	0	0		3.1%	7.7%	-100.0%			
Other pension costs	0	307	329	455	0	0	0		7.2%	38.3%	-100.0%			
FRS 102 pensions adjustments	0	0	0	0	0	0	0							
Total	2,253	2,337	2,464	2,686	0	0	0	3.7%	5.4%	9.0%	-100.0%			

Shetland

Balance Sheet

Balance Sheet		Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	2016-17 - 2017-18 %	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %	Explanation for variance
1 Non-current assets	a) Intangible assets	0	0	0	0	0	0	0							
	b) Fixed assets	0	0	0	0	0	0	0							
	c) Investments	0	0	0	0	0	0	0							
Total non-current assets		0	0	0	0	0	0	0							
2 Current assets	a) Stock	0	0	0	0	0	0	0							
	b) Debtors	0	0	0	0	0	0	0							
	c) Investments	0	0	0	0	0	0	0							
	d) Cash and cash equivalents	0	0	0	0	0	0	0							
	e) Other (e.g. assets for resale)	0	0	0	0	0	0	0							
Total current assets		0	0	0	0	0	0	0							
3 Creditors: amounts falling due within one year	a) Bank loans and external borrowing	0	0	0	0	0	0	0							
	b) Bank overdrafts	0	0	0	0	0	0	0							
	c) Lennartz creditor	0	0	0	0	0	0	0							
	d) Obligations under finance leases and service concessions	0	0	0	0	0	0	0							
	e) Payments received in advance	0	0	0	0	0	0	0							
	f) Amounts owed to Funding Council	0	0	0	0	0	0	0							
	g) Obligations under PFI/NPD	0	0	0	0	0	0	0							
	h) Other creditors and accruals	0	0	0	0	0	0	0							
Total creditors < 1year		0	0	0	0	0	0	0							
Share of net assets/(liabilities) in associate		0	0	0	0	0	0	0							
NET CURRENT ASSETS/LIABILITIES		0	0	0	0	0	0	0							
TOTAL ASSETS LESS CURRENT LIABILITIES		0	0	0	0	0	0	0							
4 Creditors: amounts falling due after more than one year	a) Local authority loans	0	0	0	0	0	0	0							
	b) Bank loans and external borrowing	0	0	0	0	0	0	0							
	c) Lennartz creditor	0	0	0	0	0	0	0							
	d) Finance leases and service concessions	0	0	0	0	0	0	0							
	e) Obligations under PFI/NPD	0	0	0	0	0	0	0							
	f) Amounts repayable to Funding Council	0	0	0	0	0	0	0							
	g) Other creditors	0	0	0	0	0	0	0							
Total creditors >1 year		0	0	0	0	0	0	0							
5 Provisions	a) Pension provisions	0	0	0	0	0	0	0							
	b) Other	0	0	0	0	0	0	0							
Total provisions		0	0	0	0	0	0	0							
TOTAL NET ASSETS		0	0	0	0	0	0	0							
9 Restricted Reserves	a) Endowment Reserve	0	0	0	0	0	0	0							
	b) Restricted Reserve	0	0	0	0	0	0	0							
10 Unrestricted reserves	a) Income and Expenditure Reserve	0	0	0	0	0	0	0							
	b) Revaluation reserve	0	0	0	0	0	0	0							
11 Non-controlling interest		0	0	0	0	0	0	0							
TOTAL RESERVES		0	0	0	0	0	0	0							

Shetland

Capital Expenditure Projects and Forecast Methods of Financing

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	2016-17 - 2017-18 %	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %
Expenditure:													
Land & Buildings	48	88	261	60	0	0	0	83.3%	196.6%	-77.0%	-100.0%		
Equipment & Others	129	106	39	66	0	0	0	-17.8%	-63.2%	69.2%	-100.0%		
	177	194	300	126	0	0	0	9.6%	54.6%	-58.0%	-100.0%		
Financed by:													
Cash reserves	0	0	0	0	0	0	0						
Arms Length Foundation	0	0	0	0	0	0	0						
Leasing	0	0	0	0	0	0	0						
SFC grant	154	107	261	91	0	0	0	-30.5%	143.9%	-65.1%	-100.0%		
Re-investment of proceeds from disposal of assets *	0	0	0	0	0	0	0						
Non-SFC grants	0	0	0	0	0	0	0						
PFI/NPD	23	87	39	35	0	0	0	278.3%	-55.2%	-10.3%	-100.0%		
Other – please specify if material	0	0	0	0	0	0	0						
	177	194	300	126	0	0	0	9.6%	54.6%	-58.0%	-100.0%		

* to be included only where this has been agreed by SFC

Capital disposals

Disposal proceeds:

Asset description							
Asset description							
Asset description							
Asset description							
Asset description							
	0	0	0	0	0	0	0

Gain/(loss) on disposal:

Asset description							
Asset description							
Asset description							
Asset description							
Asset description							
	0	0	0	0	0	0	0

Shetland

ALF Funding

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000
Estimated balance of cash in ALF as at 1 August	0	0	0	0	0	0	0
Donation to Arms Length Foundation	0	0	0	0	0	0	0
Grant from Arms Length Foundation - capital	0	0	0	0	0	0	0
Grant from Arms Length Foundation - revenue	0	0	0	0	0	0	0
Estimated balance of cash in ALF as at 31 July	0	0	0	0	0	0	0

Note:
For most foundations, the most recent accounts available are for periods ending in 2017. Colleges' forecast movements will not include governance costs, donations from third parties, payments to third parties or investment income.

Grant from Arms Length Foundation - capital:

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

Grant from Arms Length Foundation - revenue

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

Shetland

FINANCIAL SUMMARY

	Actual 2016-17 £000	Forecast 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000
Income ratios							
Total Income	3,558	3,497	3,513	3,602	0	0	0
Total Funding Council Grant as % of Total Income	52%	54%	54%	54%	#DIV/0!	#DIV/0!	#DIV/0!
Total non-Funding Council Grant as % of Total Income	48%	46%	46%	46%	#DIV/0!	#DIV/0!	#DIV/0!
Total Education Contracts and Tuition Fees as % of Total Income	12%	14%	12%	12%	#DIV/0!	#DIV/0!	#DIV/0!
Total Research Grants and Contracts as % of Total Income	0%	0%	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!
Total Other Income as % of Total Income	36%	32%	35%	34%	#DIV/0!	#DIV/0!	#DIV/0!
Expenditure ratios							
Total Expenditure	3,535	3,477	3,674	3,777	0	0	0
Salaries as % of Total Expenditure	64%	67%	67%	71%	#DIV/0!	#DIV/0!	#DIV/0!
Other operating costs as % of Total Expenditure	34%	30%	31%	29%	#DIV/0!	#DIV/0!	#DIV/0!
Depreciation/amortisation as % of Total Expenditure	2%	2%	2%	0%	#DIV/0!	#DIV/0!	#DIV/0!
Operating position							
Operating Surplus/(deficit)	23	20	-161	-175	0	0	0
Operating Surplus/(deficit) as % of Total Income	1%	1%	-5%	-5%	#DIV/0!	#DIV/0!	#DIV/0!
Underlying operating surplus/(deficit)	23	20	-161	-175	0	0	0
Underlying operating surplus/(deficit) as % of Total Income	0.6%	0.6%	-4.6%	-4.9%	#DIV/0!	#DIV/0!	#DIV/0!
Cash Position							
Cash and Current Asset Investments	0	0	0	0	0	0	0
Overdrafts	0	0	0	0	0	0	0
Days Ratio of Cash to Total Expenditure	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!
Balance Sheet strength							
Unrestricted reserves	0	0	0	0	0	0	0
Current Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Unrestricted reserves as % of Total Income	0%	0%	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!
Total borrowing (Overdrafts, Loans, Finance Leases, PFI/NPD)	0	0	0	0	0	0	0
Interest cover	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

SFC Financial Forecast Return August 2018

Shetland College, along with NAFC and Train Shetland, continues to be involved in the Shetland Tertiary Education Review – this process is currently a priority focus of the Shetland Islands Council and there are progress reports due at early December. Given the stage of this review we have been advised by Shetland Islands Council officers that with a Full Business Case and Merger Proposal being prepared for decision in December 2018, it is therefore not useful or appropriate to provide financial information for future years.

The college has exceeded the FE credit target for the third year in a row, which places additional and continued strain on college budgets, whilst striving to meet National, Regional and Local priorities and impacting positively on activity levels.

The projected Tuition Fee income for 2018/19 is reduced due to forecasted reduction in levels of SVQ, with 2017/18 being exceptionally high to meet local demand.

Shetland College has embraced NRPA for Lecturing staff and has implemented relevant salary awards with terms and conditions in the final stages of negotiations. The additional financial strain on budgets has not yet had time to be fully realised, however the expectation is that there will be a negative impact on staffing resources.

Tertiary Education Sector in Shetland

Evaluation Report
and
Enhancement Plan

October 2018

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Contents

Section 1: Context Statement

Operationally, Shetland College UHI 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 UHI, Shetland College UHI and Train Shetland into a single tertiary education, training and research organisation for Shetland. Work is continuing with a project team having been established to bring together a Business Case for the future of Tertiary Education in Shetland.

Our Vision is 'NAFC Marine Centre UHI, 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

Currently work is being undertaken by a Shetland Islands Council Project Team to pull together a business case for full merger of the three organisation within Shetland which make up the Shetland Tertiary Education Sector. Work is underway on ten workstreams pulling together all aspects from Curriculum, Research, Marketing and Engagement, Student Support, Estates, Business Development, Human Resources, ICT, Governance and Law and Finance. While workstream leads have been identified and released from day to day duties, there remains a lot of pressure on stretched resources within the sector to contribute to the work that is being undertaken. During this process temporary positions remain with the Senior Management team continue and recruitment of permanent staff within all roles must wait until the outcome from the project is clear.

Completion of the Business Case is due in December 2018 and will be presented to SIC Members and NAFC Trustees for a final decision to be made. Work will then start on the outcome and a new project team established to affect the outcome reached. If a decision to merge the three organisation is made, the proposed vesting date will fall within eighteen months.

The University of the Highlands and Islands (UHI) partnership is the main provider of post-compulsory education provision in the Highlands and Islands region and delivers in excess of 113,168 further education fundable credits annually, as contracted through the Regional Outcome Agreement negotiated with the Scottish Funding Council. Regional activity targets comprise core and ESIF funded activity, the latter spanning the Highlands and Islands and Lowlands and Uplands regions (for Perth and Kinross). In addition, the region has developed an extensive apprenticeship offer that provides work-based learning pathways from Foundation Apprenticeships offered in the senior phase through to Graduate

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Apprenticeships funded through Skills Development Scotland (SDS), as well as working directly with employers to deliver bespoke training on a commercial basis. Shetland has remained an independent contract holder with SDS for modern apprenticeships. This has enabled Shetland to respond quickly to local demand and enabled a more streamlined approach to contract bidding. While Shetland has fully engaged within Regional bidding for Foundation Apprenticeships (FAs) numbers have remained low, with only one FA being offered. Two further similar programmes have been offered to senior phase pupil out with the FA Frameworks, the decision to offer non FA programmes was based on the local needs where the current FA framework design was not able to offer the desired outcomes.

For the past eight years, the region has routinely exceeded student activity targets and surpasses many sector benchmarks of performance.   The region's student success rate for learners on full-time FE programmes in 2017-18 is 70.4%, against the latest published national benchmark of 65.3%. Full-time success rates are higher than the latest sector levels in 14 out of 17 Education Scotland subject areas. The success rates for learners on part-time FE programmes is also above latest published sector levels, at 81.7%.

In the context of this regional high performance, partner's evaluative reports and enhancement plans are written from an enhancement perspective, underpinned by ambition for each of our students and a regional commitment to offering parity of experience across the partnership.

As the Regional Strategic Body for further education, the University is accountable for the delivery of the Regional Outcome Agreement and supports the infrastructure through which a strategic approach to delivery of regional targets is achieved.   During the past year, regionalisation of further education has matured and the partnership has begun to develop a strategic, collaborative approach to addressing the challenges the region faces. This work includes:

- An agreement to develop a single policy environment for further education;
- The harmonisation of approaches to quality enhancement;
- The development of regional strategies to raise levels of student attainment and to enhance work experience opportunities;
- The development of tertiary curriculum maps;
- The development of a Student Data Management Framework for Further Education.

The regional strategies reflect the intensification of the Regional Outcome Agreement process and the relevant priorities for the Highlands and Islands region. The EREP for Shetland College UHI 2017-18 is set within this regional context, with reference made to the College's contribution to the regional strategies.

Partnership working enables campuses to offer a wider curriculum, with the support of the network of academic partners, providing unique opportunities for learners to transition between FE and HE within the same academic partner, maintaining professional relationships with staff and learning support, with everything moving seamlessly with the learner. As two of the smaller AP's within the UHI network Shetland would benefit greatly from any future plans for further shared services, although consideration would need to be made to the unique Shetland context.

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Section 2: Methodology

Shetland College UHI has established systems in place to enable reflection and evaluation. Our Learner Engagement Team works closely with the Highland and Islands Students' Association (HISA) to enable learner engagement through a programme of class representative learner experience meetings and learner Away Days, reflecting and evaluating on 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, 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 committees 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. Self-evaluation reports are submitted to SDS reporting on modern apprenticeship frameworks, with targets monitored through regular contact with SDS. These have been brought together with other evaluation processes to form the content of the Evaluation Report and accompanying Enhancement Plan.

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Section 3: Outcome Agreement National Measures

Data sources:

- 2014-15 to 2016-17: Scottish Funding Council
- 2017-18: Internal data from the Highlands and Islands region

In line with SFC reporting guidelines, proportions have not been calculated for cohorts of fewer than 25 students.

Relevant SFC Outcome Measure	*Shetland College UHI*: 2017/2018				Scotland
1(a) The volume of Credits delivered	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The volume of Credits delivered (core)	See Note 1	4,627	4,956	4,770	1,699,760
Core Credits target (college)	See Note 1	4,132	4,255	4332	1,691,359
% towards core Credits target (college)	See Note 1	112.0%	116.5%	110%	100.5%
The volume of Credits delivered (ESF)	-	0	66	36	62,272
The volume of Credits delivered (core + ESF)	-	4,627	5,022	4.806	1,762,032
1(b) Proportion of Credits delivered to learners aged 16-19 and 20-24	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Proportion of Credits delivered to learners aged 16-19	49.4%	47.4%	46.0%	40.8%	46.6%
Proportion of Credits delivered to learners aged 20-24	15.1%	16.8%	14.2%	16.7%	21.5%
Proportion of Credits delivered to full-time learners aged 16-19	80.0%	75.8%	77.7%	69.3%	51.6%
Proportion of Credits delivered to full-time learners aged 20-24	15.0%	18.5%	12.6%	16.0%	22.7%
1(d) Proportion of Credits relating to learners from different protected characteristic groups and care leavers	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Proportion of Credits delivered to Male learners	55.9%	56.3%	55.6%	60%	48.6%
Proportion of Credits delivered to Female learners	44.1%	43.7%	44.4%	40%	51.3%
Proportion of Credits delivered to BME learners	2.2%	2.2%	2.3%	10%	6.4%

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Proportion of Credits delivered to students with a known disability	13.3%	19.1%	21.9%	17%	17.1%
2(b) Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.2%	0.6%	3.0%	2.7%	1.4%
2(c) Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	6.9%	11.3%	13.1%	13%	5.0%
3. Proportion of Credits delivered to learners enrolled on STEM courses	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Proportion of Credits delivered to learners enrolled on STEM courses	43.7%	40.4%	34.6%	33%	24.8%
4(a) Proportion of enrolled students successfully achieving a recognised qualification	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The percentage of FT FE enrolled students achieving a recognised qualification	74.6%	81.6%	78.2%	79%	65.3%
The percentage of PT FE enrolled students achieving a recognised qualification	64.6%	78.8%	92.6%	94%	77.1%
The percentage of Disabled FT FE enrolled students achieving a recognised qualification	-	-	-	71%	64.3%
The percentage of Disabled PT FE enrolled students achieving a recognised qualification	-	-	-	91%	71.5%
The percentage of BME PT FE enrolled students achieving a recognised qualification	-	-	-	88%	78.8%
The percentage of Price Group 5 PT FE enrolled students achieving a recognised qualification	-	-	-	76%	78.0%

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4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	2014-15	2015-16	2016-17	2017-18	2016-17
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	100.0%	66.7%	60.5%	65%	63.1%
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The percentage of CE PT FE enrolled students achieving a recognised qualification	-	100.0%	0.0%	86%	52.5%
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	75.0%	80.0%	80.7%	73%	62.4%
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Total number of full-time learners	104	87	110	89	86,793
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	0	0	60	61	15,932
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	0.0%	0.0%	54.5%	68%	18.4%
9. The percentage of students overall, satisfied with their college experience (SSES survey)	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Full-time FE	n/a	0.0%	91.8%	91.7%	-
Part-time FE	n/a	-	96.1%	-	-
Distance/ flexible FE	n/a	-	-	-	-

Note 1: Credits targets introduced in 2015-16

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Section 4: Quality Indicators

Outcomes and Impact
How good are we at ensuring the best outcomes for all our learners?

Quality Indicator 3.1 - Wellbeing, equality and inclusion
Joint and collaborative working with staff and students across the Tertiary Education Sector ensures all students receive the same information and opportunity of experience whichever campus they study at.

Areas of positive practice
- Student Local Partnership Agreement has been signed and continued student representation on the College Board establishes a commitment to learner engagement, ensuring learners are part of the strategic direction of the college and have a positive impact on the student experience, with one student voice across the Tertiary Education Sector;
- Meeting with MSP Tavish Scott in response to learner feedback on local and national transport issues that can be a potential barrier to learning, empowering learners to raise concerns, developing confidence in the learner voice being heard and strengthening learner engagement;
- Collaboration with UHI with representatives participating in the UHI Service Review – 'Student Mental Health', development of UHI Single Policy environment. This ensures the improvement of services in line with National and Regional priorities as set out in the Regional Outcome Agreement and ensuring equality of the learner experience across the UHI Region;
- A highly reactive learning support section ensure students with disabilities receive early intervention and ongoing support throughout their learning. Student support staff work alongside students and delivery teams to ensure that needs are identified early and that support is established for students and staff on an ongoing basis. This ensures that students with a disability have equity of experience and contributes to overall attainment, with 71% of full-time and 91% part-time success rate for students with a disability;
- Representation on the Employability Working Group provides opportunity for networking with a variety of different organisation, where information can be shared and advice sought on supporting learning facing barriers.

Areas for development

- Lack of Social and Sporting activities for students within Shetland, can leave students feeling isolated and withdrawn which can impact on student wellbeing and retention;
- Some students on none traditional programmes have limited opportunities for engagement, leading to reduced opportunity for integration and less opportunity to access student support and engagement services;

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Quality Indicator 3.2 - Equity, attainment and achievement for all learners
Shetland Tertiary Education sector is delighted to have a high percentage of learners achieving recognised qualifications with 79% full-time success and 94% part-time success, with a combined overall success rate of 93%.

Areas of positive practice

- Robust selection process where all applicants are invited to a face to face interview/meeting with subject specific staff, ensures that students are fully aware of the design, content and expectations of the programme before they start;
- With an overall success rate of 93% for learners, Shetland Tertiary Education Sector continues to demonstrate a high standard of provision and positive engagement of learners. The success of rate of learners provides them with the opportunity to progress to positive destinations, having achieved the aim of their learning episode;
- 76.6% of learners enrolling on essential skills programmes are achieving a successful outcome, this can be in part attributed to the skills and abilities of delivery teams to deliver flexibly and where possible contextualised to enable learners to see the relevance and engage in their learning. Essential skills are embedded into the design of full-time programmes, which emphasise the value placed on the delivery of essential skills as part of equipping learners with the skills for life, work and lifelong learning. We have seen a 35% increase in learners undertaking essential skills in 2017/2018;
- Part-time success rate of 94% can be attributed to many factors including specifically focused programmes to directly meet the needs of local industry. Smaller class sizes, flexible and accommodating staff team taking time to meet with students out with specified times and robust recruitment process for part-time as well as full-time students. This inclusive approach to part-time students ensure they feel valued and contributes greatly to attainment and success rates of our students;

Areas for development

- Not all learners are receiving the same level of information with regards the availability of the wide range of student support services available. Whilst a standardised induction informing learners of their rights and responsibilities as SQA candidates and Shetland College UHI learners has been developed for delivery to learners who are unable to attend the main induction event, this now requires to be extended for learners not attending the main induction event to include additional information on services to support learning, to ensure that all learners are aware of services available and how these can be accessed. This will widen access and inclusion ensuring equity for all learners;

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Delivery of learning and services to support learning

How good is the quality of the provision and services we deliver?

Quality Indicator 2.2 – Curriculum

Curriculum planning and development continues to be influenced by national, regional and local priorities such as "Developing the Young 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. A low total withdrawal rate of 2.6% indicates that the current curriculum is meeting learner needs and having a positive impact on experience overall.

Areas of positive practice

- Curriculum team continue to utilise developed relationships with industry stakeholders to inform evaluation and development of the curriculum, this ensures that the curriculum is relevant to local needs and provides opportunity for progression to learners. With the use of work placements providing real life opportunities for learners, this leads to positive choices being made by learners and increasing progression to positive destinations. With 72.7% of learners reporting that their time at college has helped them develop knowledge and skills for the workplace;
- Lifelong learning is an important strand of curriculum development, ensuring progression routes are fit for purpose and that industry stakeholders are supported in the development of their workforce through the delivery of recognised qualifications and professional development awards supporting existing qualified workforces;
- With a total of 222 Modern Apprentices currently being supported across 23 frameworks in Shetland, this demonstrates the diverse nature of industry needs. The majority of the programmes are able to be delivered locally through the Tertiary sector, although a small number are being supported by mainland institutions. This is providing a positive experience for both learners and industry and ensuring sustainable access to industrial experience underpinning these programmes;
- Work with Shetland Islands Council and NHS Shetland on meeting training needs, ensures local people can access qualifications and training with minimal distribution to services. This is an area that is continually under review with a view to further development;

Areas for development

- Attracting and engaging young people in a context that will meet the wider needs of Shetland and support the future growth of Shetland, in areas such as hospitality, construction, creative industries, engineering, aquaculture and administration, digital and social care/childcare. Developing strategies to engage young people of Shetland earlier will support student numbers and contribute to keep young people in Shetland to counteract an aging population and support economic growth;

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Quality Indicator 2.3 - Learning, teaching and assessment
Lecturing staff reflect on the approaches taken in 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. 91.7% of learners reporting that they are satisfied with their overall college experience.

Areas of positive practice

- Delivery teams work closely together to create an integrated approach to learning, essential skills team work with subject specific teams where possible to reduce assessment burden on students with the use of shared assessments were possible. Workplace experience and the use of industry experienced staff and visitors, support the integration of theory, essential skills and practice. This enables students to see the value of developing their essential skills in the context of their future progression and goals;
- A changing culture within learning is being met with an increase in learning being made available through virtual learning environments and distance learning options making learning more flexible to meet learner and industry needs and facilitate learner engagement;
- Industry experience of staff, opportunities for work experience and engagement with local projects, provides opportunities for learners to gain access to positive destinations with a better understanding of opportunities available. This better informs learners, enabling them to make informed decisions about their future;
- Reflection is embedded into the approach of delivery teams, with informal reflection taking place after each teaching session and adaptations made as appropriate to the next planned session. Where immediate action is not possible these are discussed by the larger programme team and incorporated in the larger programme review;

Areas for development

- Provision of data to delivery team and engagement in UHI Regional improvement activity as part of the UHI Single Policy Environment. Facilitate participation in UHI Regional groups established to reflect and evaluate on subject areas performing below national and regional targets. This will provide greater opportunity for teams to reflect on local performance indicators and establish better engagement with performance evidence, developing positive impact on local, regional and national priorities learning and teaching;
- Further encourage staff to incorporate more practical learning where appropriate in directly industry linked programmes and ensuring resources are available to facilitate this. This would enhance the learner experience through contextualisation, providing greater understanding and further develop transferable skills and knowledge facilitating progression within industry;

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Quality Indicator 2.4 - Services to support learning

The support for learning team provides support for the learning and teaching of all learners within the Tertiary Education sector, providing targeted focused support for learners in the development of personal learning support plans and support to staff in the implementation and monitoring of learner needs.

Areas of positive practice

- A robust system is in place to identify learners with support needs, opportunities to declare learning support needs at application and interview stage enable early engagement with the learning support team ensuring support is in place at the start of the learner journey. Continued monitoring by staff during the academic year, ensures that learners who have not declared or who have been unaware of a learning need are identified and offered appropriate support from delivery teams and the learning support team;

- The learning support team engage with delivery teams, to ensure measures identified to support learners are effectively implemented. The teams work together to ensure that specific learning aids where required are used by learners to maximise the benefits of these, this ensures positive impact on the learner journey and learner outcomes;

- The support for learning service is responsive to the needs of learners liaising with external agencies, such as the Schools service, as required. When a student is transitioning from one service to another the learner support team, with permission of the student, will contact the service to gather information on the students' needs. This is assessed in context of the college programme and an individual learning plan developed with the student for sharing with the delivery teams. One example is seeking advice from NHS Shetland on the purchase of a 'college' wheel chair to meet the needs of a specific learner and meet statutory requirements, ensuring disability is not a barrier to learning;

   Areas for development

- Removal of current automated system for referral of applicants for learning support through MIS system. Adoption of the new support monitoring report which replaces the UHI SITS automated email system for identifying students disclosing learners with disabilities. This will ensure that learners continue to be identified early and that support can be actioned as soon as possible to make the learner journey a positive experience;

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Leadership and quality culture

How good is our leadership and approach to improvement?

Quality Indicator 1.1 - Governance and leadership of change

Temporary arrangements continue to be in place providing stability for the Tertiary Education Sector in Shetland as work continues on the review of the Tertiary Sector. A project team are currently developing a Business Case on the options available with a decision in expected in December 2018.

Areas of positive practice

- The Strategic and Operational Plans 2017-2019 embody local and national priorities and engagement with a focus on developing the young workforce, identify skills gaps and development of Shetland as a place to live, work and learn. This ensures the Tertiary Education Sector is responding to local needs and providing clear direction for local teams and has led to teams making proposals for additional senior phase delivery and an increase in modern apprenticeship numbers;
- Shetland College UHI Board and NAFC Trustees are represented on Regional Boards and closely monitor local activity through regular reporting cycles. This enables members to provide direction on the strategic and operational direction of the sector in meeting national, regional and local Priorities;
- Proposals for new activity are measured against national, regional and local Priorities ensuring the curriculum is relevant and sustainable within the context of future needs;

Areas for development

- Stakeholders fully aware of all opportunities available within the Tertiary Education Sector. While the Tertiary Sector engages with stakeholders, this is very much at team level with specific needs in mind. One point of contact where stakeholder's full training/education needs can be discussed, would lead to wider engagement with stakeholders, where needs to be more fully met and provide a more consistent approach, better monitoring of targets and sustainability of provision;
- Temporary senior management arrangements have provided short-term stability, although along with the continued uncertainty of the Tertiary Education Sector in Shetland this has led to slow response to regional and local priorities and made long-term planning more challenging. Communication and internal processes need to be reviewed and improved with the development of a more responsive timeline to enable quicker responses to national, regional and local priorities, which would enable more focused targets being set for curriculum teams;

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Quality Indicator 1.4 - Leadership of evaluation leading to improvement
Shetland continues to exceed national targets with 79% of learner achieving a successful outcome and continues work closely with stakeholders, Education Scotland, Scottish Funding Council, Scottish Qualification Authority, Skills Development Scotland and UHI in ensuring the quality arrangements are in place.

Areas of positive practice
- A positive attitude within the college by staff teams is contributed to by a larger Senior Management Team being in place, this means that Senior Management are more available and accessible to all staff providing support and direction. Regulation and commitment to committee structures and meetings is providing the basis of communication being disseminated further by those in attendance, enabling two-way communication to occur and increase engagement;
- Senior Phase group is in operation bringing together, school representatives, college curriculum managers, DYW officer and training provider with links to local business supporting Senior Phase Academy and Foundation Apprenticeship programmes. This enables evaluation of current delivery and planning for future delivery, with agreement being reached by the group to implement and monitor delivery;
- Engagement of learners and staff is met and managed through quality assurance processes in place. These are lead and monitored through the Quality Improvement Committee and Student Engagement focus groups. This ensures that activity is taking place and that value is placed on the quality of services and experience;
- Staff Development was undertaken to provide staff with a greater understanding of the importance of self-evaluation, which has created a greater understanding of their role and the importance of self-evaluation activity. This will in turn lead to a deeper engagement in the naturally occurring self-evaluation evidence;

Areas for development

- Not all staff engaging with staff development leading to sporadic engagement across teams, negatively impacting on the validity of the processes. A new model of staff development is to be piloted in academic session 2018/2019 which aims to fully engage all staff across sections and lead to a more robust valid process being undertaken;
- Local statistics being used in isolation which can have a limiting effect on the improvement and development;

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Section 5: Capacity for Improvement

Shetland Tertiary Education Sector continues to be committed to the development and improvement of the delivery of Further Education with the local community and wider region. Positive engagement with Local, Regional and National stakeholders in the review of and subsequent changes ahead within the Tertiary Education Sector will ensure that the sector is in a position to continue to meet local requirements and contribute positively to the growth of Shetland. With two academic partners of the University of the Highlands and Islands UHI, Shetland is committed to working with UHI and other academic partners in contributing to the Regional Outcome Agreement. Working with academic partners in the development of a Single Policy Environment establishes a consistent approach ensuring equity of experience for learners throughout the University of the Highlands and Islands.

The efficient and effective delivery of tertiary education, research and training in Shetland is very important for the delivery of Shetland's community plans, increasing the number of young people and ensuring businesses have access to the skilled workforce they require and ensuring people in Shetland can reach their full potential. A Colleges Integration Liaison Group, which is made up of Board representatives from the NAFC and College, was set up to provide guidance to the Interim Joint Principal in helping to integrate the activities of Shetland College, NAFC Marine Centre and Train Shetland and provide a more joined up Shetland tertiary education, research and training offering. To this end the Joint Strategic Plan 2017-19 and Joint Operating Plan 2017-19 were agreed. More recently, discussions between the Liaison Group and the strategic and funding stakeholders Scottish Funding Council (SFC) and the University of the Highlands and islands (UHI), have resulted in a commitment to develop a Full Business Case analysis of an effective and sustainable model for tertiary education, research and training in Shetland. This Strategic Outline Case (SOC) concerns the future operating and governance options for the Shetland Tertiary Education, Research and Training sector.

The Strategic Outline Case identified the preferred way forward as being a merger of the services involved in delivering tertiary education, research and training in Shetland. With the preferred options being as follows:

- **'Host'** NAFC Marine Centre - Independent organisation comprised of operations of Shetland College, NAFC Marine Centre and Train Shetland, which is part of the UHI network, with Shetland Fisheries Training Centre Trust (SFTCT) as the 'host' organisation.
- **New College** - Creation of a new, independent organisation comprised of operations of Shetland College, NAFC Marine Centre and Train Shetland, which is part of the UHI network.

Full Business Case is currently being prepared through the work of ten work streams and is planned to be reported to Committees, Board and Council for a decision in December 2018.

Section 6: Grades

Key principle	Grade
Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners? · 3.1 Wellbeing, equality and inclusion · 3.2 Equity, attainment and achievement for all learners	Very Good
Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver? · 2.2 Curriculum · 2.3 Learning, teaching and assessment · 2.4 Services to support learning	Good
Leadership and quality culture: How good is our leadership and approach to improvement? · 1.1 Governance and leadership of change · 1.4 Evaluation leading to improvement	Good

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Enhancement Plan – 2018 - 2021

Actions for improvement

Outcomes and Impact:

Areas for development	Planned actions	Timescale		
		2018-2019	**2019-2020**	**2020-2021**
Activities for students within Shetland.	Working with HISA on developing social and sporting activities	Engagement with students to gather information.	Support student body to establish minimum of one sustainable activity	Students lead development of further activities
Engagement with student on non-traditional programmes	Greater flexibility of engagement to incorporate learners on none traditional programmes.	Review of current engagement activity	Pilot additional engagement with students on non-traditional programmes	Integrate engagement with students on non-traditional and traditional programmes
Non-traditional student induction	Roll out induction to include additional information on services to support learning, to ensure that all students are aware of services available and how these can be accessed.	Engage with delivery teams to establish a map of student enrolment out with main traditional academic start and end dates	Undertake a programme of flexible induction to meet the needs all students	

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Delivery of learning and services to support learning:

Areas for development	Planned actions	Timescale		
		2018-2019	**2019-2020**	**2020-2021**
Engaging young people earlier	Attracting and engaging young people in a context that will meet and support the future growth of Shetland, in areas such as Hospitality, Construction, creative industries, engineering, aquaculture and administration, digital and social care/childcare.	Developing strategies to engage young people of Shetland	Pilot engagement with 1 High School, 1 Primary School and 1 Early Learning Centre	Roll out to all schools within Shetland
Reflection and evaluation of subject areas performing below national and regional targets	Provision of data to delivery team and engagement in UHI Regional improvement activity as part of the UHI Single Policy Environment.	Facilitate participation in UHI Regional groups established to reflect and evaluate on subject areas performing below national and regional targets.		
Practical learning where appropriate in directly industry linked programmes	Further encourage staff to incorporate more practical learning were appropriate in directly industry linked programmes and ensuring resources are available to facilitate this.	Enhance the learner experience through contextualisation, providing greater understanding.	Further develop opportunities for transferable skills and knowledge facilitating progression within industry.	Review impact on programmes and progression of learners into employment
Identification of applicants with learning support needs	Adoption of the new support monitoring report which replaces the UHI SITS automated email system for identifying students disclosing learners with disabilities.	Liaise with UHI colleagues and pilot new system	New system reviewed	Establish new practice of identification of applicants with learning support needs

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Leadership and Quality Culture:

Areas for development	Planned actions	Timescale		
		2018-2019	**2019-2020**	**2020-2021**
Staff Development	A new model of staff development is to be piloted in academic session 2018/2019 which aims to fully engage all staff across sections and lead to a more robust valid process being undertaken.	Piloting and review of Staff Conference for Shetland College and Train Shetland	Review process in relation to changing college structure incorporating Shetland College, Train Shetland and NAFC Marine Centre	Incorporate new staff development programme into college structure
Local statistics being used in isolation which can have a limiting effect on the improvement and development;	Wider distribution of regional statistics. Will provide benchmarking facilities and opportunities for further improvement where targets are not being met.	Guidance on actions to be taken in response to PIs	Support delivery teams to pilot review and development of programmes based on PIs	Delivery team lead approach to improvement and development

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Review of 2017-2018 Enhancement Plan

Leadership and Quality Culture:

Areas for development	Planned actions	Timescale	Update
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	There is a new communications strategy in place as part of the business case for merger project which will hopefully lead to improvement in this area.
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	Completed in January 2018
Temporary staffing arrangements	Implementation of permanent management structure across the tertiary education sector	Proposed June 2018	Ongoing with Business Case Project under way
Inconsistent approach to staff development	Create Personal Development Plan Policy	June 2018	New policy implemented
Staff engagement with evaluation of staff development training sessions	Instruct programme teams to inform discussion and planning at Quality Improvement Committee	February 2018	Evaluation undertaken
Imbalance of services within the tertiary education sector.	Engage staff and learners in a collaborative approach to services to support learning	December 2017	Review undertaken

Delivery of learning and services to support learning

Areas for development	Planned actions	Timescale	Update
Safeguarding and child protection training currently undertaken through corporate training sessions and online materials	Organise opportunities for further joint staff development	February 2018	Opportunities offered in 2017-2018 Staff Development Programme
Inconsistent approach to programme entry requirements	Review implementation through Quality Improvement Committee	April 2018	Policy and Procedure reviewed and implemented
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	Being incorporated into Business Case Project
Inadequate Learning and Teaching Space	Review of learning and teaching space, resources and staffing	June 2018	Being incorporated into Business Case Project
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	Review underway with proposal to restructure learner support, which will enable new system to be implemented
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	Learners wish to postpone introduction until after their HISA learner elections.
Uncoordinated approach to community and business development	Single point of contact Development of business and marketing strategy for Tertiary Sector	December 2017	Being incorporated into Business Case Project

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Outcomes and Impact

Areas for development	Planned actions	Timescale	Update
Learners missing out on induction	Implement an integrated and flexible induction programme	August 2018	Implementation of standardised introduction covering key rights and responsibilities
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	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	Work with HISA has been initiated, looking at options and sustainability
Access and Inclusion	Access & Inclusion Strategy Gender Action Plan – to be implemented	December 2017 January 2018	Implemented
Uptake of Essential Skills	Monitor statistical data – Programme Review	Ongoing through session 2017/18	Continuing – success rate 80%
Wider analysis of statistical data	Discussion at Cross College Committee meetings and considered within wider curriculum planning	June/August 2018	Engagement with UHI Attainment Strategy – implemented through Colleges QIC

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SMT and AP Quarterly Status Reports

Committee	University Court
Subject	Academic Partner and University Senior Management Team Quarterly Status Updates
Action requested	☒ For information only ☐ For discussion ☐ For recommendation ☐ For approval
Brief summary of the paper	Update reports for period covering 1 September – 30 November 2018
Resource implications (If yes, please provide details)	No Click or tap here to enter text.
Risk implications (If yes, please provide details)	Yes Issues/ concerns captured in paper
Date paper prepared	21/11/2018
Date of committee meeting	28/11/2018
Author	University SMT and AP Principals (compiled by N Oakley)
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information.	Information sharing
Equality and diversity Does this activity/ proposal require an Equality Impact Assessment?	No If yes, please give details: Click or tap here to enter text.

Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No If yes, please give details: Click or tap here to enter text.
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.
Status (e.g. confidential)	Non-confidential
Freedom of information Can this paper be included in "open" business?*	Open
Consultation How has consultation with partners been carried out?	Described in paper

* If a paper should **not** be included within 'open' business, please highlight below the reason.

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

For how long must the paper be withheld? Click or tap here to enter text.

Introduction from the Principal and Vice-Chancellor

The aim of this report is to provide members of the court and academic partner boards with a broad overview of some of the key activities, challenges, and opportunities that are taking place within the university, and to receive these updates directly from the senior management team and academic partner principals.

First Partnership Assembly

Nearly 100 delegates attended the Partnership Assembly in September and whilst it was clear from the discussions on the day that there is a lot of work to do and challenges to overcome, it was also clear that there is a willingness and an appetite to identify and implement changes that will further enhance the student experience and deliver increased opportunities for staff in terms of progression and development. I'm sure we all look forward to hearing from the new Programme board on their activities in due course, and know that we will continue to strive towards excellence for our students, staff, stakeholders, and local communities.

Foundation Conference

We held our Foundation conference in Dornoch at North Highland College's Burghfield House site on 9th October. The conference was well attended with an interesting programme discussing 'what is a university'. This included presentations from Professor Bill Ritchie (former Vice-Chancellor at Lancaster University), Professor Stuart Gibb, Dr David Worthington and myself plus the opportunity for participants to see local facilities with catering provided by our students.

NSS

Overall satisfaction for the University has increased by 6% from 2017 results to 85%. This is 2% above the University's benchmark, and the biggest increase within the Scottish sector with us coming 5th overall in Scotland.

The University's score for Overall Satisfaction is 2% above the Scottish sector meaning that we have achieved the target figure for the Student Satisfaction Critical Performance Indicator (CPI 3a) within the University's Strategic Vision and Plan.

Student of the Year

We also announced the university's Student of the Year winners this quarter. Rhea Kay from Shetland College UHI was named as the Higher Education Student of the Year, Crisdean Saunders from Lews Castle College UHI the Further Education Student of the Year, and James Ellsmoor, a distance-learning student who was enrolled at Orkney College UHI, was awarded the Postgraduate Student of the Year title.

Minister for Further and Higher Education

Mr Richard Lochhead MSP is our new Minister for Further and Higher Education and I have had a number of opportunities to speak with him over the past few months. As a local MSP (Moray) he is well aware of the challenges we face in the Highlands and Islands, but he is challenging us in a very positive way to go much further, particularly regarding interactions with business, economic development and innovation. I have a further meeting with him in early December.

Research Capital Funding

The Department for Business, Energy and the Industrial Strategy (DBEIS) provided a total of £16.7M research capital grant funding to the Scottish Funding Council (SFC) in 2017/18. The SFC matched this and also committed £16.7M for research capital in 2018/19. The SFC allocated this funding in proportion to a university's research income from UK Research Councils. These arrangements led to the University of the Highlands being one of only nine universities in Scotland to receive this funding. In 2017/18 the university received £0.54M. In 2018/19 the University is again one of only nine universities to receive this funding. In 2018/19 the university received £0.48M.

In both 2017/18 and 2018/19 the funding has been distributed across the academic partnership through a standard formula which reflects research excellence. In 2017/18 it was used to fund a wide range of capital projects. For example at SAMS UHI approximately £322K of funding was used to reconfigure laboratory roof space to: (i) make it watertight; (ii) provide adequate drainage; and (iii) replace main chiller units which were at

end of useable life and badly corroded. At Orkney College UHI approximately £15K of funding was used to enhance facilities for the increased number of PhD students within the Institute of Northern Studies. A third example was within the School of Health and Social Care where, reflecting the significant growth of research activity, approximately £82K of funding was used to purchase new research equipment and maintain existing research facilities for diabetes research.

Honorary Awards

We have awarded our first two honorary doctorates, to Eileen Mackay at the Highland Theological College Graduation ceremony in Dingwall and to Dee Bradbury at the Argyll College graduation ceremony in Oban.

Ongoing Challenges
- Further financial uncertainties including single year budget settlements from Scottish Government, FFR's indicating growing deficits, increased pension costs and uncertainty regarding the long term effects of national bargaining.
- Intensification of regional outcome agreements.
- Residences.
- Student price groups.
- Growing competition.
- Brexit.

Prof Clive Mulholland

Principal and Vice-Chancellor

Deputy Principal

Prepared by Professor Crichton Lang, Deputy Principal and Acting Head of School of Health, Social Care and Life Sciences

Notable accomplishments

12.9.18 Chaired inaugural meeting of UHI Animal Welfare and Environment Committee
25.9.18 Visit from President and Finance Officer for the Federation of Ophthalmic and Dispensing Options and Senior Managers from Specsavers to discuss ophthalmology developments and financial support
3.10.18 Formal ScotGEM launch, St Andrews University with Jeanne Freeman, Cab Sec - Health and Sport
12.11.18 Chaired the inaugural meeting of the Assembly – Programme Board
14/15.11.18 QAA ELIR training, Glasgow
27.11.18 UHI representative on ScotGEM Programme Board, St Andrews

Significant events/ awards

10.9.18 Chaired annual planning event with direct reports to identify priorities and efficiencies
10.9.18 Visit from Chief Nursing Officer to welcome new nursing students and discuss plans for further developments in nursing and midwifery.
20.9.19 Met with Ian Kinniburgh, Chair, NHS Orkney to discuss school of health developments
21.9.18 Inverness Campus Partnership Forum with John Swinney, Deputy First Minister
12.11.18 Visit from University College, Absalon, Denmark to discuss remote and rural educational models

Collaboration with other academic partners

18.9.18 Accompanied Vice Chair of Court on West Highland College visit
20.9.18 Accompanied Chair of Court on visit to Orkney College
5.10.18 Met with Principals Moray College & Inverness College to discuss Optometry developments
11.10.18 Interview Panel for Deputy Principal, Perth College at Perth
22.10.18 Attended Convention of Highlands & Islands, Elgin as senior executive representative
8.11.18 Met in Thurso with Principal, NHC and NHS leads re Health and Social Care Sept – November attended and presided at several UHI Academic Partner graduation ceremonies
Sept – November: attended and presided at several UHI Academic Partner graduation ceremonies

Issues or concerns

Wide range and volume of key external stakeholder demands, in addition to "core" responsibilities is adding very significantly to workloads. We need to manage these effectively and efficiently across the senior team.

Chief Operating Officer and Secretary

Prepared by Fiona M Larg

Notable accomplishments

Following feedback, servicedesk has augmented its out of hours support to the partnership. Two students are taking up roles to extend core servicedesk opening hours. They will provide support by email, phone, live chat and, in a first for servicedesk, drop in support at the Centre for Health Science. The service is available to all users in the partnership.

- Coordination of successful bid to SSE for additional support for STEM resulting in award offer of £150,000.
- Renegotiation of new two year donation package from Lord Leverhulme Trust.
- Approval in principle for financial transactions funding to purchase Centre for Health Science

Significant events/ awards

- **Orkney College UHI graduation**

The Chancellor, Her Royal Highness The Princess Royal, presided over the Orkney College UHI graduation at St Magnus Cathedral on 1 October. She presented certificates to 286 graduates including a degree to Niamh Mackenzie, granddaughter of Dr Val MacIver, former Rector and chair of the Highland Council steering group set up to examine the case for creating a university in 1991.

- **First partnership assembly and programme board**

Nearly 100 delegates from across the University of the Highlands and Islands partnership met in Inverness on 26 September for their first ever assembly. Trade unions and the Scottish Funding Council joined staff, students, governors and executive teams to consider how the partnership should continue to develop in the coming years to meet the needs of the region and respond effectively to a rapidly changing world.

A 24-strong programme board, formed from the constituent groups represented on the assembly, met on 12 November. They will be developing partnership-wide options for change to address the challenges identified. With a focus on an equitable student experience across the partnership and a bespoke service to our communities, the board plans to define detailed requirements and then use expert working groups to provide an evidence base. They will present a sustainable way forward to a future meeting of the assembly.

- UHI Foundation Conference held at North Highland College UHI Dornoch campus.
- First meeting of the newly established Development Committee held.

Student awards

The 2018 Student of the Year winners are all enrolled at island campuses. Rhea Kay from Shetland College UHI has been named as the Higher Education Student of the Year, Crisdean Saunders from Lews Castle College UHI is the Further Education Student of the Year and James Ellsmoor, a distance-learning student who was enrolled at Orkney College UHI, has been awarded the Postgraduate Student of the Year title.

Other awards

- Alumnus of the Year 2018 awarded to Rachael Bews at the Inverness College UHI graduation ceremony.
- Willie Printie Prize for Engineering Excellence 2018 awarded to Alexander Mackay.
- Highland Society of London Prizes awarded to Riven Peake and Yvonne D'Cruz Noble.
- First meeting of the newly established Development Committee and confirmation of Evelyn Johnston's appointment as Chair.
- Highland Society of London Prizes awarded to Riven Peake and Yvonne D'Cruz Noble.

Collaboration with other academic partners

- Assistance provided to Lews Castle College UHI for the appointment (and induction) of new board members.
- Liaison meeting held with academic partner Board Secretaries
- Meeting held with academic Audit Chairs (and meeting of academic partner Finance Committee chairs scheduled for mid-December)
- Induction session on the university provided for new board members at Lews Castle College
- Student Development Fund open - applications received from Inverness College UHI, Lews Castle College, North Highland College, Perth College, SAMS, Shetland College and West Highland College

Issues or concerns

- Occupancy of student residences remains a concern. Continuing to work to mitigate risks associated with under occupancy.

Vice-Principal Enterprise

Prepared by Jeff Howarth

Significant events/ awards

The Institute for Health Research and Innovation has received in total £1.75m of charitable funding for schizophrenia research. Plans are now being developed to create national research programme in collaboration with match funding from the Chief Scientist Office.

Issues or concerns

The capital project in partnership with NHSH and HIE is on track but is proving difficult to obtain a formal approved agreement between all the partners.

Also, a grant application for an ERDF extension to this project is also taking far longer than expected to obtain a result. This is causing a threat to timely delivery of the wider project.

Vice-Principal Further Education and Work-based Learning

Prepared by Diane Rawlinson

Notable accomplishments

- Undertaken the Further Education Self-Evaluation of the Regional Outcome Agreement prior to joint FE/HE submission to SFC on 30th October.
- Attended and contributed to three academic partner Evaluative Report and Enhancement Planning (EREP) pre-endorsement meeting on behalf of the RSB, discussing partner EREP submissions to SFC along with associated proposed grades.
- Developed the draft further education aspects of the ROA for 2019/2020 – 2021/2022, including draft targets across all national measures, ready for internal consultation prior to negotiation with SFC during December and January.
- On behalf of UHI, developed responses to two SFC consultations on changes to funding mechanisms.

Significant events/ awards

- Organised and jointly ran with the Chair of the Quality Forum a regional FE Quality Review Event to agree a partnership approach to implementation of the regional attainment strategy and shared approach to quality enhancement. Partners at the event endorsed the strategic use of resources such as Associate Assessors to undertake subject- reviews and a thematic regional approach to enhancement of approaches to learning and teaching as well as student attainment.
- Led a collaborative approach to curriculum review and planning at LCC with participation from several partners and LCC leadership and management team.

Collaboration with other academic partners

- Attended the Northern Alliance Advisory Forum on behalf of the partnership securing UHI representation on the Northern Alliance Senior Phase Curriculum Work stream, ensuring UHI's extensive senior phase offer is recognised and that it continues to develop in line with Local Authority need across the region.
- Organised and participated in a meeting of Principals and senior staff of SFC to discuss the proposed demographic model for future allocation of further education activity.
- Participated in the UHI Programme Board initiative to identify an agreed approach to working in future.
- Proposed a UHI approach to consultation and engagement with community planning partners across the region on the Regional Outcome Agreement and academic partner contribution to its delivery to align with SFC guidance.

Other progress

UHI Work-Based Learning Hub

- In-year growth in the Modern Apprenticeship contract achieved – an additional net growth of 21 places awarded.
- FA Contract for 2019/21 awarded to support further growth from 2018/20
- Total apprenticeship contract value no exceeding £6.9m.

Single Policy Environment Project

- Four policies now complete with 5 further nearing completion. Underpinning procedures nearing completion for the initial 4 policies for implementation in the new year.

Vice-Principal Research

Prepared by Professor Neil Simco, Vice- Principal (Research and Knowledge Exchange)

Notable accomplishments

- This autumn has seen the University becoming part of two national Doctoral Training Programmes for the first time, one through the Scottish Graduate School of Arts and Humanities (SGSAH) and the other through the Marine Alliance for Science and Technology (MASTS). This is a significant indicator of the developing reputation of the University in research.
- In September the first student to graduate with a UHI research degree (at Masters level), using the University's research degree awarding powers, graduated from SAMS UHI.
- In relation to knowledge exchange income, the University saw a 2.5% increase in 2017/18 compared with 2016/17. This increase, if sustained, reverses a number of years of declining activity.

Significant events/ awards

- The University aspires to make a growing contribution to the Industrial Strategy Challenge Fund (ISCF). It has used University Innovation Fund (UIF) monies to launch a bespoke fund to enable the preparation of bids for major projects. In addition the University is in the process of appointing a new (fixed-term) member of staff to make the link between ISCF national projects and the engagement with these by UHI staff.
- The University's biennial research conference will be held over three days in December 2018 at Perth College UHI and is on course to attract a large number of research students and staff, with a really interesting range of external speakers, internal speakers, and student and staff workshops and paper presentation sessions.
- The University is making preparations for its engagement with the national Postgraduate Research Student Experience Survey (PRES) and results will be known later in 2018/19.
- Preparations for the University's Research Excellence Framework (REF) submission continue, with an excellent training day for the preparation of impact case studies in September, with detailed preparations for the University's Mock REF, and with significant work completed for the required Code of Practice for the REF.

Collaboration with other academic partners

- A collaborative relationship is developing with Scotland's Rural College (SRUC) focused on natural capital in the blue and green economy. The two institutions are looking to position for a major funding bid to the next wave of the Strength in Places Fund (UK Research and Innovation Funding). Two inter-institutional meetings have been held, one in September and one in November in order to define specific projects.
- At the time of writing, the University, along with the all other bidders, is awaiting news of whether it has been successful in its Expression of Interest to the Strength in Places Fund. This is a multi-million pound bid which focuses on marine science and which involves UHI, the University of Stirling, the University of Heriot Watt and businesses.

Issues or concerns

- The focus on research integrity continues across the sector with the prospect of a revised research integrity concordat in the next year or so, and the potential for enhanced sector wide regulation.

Vice-Principal International and External Engagement

Prepared by Professor Stuart Gibb

Notable accomplishments

- UHI opened its first 'international micro-campus' at the Hunan Institute of Engineering in China (see UHI newsletter, P+J etc). The development builds on an existing working partnership between the two organisations, and will provide UHI a platform for developing undergraduate and postgraduate provision in China and for promoting joint research.
- Awareness raising within the partnership: UHI Staff Newsletter 243 is an 'International Special Edition' and highlights some of the range and diversity of international activity across partnership e.g. International graduation & micro-campus opening; International Students' Day; University welcomes Chinese delegates; My international exchange; International research student spotlight; Student blogs about Japan trip.
- 'International curriculum': Process for 'prioritisation of UHI programmes for international marketing' developed and agreed with PPF and now 'live' within partnership. This aims to help ' develop an internationally distinctive and competitive curriculum that builds institutional reputation and credibility (internationally and nationally)' and 'develop an international curriculum that is recognisable in terms of quality, relevance and responsiveness'.

Significant events/ awards

- UHI Graduation Ceremony at Hunan Institute of Engineering – 90 BEng students graduated (Clive Mulholland Presiding Officer); 5 distinctions awarded
- Lectures on promoting UHI, and on University, Regional and International collaboration given at Hunan Institute of Engineering (Xiantang); Central South University (Changsha) and Zhengzhou University of Aeronautics (Zhengzhou), all China.
- Scottish Government Arctic Strategy event (Edinburgh) – Chaired by Cabinet Secretary for Culture, Tourism and External Affairs, Fiona Hyslop.
- Invited by Foreign and Commonwealth Office (with Linda Stewart) to participate in UK-Finland-Russia education / research workshop in Helsinki – presentation given on UHI (emergent opportunities now being explored and shared with partnership)
- Appointed Visiting Professor at Hunan Institute of Engineering

Collaboration with other academic partners

- Application to British Council for developmental finding (Vietnam)– OC, IC
- Graduation ceremony at Hunan Institute of Engineering with PC
- Development of pilot micro-campus concept in Hunan, China (see above) – all APs
- University of Arctic and at joint UK-Finland- Russia workshop - SAMS, LCC, PC Centre for Mountain Studies)
- Completion ceremony for HOME project to promote links between UHI and Changsha University of Science and Technology – NHC, PC, EO

Issues or concerns

- Aspirations and expectations around international student recruitment needs to be balanced with, and in proportion to, the level of investment and resources available
- Ability of partnership to work coherently and collegially in a consistent manner

Vice-Principal Tertiary

Prepared by Lydia Rohmer

Notable accomplishments

- Working with the regional Tertiary Curriculum Mapping Group, a project proposal and technical proposal for the development of an online tertiary curriculum mapping tool has been completed The strategic business case has been approved by UHI SMT and Partnership Council. A tender process was agreed and advertised on PCS in early July 2018. Unfortunately, there were no responses to the tender, and a single provider process is currently being worked on to progress the project with a contractor UHI have previously engaged with for similar work.
- Due to compliance with procurement regulations, this process had to be extended in consultation with APUC, who are currently assisting in helping to deliver a final procurement solution.

Branding and Positioning Project - Key stages of the project:

- Establishing the project and co-design team - Status: Completed
- Creating the conversation campaign and creative concepts – Status: Completed
- Initiating the conversation: launch the campaign internally and externally, using on- and off-line avenues for engagement, and capturing, monitoring and sharing feedback. (Status: completed)
- Deepening the conversation with one-to-one consultations with relevant people internally and externally using feedback from the launch phase. (Status: completed)
- Status: Internal interviews and workshops with staff and students (Status: completed)
- 'Top down' approach to identify key market challenges, and using available data to refresh market segmentation (Status: significant progress made working towards completion)

Planning the future and expected outputs:

- Creation of brand strategy plan including positioning, messaging, implications for brand architecture, visual/verbal identity and external communication planning.
- Framework for an integrated marketing communications plan.
- Infrastructure recommendations to implement the integrated marketing plan.
- KPI setting and tools to measure progress.

Status: Due to family bereavement, the interim findings and report from the consultant were delayed by two months, but have now been received. The interim results will be put through further testing with internal stakeholders prior to presentation of the final brand strategy related outputs, now scheduled for January 2019. The project interfaces with other work streams, including the staff working group and HISA. The project also interfaces with international branding and positioning of UHI led by Stuart Gibb.

Widening/Fair Access

Work is being scoped to refresh the university's widening access policy and to ensure all areas of admissions and support across the partnership align their approaches. This will include both qualitative and quantitative analysis and action planning to support the policy refresh.

School-College Liaison Strategic Review

Following a short life working group in August/September, a review has been initiated of UHI's strategic school-liaison work. Expected outputs will include a review of school-college link provision across all local authorities, with a view to develop a branded UHI curriculum that can be offered to every single high school in the Highlands and Islands. In addition, this will incorporate work on widening access from school into FE/HE (see the project in the previous paragraph), and positioning the UHI brand prominently in schools as a first post-school choice within the region (this relates to the Branding project outlined earlier).

Significant events/ awards

- Continued representation of UHI in the Learner Journey Review – Implementation Task Group and National Articulation Forum.

Vice-Principal Strategic Harmonisation and Organisational Efficiencies

Prepared by Iain Macmillan

Collaboration with other academic partners

- Following on from the Partnership Council agreement on 27 June 2018 to progress with the proposals for Finance and HR services to examine the opportunities and challenges associated with "integrated" and/or single service models. This step-change transformation programme would take 3-5 years to complete and proposals have been prepared which would have an initial single service model in operation across multiple partners by 1st Aug 2019. The proposals outlined the resources required to deliver the changes.
- The role of HR Practitioners Group has been reviewed with the membership and a report produced for SMT consideration.

Issues or concerns

- The lack of direction in relation to future overall operating models appears to have reduced the enthusiasm for considering alternative service models. While it is hoped that some direction will result from the new Assembly/Programme Board initiative, the current lack of clarity is not helpful. There is a general unwillingness to consider proposals which involve the transfer of staff without a clear overall strategy, and this will be a significant constraint in considering new shared/single service models.
- The Vice-Principal (Strategic Harmonisation and Operational Efficiencies) resigned from the half-time seconded role on 9 November 2018.

Argyll College UHI

Prepared by Maureen McKenna, Head of Marketing and Communications

Notable accomplishments

- New Principal and Chief Executive Officer, Martin Jones, took up post on November 5th 2018.
- Following Ministerial approval of the Draft Order "The Assigned Colleges (University of the Highlands and Islands) Order 2018" was laid in parliament on Wednesday 26th September. This will come into force on 5th December and Argyll College will be assigned to University of Highlands and Islands.

Significant events/ awards

- Graduation Ceremony took place on 28th September where over 90 FE and HE students graduated and President of SRU Dee Bradbury received the second Honorary Doctorate awarded by UHI.

Collaboration with other academic partners

- Marketing team collaborated with all UHI APs, CDN and 22 colleges across Scotland in national Marketing campaign in November. www.choosecollege.scot
- We continue to work with SAMS and EO and other local partners on the Oban as a university town project.
- We are undertaking joint staff recruitment with colleagues in West Highland College for a digital marketing officer.

Issues or concerns

- There are ongoing concerns about the suitability of some of our estate to match the needs of our students and to provide an equal experience for them when compared to the rest of our College and UHI more generally.
- Concerns over national bargaining costs generally and in particular the recently announced rise in the Teachers Pension contribution rate of 5.2% from April 2019.

Highland Theological College UHI
Prepared by Hector Morrison, Principal

Response received – nothing significant to report during the period.

Highland Theological College UHI
Prepared by Hector Morrison, Principal

Response received – nothing significant to report during the period.

Inverness College UHI

Prepared by Carol Sutherland, Marketing and Communications Manager

Notable accomplishments

- Alex Clouston, a second year apprentice with Pipedream Plumbing in Orkney, is one of eight competitors taking part in the national finals on 15th to 17th November as part of WorldSkills UK Live, the UK's largest skills, apprenticeship and careers event.
- A collaboration with Little Pink Books Publishing, based in New South Wales, will provide HND Visual Communications students the opportunity to design illustrations for a number of manuscripts. The project forms part of the students' coursework, but there is potential for a student to be offered a full picture book illustration contract at the end.
- Dr Carol Langston, Head of Entrepreneurship, visited MIT with HIE to develop news ideas on the role the college and wider university can play in supporting, education and collaborating with businesses.
- Supported Education students have teamed up with Highland-based charity Health and Happiness to create a video which has won a place on the SQA Shine exhibition touring Scotland this month.
- Former Inverness College UHI student Rachael Bews received the Alumnus of the Year award at the graduation ceremony on 4th October. Adam Millington-Bailey, an HNC Social Services student was presented with the Ina Maciver Award at the same ceremony.
- Three members of staff achieved their PhD in the last year: Helen Coker, Alice Mongiello and Carol Langston.
- Inverness College UHI has been accredited by the Scottish Living Wage Foundation as a UK Living Wage employer.

Significant events/ awards

- Applied Music, Film Making, Acting and Performance, Drama and Performance and Creative Writing students from across the partnership came together for a Collaborate and Create showcase hosted at Inverness College UHI on 13th September.
- Tom Edgar, who is undertaking a two-year adult apprenticeship Makar, came third in the Carpenters' Craft Competition, beating off competition from more than 60 trainees from 200 colleges across the UK.
- Annie Bonney and Fraser Szymborski-Welsh, BA (Hons) Drama and Performance students co-presented the Highlands and Islands Tourism Awards (HITA) ceremony. Leanne Munro, a 3rd year BA (Hons) Visual Communication and Design student won a separate competition to create a marketing campaign aimed at attracting the next generation of visitors to the Highlands and Islands.
- CREATE has developed a newly-accredited Masters-level module for SES 'The Enterprising Educator' to complement the existing Enterprising Practitioner's Programme.
- Ryan Assal, a third year BSc (Hons) Forest Management student, won the Tilhill Forestry Award for Best New Planting Application following a report he prepared on woodland creation.
- Julie Jones, a care practice lecturer will deliver free classes for parents and carers to help them support children's learning in the home as part of the Learning Together Programme designed by PEEPLE.
- Inverness College UHI hosted the north's first Scotland's Apprentice Convention held on 8th November. The CPD event for apprentices included workshops and activities mirroring the main event in Edinburgh.
- A delegation from Henan University of Urban Construction visited Inverness in October.
- Guidance staff accepted a highly commended award at the CDN awards for Health Promoting College, recognising the work the team has done to support student and staff mental health wellbeing.

Other activities/ progress of note

- In response to increased demand, we are now delivering a Modern Apprenticeship in Cyber Security. Capgemini has signed up 12 employees, with a further 10 to come on board in January 2019.
- Students will be encouraged to 'Paws against Stress', an initiative to help them relax.
- Amanda Bryan has been appointed head of the Scottish School of Forestry on an interim basis following the departure of Elizabeth Barron-Majerik, who recently took up the post of Lantra Scotland director.
- It is hoped to make an announcement soon on the successful bidder and start date for the Longman demolition. The land will then be marketed for sale as a vacant site.
- A project launched by the Rivers and Lochs Institute, as part of the AMBER project, will help identify unreported river barriers and issues impacting of rivers in Scotland.
- Richard Lochhead visited on 14th September when he met senior managers and students to discuss work to widen access and help those from disadvantaged backgrounds access further or higher education.
- Two new Modern Apprenticeship frameworks have been launched - Childcare and Hospitality Supervision.

Lews Castle College UHI
Prepared by Iain Macmillan

Notable accomplishments
- Kate Mawby, Dr Rachel Erskine and Dr Eilidh MacPhail were Highly Commended award at the recent Student Support Initiative Awards for their work on the Mental Health Toolkit.
- Eddie Graham was the winner of the Most Engaging Video Conference Tutor award in the HISA Awards 2018. Three other members of LCC staff also received an award of highly commended.
- Crisdean Saunders was named as LCC's Further Education Student of the Year and was also named as the Further Education Student of the Year across the whole of the UHI.

Significant events/ awards
- Our annual FE Course Completion Celebration took place on Thursday 14 June where staff, friends and families joined students to receive their awards and certificates. Nominated by lecturers, support staff and students across all college departments, the awards celebrated achievement, success and endeavour across the curriculum.
- Students from Glasgow Kelvin and Newbattle Abbey colleges were at LCC for a week in June, on a week-long course to improve their Gaelic skills. Throughout the week, they had language classes in the morning, followed by an excursion each afternoon. On Friday, the group participated in a jewellery workshop run by Christina Mackenzie.
- A technology week took place in August to mark the official opening of our Innovation Centre. A range of events took place throughout the week including STEM activity for children and various taster sessions. Presentations from experts in Aerofoil and aircraft engineering were given on innovation in their specialist fields.
- Our annual HE Graduation and Prizegiving Ceremony took place in August which saw graduates being piped down Francis Street to be seated in Martins Memorial Church. The guest speaker on the day was Don MacKay, Operations Director for EDF. UHI Principal and Vice Chancellor Professor Clive Mulholland formally opened the graduation and discussed the advancements that had been made by the university over the past year.
- This year's winner of the Natural Retreats Jewellery Award was Claire Redman, a student on the Lews Castle College UHI NC in Jewellery course. This is the second year of the award and Claire's exceptional piece is now on sale in the gift shop at Lews Castle.

Moray College UHI
Prepared by David Patterson, Principal

Notable accomplishments
- Integrative Health student, Teresa Elliot, won Scotland Student of the Year 2018 at CDN awards
- College's Moray Foodbank Project which previously won the UHI Student Support Initiative Award was also a short-listed finalist at 2018 CDN awards

Significant events/ awards
- Moray College UHI 2018 Graduation: definitely the 'feel-good' event in Moray this year!
- College Construction students awards evening: 40 prizes sponsored by 25 industry employers
- UCAS Fayre: hosted the UCAS event for all school and college students in Moray interested in higher education, apprenticeships, volunteer and gap year programmes, or career opportunities
- Dr Gray's NHS Airways Day: hosted the only Pre-Hospital Advanced Airway Workshop in the North of Scotland geared towards Remote and Rural Medicine Fellows, Care practitioners, and GPs
- CareerReady Launch: the new 2018 cohort of over 50 school interns met their mentors for the first time at this induction event
- CoHI: hosted the Autumn Convention of the Highlands and Islands for Scottish Government and member organisations, supporting alignment and sustainable economic growth
- 'Future' Sector Days: a series of DYW 'Moray Skills Pathway' events run to allow Moray school pupils to explore learning and career opportunities across local priority occupational sectors
- Moray Growth Deal: gets an important mention from the Chancellor on Budget Day
- Cooper Park (Elgin) modernisation: Skills for Choice L4 and Sport and Fitness L6 students work with local employers to improve the Cricket Pavilion, Boat Hut, Pond and Crazy Golf facilities

Collaboration with other academic partners
- Continue to work with School of Health and Inverness College on Optometry degree development
- Continue to work with Inverness College on Moray Growth Deal plans for Entrepreneurship and micro/small business scale-ups (including joint visit to MIT in Boston with Scottish Universities)
- Early discussions with Perth College on future plans to support Boeing investment at RAF Lossiemouth through the Moray Growth Deal
- Developing Graduate Apprenticeship BA Early Learning and Childcare with Inverness, North Highland, Perth and Argyll Colleges.
- Working with Inverness and West Highland Colleges on self-evaluation and quality enhancement work piloted through the College Improvement Project

North Highland College UHI

Prepared by Donald MacBeath, Principal

Notable accomplishments

- In November, the successful revalidation of the UHI Professional Golf degree. No conditions applied and five commendations given. These included the Programme Team's professionalism and the strength of the partnership-working with the Professional Golf Association (PGA), the quality of student placements (particularly the availability of overseas placements), North Highland College UHI's investment in specialised resources and the forward thinking of the NHC SMT to put measures in place to enable enhancement and further development.
- Also in November, a networked Programme Team led by staff at North Highland College UHI successfully secured the validation of a new UHI MSc degree in Engineering Systems.
- North Highland College, along with Norscot Joinery Ltd and Lean Green Consulting, have recently started work on a SFC Futurequipped funded Project for Smart Home App Development. The project focus is on rural homes, with a particular emphasis on maximising accessibility through digital supported single-storey living. The relative remoteness of rural living and distances from care centres provide obvious challenges for many residents.

Significant events/ awards

- In September, the annual North Highland College UHI graduation event was held in Wick St Fergus church.
- Local employers were welcomed at North Highland College UHI in Thurso to share industry knowledge and career guidance to students as part of the college's first **Employer Industry Day**. Organised by the college's enterprise team, the event was attended by representatives from JGC Engineering, NHS, Dounreay, Beatrice Offshore Windfarm Ltd, Envision, Civil Nuclear Constabulary, Highlife Highland, Scottish Ambulance Service, The Caithness Collection, Scottish Ambulance Service and SSE
- Richie Bryan Gavryluk, 25, a chef de partie, at the Boath House in Nairn was announced **the 2018 Young Highland Chef** winner at a celebration dinner the NHC Burghfield campus in Dornoch on Mon 29th Oct.
- Four engineering degree students Kevin Richard, Barry Gannon, Mark Graham and Alexander Mackay at North Highland College UHI in Thurso, received awards from Industry bodies recognising their outstanding achievements throughout their studies. All four students, study at the North Highland College's Engineering Technology & Energy Centre (ETEC).

Collaboration with other academic partners

In this report we concentrate on the international activities of our ERI colleagues;

- In September staff attended the REGINA Project Flagship Conference in Rovaniemi, Finland.
- In October staff attended the Arctic Circle Assembly in Reykjavik, Iceland as part of a piece of work mapping Scottish – Arctic research links for the Scottish Government.
- The final conference for the Circular Ocean project was held in Cork, Ireland presenting ERI's findings on the effects of marine plastics on seabirds throughout northern Europe.
- Also in October was a Phos4You project event in Rotterdam, Netherlands where ERI is working on small scale solutions for phosphorus recover in remote, rural, and island areas.
- An ERI PhD student recently travelled to the Naval Postgraduate School in Monterey California, USA where he is working on non-conventional analysis using High Frequency Radar.
- Staff attended the International Peatland Society's Annual Symposium in Rotterdam, Netherlands, in September 2018.
- An ERI staff member recently travelled to Alesund, Norway to kick off a new project, Blue Circular Economy looking at tackling marine plastic waste, particularly fishing gear, in the oceans.

Orkney College UHI

Prepared by Bill Ross, Principal

Notable accomplishments

- Very successful re-validation of Archaeology PhD programme in November.
- Working with DYW Orkney and NHS the hospital hosted an insight event aimed at giving young people interested in health care profession careers an opportunity to find out more. Fifty one pupils from S4-S6 at Kirkwall Grammar School, Stromness Academy and Sandy Junior High School attended.

Significant events/ awards

- Annual Graduation and Awards Ceremony took place in St Magnus Cathedral Kirkwall on Friday 28 September and was attended by Her Royal Highness, The Princess Royal.
- In October 2018 a new Assistant Principal was appointed replacing long service colleague Issy Grieve who retired earlier in the year. Tom formally worked for the University of the West of Scotland.
- Professor Eddie Abbott-Halpin, from Leeds Beckett University, will take over as principal of Orkney College UHI when Dr Bill Ross retires from the post after 17 years in December.

Perth College UHI

Prepared by Margaret Cook, Principal

Notable accomplishments

- Approval of PG Cert in Resilience Leadership and Management programme ready for delivery from January 2019. This programme is the result of collaboration with Scottish Government Resilience Development service and includes a Cyber risk module.

Significant events/ awards

- Perth College UHI Caretaker of the Month and Cleaner of the Month Awards given to staff for October 2018.
- Received funding for two electric vehicles from Perth & Kinross Council Community Planning Partnership.
- The MBA team hosted a Chinese delegation from Henan University of Construction for a Learning and Teaching development day and feedback was extremely positive.
- The Business and accounting team hosted a successful Employer Insight event for Accounting students where 30 students were able to engage with 6 key organisations for the local area.

Collaboration with other academic partners

- Attended Environmental Association of Universities and Colleges (EAUC) Climate Change Reporting Peer Group Review meeting at Glasgow Kelvin College on 1st November.
- Initial work is being carried out by the Accounting team on a potential Financial Services product in collaboration with Inverness.
- The Re-approval of the Accounting and Finance degree is imminent and this will see the addition of a Management development module thus broadening the programme in line with industry requirements.

Issues or concerns

- BMC are waiting for more information on the roll out of Brightspace and how this will be implemented. It is noted that discussions are ongoing with UHI and PC but until the definitive implementation plan is know this is a cause for concern across the team.

Sabhal Mor Ostaig UHI

No report provided.

Scottish Association for Marine Science UHI

Prepared by Nick Owens

Notable accomplishments

- We successfully launched our new research strategy, which identified three 'areas' through which we organise our science structure.
- The purpose of a Research Area is to create a community of staff with common interests and to enable greater connectivity and collaboration within SAMS UHI. They will encourage active sharing of information, and the pursuit of new opportunities. The areas and leaders/deputy leaders are as follows:
  - o Blue Economy (Adam Hughes / Sally Rouse)
  - o Dynamic Coasts (Clive Fox / Suzi Billing)
  - o Ocean Systems (Finlo Cottier / Raeanne Miller)
- The Erasmus Mundus Joint Masters Degree ACES (AquaCulture, Environment and Society) gained formal re-approval for a further five years. Radboud University in the Netherlands has come on as a fourth partner to join UHI and the universities of Nantes and Crete. The course attracts aquaculture researchers from across the globe.
- SAMS UHI achieved a 100% satisfaction result in The National Student Survey results.
- Our current MSc by research in Marine Science research was revalidated as an MRes in Algal Biotechnology, Biology and Ecology.
- Four SAMS UHI staff were named on the United Nations Global Reporting and Assessment of the State of the Marine Environment Panel of Experts (out of 32 UK experts) – Bhavani Narayanaswamy, Steven Benjamins, Tom Adams and Adam Hughes.
- SAMS UHI entered a team into the Oban Raft Race for the first time. The team's plastic pollution inspired raft didn't win but won the 'best-dressed raft' prize and raised awareness of plastic pollution locally.

Significant events/ awards

September 6 - A SAMS UHI student became the first person to be awarded a University of the Highlands and Islands' Master of Science by Research Degree.
Eleanor Wood, who now works as a research technician at Swansea University, received her award at the SAMS UHI graduation no September 6 as one of 46 graduates and prizewinners. The University of the Highlands and Islands obtained Research Degree Awarding Powers last year.
The successful graduation took place in Oban's Argyllshire Gathering Halls. Keynote speaker was Prof Stuart Monro, Scientific Director of the Scottish Consortium for Rural Research.

September 18 – Professor Elizabeth Cottier-Cook, a marine biologist at the SAMS UHI, discussed 'alien invasions' during her inaugural professorial lecture.
Professor Cottier-Cook is an international authority on the impacts non-native species have on the marine environment who has collaborated with researchers across the globe.
Her lecture was entitled 'The Day of the Triffids - Alien invasions and the future security of our oceans'.

September 27 – SAMS staff celebrated the 10th birthday of 'Talisker', now one of the oldest robotic underwater gliders in Europe.
Gliders are deployed for months at a time to take measurements such as oxygen, salinity and temperature in the deep ocean and have been gathering crucial data for oceanographers. Having already travelled 11,500 kilometres, spent 622 days at sea and recorded 6,484 oceanographic profiles, Talisker has been as far as Iceland on her missions, often braving force 10 storms and high seas.
To mark the 10-year milestone, SAMS scientists made a birthday cake and invited SAMS colleagues to come and learn more about the work of gliders and other autonomous vehicles.

Shetland College UHI/ NAFC Marine Centre UHI

Prepared by Jacqui Clark, Joint Operations Manager, Shetland College UHI

Notable accomplishments

- A new School/College programme for 2019/20 has been developed by NAFC in order to deliver an alternative to Foundation Apprenticeship in Engineering. NC Engineering Systems will substantially differ from SfW Engineering and be targeted to S5 and S6 pupils. There is an identified positive contribution to local, regional and national DYW targets and addresses STEM priority initiatives. NAFC are also developing a new course for approval. The CPD in Aquaculture Management (SCQF 8) is recommended to the faculty of science, health and engineering for approval. The award will be available to students outside the UK on a distance-delivery basis.

Significant events/ awards

- Rhea Kay from Shetland College UHI was named as the University's Higher Education Student of the Year. Rhea Kay (23) from Whalsay, recently completed the university's BA (Hons) in Contemporary Textiles. Rhea features in a short film about the degree programme.
- Meanwhile, students from Shetland and beyond attended Higher Education (HE) graduation and Further Education (FE) award ceremonies for Shetland College UHI on Friday 7th September. NAFC Marine Centre's Annual Awards Ceremony meanwhile was held on Friday 12th October 2018.

Collaboration with other academic partners

- Shetland College launched Project SEARCH in September. This is a one-year programme supporting young people with additional needs to gain skills and experience aimed at helping them move into sustainable employment. The programme is delivered in partnership with Shetland Islands Council.

Issues or concerns

- The final business case will be presented during early December to Governing bodies for a decision on whether to merge Shetland College UHI with NAFC (Shetland Fisheries Centre Trust). An information hub with information for staff, students and stakeholders was launched in early September and has provided information along with the opportunity to provide feedback and comments. Find out more information on the website.

West Highland College UHI

Prepared by Lydia Rohmer, Principal

Notable accomplishments

Centre for Science, Technology, Health and Engineering, Fort William

- A full business case was submitted to UHI for endorsement in early October 2018, and subsequently forwarded to Scottish Funding Council for a capital decision point
- SFC have approved the full business case in principle, subject to a funding route being found
- Discussions have taken place between the college, UHI, HIE and SFC on how best to develop routes to funding.
- Strategic Funding Application for Chair in Tourism (with specialism in Adventure Tourism)
- The application has been approved by UHI in September 2018, and work has taken place to develop role particulars and recruitment approach. This has been a collaborative effort between the college, Faculty and VP Research. The post will now be recruited for in early December 2018.

Strategic Investment to build UHI Capacity for Engineering and Digital

- The college applied to UHI for strategic investment to enhance local capacity for Engineering and Computing, to support curriculum development and staffing capacity in response to local employer demand and in transition to the expanded curriculum available through the new Centre for Science and Technology in 2019/20. The application was approved by UHI in September 2018, and a new Project Director for STEM has been recruited. A recruitment process for Digital is currently under way.

Graduation 2018

- A highly successful graduation ceremony took place in Fort William on 5 October 2018. Around 250 eligible full-time further and higher education students graduated, with over 100 in attendance, celebrating with their families, friends and staff from the college and the university. Prof Clive Mulholland presided, with inspiring guest speaker Fiona Quinn, the world's first women to walk, cycle and stand-up paddleboard from Land's End to John o'Groats. The ceremony also included two HISA sporting blue awards to students, and most inspiring lecturer award.

Significant events/ awards

- The college's employability student Garry Whyte has won the Scottish Training Federation Awards for Employability Fund Achiever of the year. The winner was announced on the on the afternoon of the 25th September as part of the STF Conference at Crieff Hydro.
- Skye based student Sarah Matheson's Higher Photography portfolio was chosen from 2300 Higher Photography entries in Scotland as one of 26 for the 'Higher Vision' exhibition in the Scottish Parliament in November 2018. Sarah is a continuing student on the college's new HNC Photography this year.
- The college recently hosted visits from Kate Forbes MSP and Minister for Public Finance and Digital Economy; and from Richard Lochhead MSP, Minister for Further and Higher Education and Science. Both were keenly interested in the college's development, in particular its advanced plans for a STEM centre in Fort William and its economic benefits. They also met with a range of staff and students to see how the college uses networked learning and teaching to maximise access in remote rural areas for all learners.

	Agenda Item
Shetland Islands Council	**4**

Meeting(s):	**Shetland College Board** **Shetland Islands Council**	**17 December 2018** **19 December 2018**
Report Title:	**Shetland College Board - Appointment**	
Reference Number:	**GL-21-18-F**	
Author / Job Title:	**Jan-Robert Riise, Executive Manager - Governance and Law**	

1.0 Decisions / Action required:

1.1 That Shetland College Board RECOMMEND that Shetland Islands Council:

- RESOLVES to appoint Mrs Wendy Sinclair as the nominated student representative on the Shetland College Board, with full voting rights, with her term of appointment being the duration of the time that she remains a student of Shetland College.

2.0 High Level Summary:

2.1 At its meeting on 28 June 2017, the Council agreed that one student representative with voting rights should be included in the membership of Shetland College Board. It was further agreed that the nomination should be sought from the Highlands and Islands Student Association (HISA) – Shetland College, and that the term of appointment should be the duration of time that the nominee was a student (Min Ref: SIC 50/17).

2.2 The Council accordingly appointed a student representative to the Board at its meeting on 30 August 2017 (Min Ref: SIC 60/17). Following his resignation in February 2018, a new nomination from HISA – Shetland College was sought, and Mrs Wendy Sinclair has now been nominated for appointment to the Board.

3.0 Corporate Priorities and Joint Working:

3.1 HM Inspectors expressed the view that the learner voice in college decision-making would be enhanced by representation on the Shetland College Board. Shetland College Board considered the issue of student representation, and recommended to the Council that its membership should include one student representative with voting rights. The Council agreed to this recommendation.

4.0 Key Issues:

4.1 In accordance with the Council's decision, the Highlands and Islands Student Association – Shetland College was asked to nominate a representative for appointment, and the Council made this appointment at its meeting on 30 August 2017. Following the resignation of the appointee from Shetland College Board in

February 2018, a new nomination was sought from HISA – Shetland College, and Mrs Sinclair has now been nominated for appointment.

4.2 Mrs Sinclair has provided me with her personal details, and her appointment is recommended. Should her appointment be approved, she will become a full voting member of Shetland College Board, and will be required to complete a public Register of Interests.

5.0	Exempt and/or confidential information:

5.1 None.

6.0	Implications:

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

	The Shetland College Board is responsible for monitoring progress against objectives which have been set by the Council.	
6.11 **Previously considered by:**	N/A	

Contact Details:
Anne Cogle, Team Leader - Administration
Anne.cogle@shetland.gov.uk
6 December 2018

Appendices:
None

Background Documents:
None

END