Executive Manager: Jan-Robert Riise
Director: Christine Ferguson

Governance & Law
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Lynne Geddes
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Date: 28 November 2017

Dear Sir/Madam

You are invited to the following meeting:

Shetland College Board
Council Chamber, Town Hall, Lerwick
Thursday 5 December 2017 at 10.00am

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

Yours faithfully

Executive Manager – Governance and Law

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

AGENDA

(a)   Hold circular calling meeting as read.

(b)   Apologies for absence, if any.

(c)   Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.

(d)   Confirm minutes of meeting held on 5 October 2017 (enclosed).

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ITEM

1.   Management Accounts for Shetland College Board: 2017/18 –
      Projected Outturn at Quarter 2
      F-82-17

2.   Principal's Update
      SCB-136

3.   Shetland Tertiary Sector Student Enrolments Update –
      November 2017
      SCB-137

2

		Agenda Item
	Shetland Islands Council	**1a**

Meeting(s):	**Development Committee**	**4 December 2017**
	Environment and Transport Committee	**5 December 2017**
	Shetland College Board	**5 December 2017**
Report Title:	**Development Services Directorate Performance Report –** **6 Month/2nd Quarter 2017/18**	
Reference Number:	**DV-53-17-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 as appropriate to their remit and make any relevant comments on progress against priorities to inform further activity within the remainder of this year, and the planning process for next and future years.

2.0 High Level Summary:

2.1 Highlights of progress against Council priorities from the Council's Corporate Plan by the Development Services Directorate are set out in Appendix 1. The Annual Investment report is being presented to the Development Committee this cycle. Further detail on Actions, Indicators and Risks are contained in appendices to this report.

2.2 The Committee/Board is invited to comment on any issues which they see as significant to sustaining and improving service delivery.

3.0 Corporate Priorities and Joint Working:

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

4.0 Key Issues:

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

- Increasing Supply of Housing of all Tenures in Shetland

- Improve High Speed Broadband and Mobile Coverage

- Improve Transport Connections Internally and Externally

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

4.2 The Governance arrangements for the Shetland Partnership and the Local Outcome Improvement Plan priority outcomes are being reviewed in the context of the Community Empowerment Act with a target completion of March 2018

4.3 We are progressing a plan along with other community partners to increase the number of young people in Shetland, attracting young people to study is a key part of that being the "10 Year Plan to Attract People to Live, Study, Work and Invest in Shetland". This also forms the key strand of the developing Islands Deal.

4.4 Engagement with the Scottish Government and Transport Scotland on Specification and Fair Funding of Inter-Island Transport continues to be a priority and dialogue is continuing with the Scottish Government at a political level regarding funding for 2018/19.

4.5 The University of Highlands and Islands (UHI) is now leading on the project to merge the local tertiary organisations and a business case report is expected to be presented in February 2018.

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 Development Directorate has been leading a public engagement process using the Place Standard tool to gather the views of communities on aspects of the place they live in, which will be used as an evidence base for strategic planning, and will also feed into the Locality Profiles.
6.2 Human Resources and Organisational Development:	Recruitment of professional staff particularly in Planning Services remains challenging. Workforce development, attracting people to live work and study in Shetland and skills development plans are noted in the appendices to this report.
6.3 Equality, Diversity and Human Rights:	The Development Service, through Community Planning and Development, has a role in supporting all Council services and partner organisations to promote Equalities, Diversity and Human Rights, as well as ensuring the Government's drive to reduce inequalities is forefront in service planning and delivery. All projects within the Development Service are monitored and assessed to understand and ensure negative impacts are mitigated and positive impacts are optimised.

6.4 **Legal:**	There are a number of projects and key actions within the Performance Report that have legal implications. Legal advice will be sought as matters progress to ensure that Shetland Islands Council complies with all statutory requirements.
6.5 **Finance:**	There are no direct financial implications arising from this report. The actions, measures and risk management described in this report are projected to be delivered within existing approved budgets, further details of the projected outturn position are detailed in the Quarter 2 Management Accounts reports for Development Committee, Environment & Transport Committee and Shetland College Board, also presented this cycle."
6.6 **Assets and Property:**	The Business Case for the Council investing further in broadband infrastructure is noted in this report.
6.7 **ICT and new technologies:**	None.
6.8 **Environmental:**	None.
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 further negative external scrutiny.
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:**	N/A

Contact Details:

Neil Grant, Director of Development Services
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28 November 2017

Appendices:

Appendix A -   Progress on the Directorate Projects and Actions (Development Committee, Environment and Transport Committee, Shetland College Board)

Appendix B -   Key Directorate Indicators and Council Wide Indicators (Development Committee, Environment and Transport Committee, Shetland College Board)

Appendix C -   Complaints Summary (Development Committee Only)

Appendix D -   Risk Register (Development Committee Only)

Background Documents:

Our Plan 2016-20

Development Directorate Plan 2017-20

DV-53-17 Appendix A - Projects and Actions - Development ->Shetland College Board

Shetland Islands Council

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OUR PLAN 2016-2020

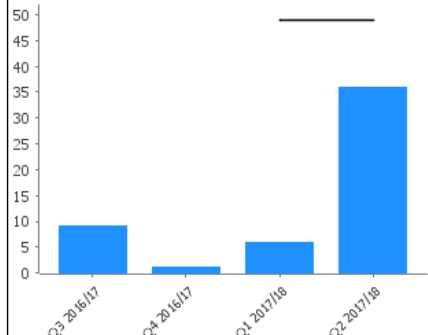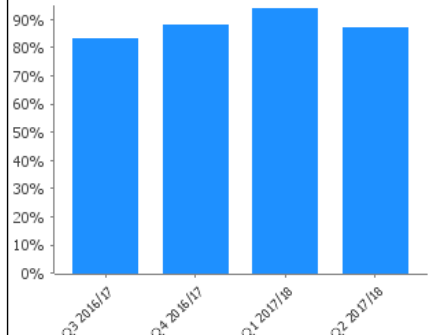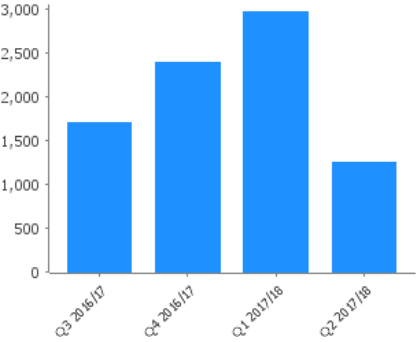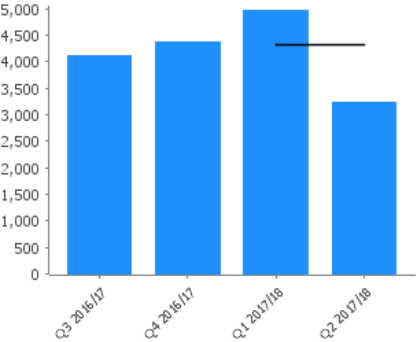| C)	ECONOMY & HOUSING

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

Code & Title	Description	Desired Outcome	Dates		Progress	Progress statement	Lead
DP203 Support for local businesses and entrepreneurs	Development of a skilled workforce to match industry requirements, and other direct and indirect support to businesses. Sustainable integrated delivery model for Tertiary Education and Research is in place for August 2018.	Sustainable economy with access to skilled workforce	Planned Start	01-Apr-2017	▶	The Islands Deal project is being progressed along with Orkney and Western Isles. The deal will have a key focus on increasing Shetland's economically active population. Effective and efficient tertiary education provision: UHI are now leading the project to develop the business case for merger of NAFC, Shetland College and Train Shetland with a target date for implementation of August 2018, subject to business case being presented to Council and Trust board in February 2018. The Council is currently assessing the associated pension and property implications	Development Services Directorate
			Actual Start	17-Aug-2017	25%		
			Original Due Date	01-Apr-2020	Expected success		
			Due Date	01-Apr-2020	⚠		
			Completed Date		Experiencing issues, risk of failure to meet target		

Shetland Islands Council
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Code & Short Name	Previous Years		Current year (to date)	Quarters					Graphs	(past) Performance & (future) Improvement Statements
	2015/16	2016/17	2017/18	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q2 2017/18	Q2 2017/18		
	Value	Value	Value	Value	Value	Value	Value	Target		
GC-01 Number of modern apprentices recruited by Train Shetland	49	44	42	9	1	6	36	49		According to Skills Development Scotland, for Shetland in Q2 2017/18 there were 292 apprentices in training. Please note that this does not only relate to Train Shetland.
GC-02 % Achievement rate of Modern Apprentices recorded by Skills Dev Scotland		85.75%	87%	83%	88%	94%	87%			This indicator is based on Skills Development Scotland measurements of MA achievements in Shetland.

2

Code & Short Name	Previous Years		Current year (to date)	Quarters					Graphs	(past) Performance & (future) Improvement Statements
	2015/16	2016/17	2017/18	Q3 2016/17	Q4 2016/17	Q1 2017/18	Q2 2017/18	Q2 2017/18		
	Value	Value	Value	Value	Value	Value	Value	Target		
GC-04 Shetland College Student Enrolements Further & Higher Education Combined	1,820	2,380		1,694	2,380	2,964	1,245			Latest figures show the number of FE Students studying full-time as 67 and part time 445. HE is 84 full time and 141 part time. These figures are for Shetland College only but the overall Q2 total includes part time FE figures for Train Shetland (short courses). When NAFC is included the total enrolment at this stage of the academic year totals 1512.
GC-05 Total Credits (inc Train Shetland & NAFC)	3,334	4,362		4,124	4,362	4,971	3,231	4,332		The Shetland target for FE credits (the fundable units the SFC pay college for courses that do not make full cost recovery) for 1718 is 4332. The current number of credits still to be achieved stands at 1101. We anticipate that this target will be achieved.

3

		Agenda Item
	Shetland Islands Council	**1**

Meeting(s):	Shetland College Board	5 December 2017
Report Title:	Management Accounts for Shetland College Board: 2017/18 – Projected Outturn at Quarter 2	
Reference Number:	F-82-F	
Author / Job Title:	Jonathan Belford, Executive Manager - Finance	

1.0 Decisions / Action required:

1.1 The Shetland College Board RESOLVES to review the Management Accounts showing the projected outturn position at Quarter 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 performance report, and allows the Board the opportunity to provide early instruction to officers to address any forecast overspends in order that the budget is delivered by the year-end.

2.2 On 15 February 2017 (SIC Min Ref: 7/17) the Council approved the 2017/18 revenue and capital budgets for the Council (including the General Fund, Harbour Account, Housing Revenue Account and Spend to Save) requiring a draw from reserves of £12.252m. It is vital to the economic wellbeing of the Council that the financial resources are managed effectively and expenditure and income is delivered in line with the budget, as any overspends will result in a further draw on reserves and would be evidence that the Council is living beyond its means.

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

2.4 Since the approval of the 2017/18 budget, revisions to the budget have been incorporated for the Council's budget carry-forward scheme. Therefore, this report refers to the revised budget that is now in place for each of the services.

3.0 Corporate Priorities and Joint Working:

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

4.0	**Key Issues:**

4.1   This report presents the projected outturn position for 2017/18 as at the end of the second quarter for revenue and capital. The forecasts have been determined by Finance Services in consultation with the relevant budget responsible officers.

4.2   The projected revenue outturn position for the Shetland College Board is an underspend of £70k (18%), which means the service is collectively projected to spend less than its approved budget. There are no recurring savings identified at this time.

4.3   See appendix 1, attached, for detailed information on the revenue outturn position.

4.4   Provision was made in the Council's 2017/18 Budget for cost pressures and contingencies. It is held centrally by the Executive Manager - Finance.

4.5   Cost pressures are recurring in nature and increase the base cost of the service being delivered, e.g. pay awards, whereas contingency items are deemed non-recurring and likely to vary year on year, e.g. ferry breakdown costs.

4.6   This approach assists the Council to mitigate any spending risks. However, it is expected that services will endeavour, in the first instance, to meet any additional costs from within existing resources.

4.7   The following allocations have been applied from the cost pressure/contingency budget to services under the College Board

- £6k - 1% Pay inflation
- £2k - 1% increase in Pension cost

4.8   No other cost pressure or contingency budget has been applied to date as the Development Directorate's overall budgets are projecting to meet the additional costs from within existing underspends and increased income. This position will be reviewed quarterly.

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

5.1   None.

6.0	**Implications :**
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 2017/18 Council budget does not require a draw on reserves in excess of the returns that the fund managers can make on average in a year, and therefore demonstrates that the Council is living within its means. To achieve this, a one-off underspend from the 2016/17 budget has been used to balance the General Fund. This is a one-off solution for 2017/18. 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 2017/18 budget. This report demonstrates that the services under the remit of the Development Committee are collectively projecting to spend less/more than their Council approved budget.
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, 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 Review are seeking to reduce the financial risks associated with the un-sustainability of the current model of provision in Shetland. It aims to complete in August 2018. The main financial risks for Shetland College Board are:

	• Scottish Funding Council income, 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 Further Education (FE) funding element will change from a standard flat rate per credit, to weightings per credit – which could impact on the total level of grant funding received; • a reduction in income, which is not offset by other corresponding reductions in expenditure or additional sources of income; • Every draw from cost pressures and contingencies to cover items such as wage growth creates further un-sustainability within Shetland College, as it should be able to meet all of its obligations from within its own budgets. This report is part of the framework that provides assurance, or recognition of any deviation from the budget that may place the Council in a financially challenging position and requires remedial action. The Council makes provision within its budget for cost pressures and contingencies that may arise. This approach provides additional confidence for the Council to be able to mitigate any adverse financial circumstances. A strong balance sheet and the availability of usable reserves ensure that the Council is prepared for significant unforeseen events. Any draw on reserves beyond the Council's sustainable level would have an adverse impact on the level of returns from the Council's long-term investments. This situation would require to be addressed quickly to ensure no long term erosion of the investments.
6.10 Policy and Delegated Authority:	Section 2.1.2(3) of the Council's Scheme of Administration and Delegations states that the Committee may exercise and perform all powers and duties of the Council in relation to any function, matter, service or undertaking delegated to it by the Council. The Council approved both revenue and capital budgets for the 2017/18 financial year. This report provides information to enable the Committee to ensure that the services within its remit are operating within the approved budgets. The Council's Financial Regulations state that the Executive Manager - Finance has a responsibility to ensure that detailed monitoring by Directors and Executive Managers is carried out and that the Council will determine the reporting content, timescale, frequency and receiving committee(s) required for monitoring statements and the Executive Manager - Finance will be responsible for ensuring compliance with this.
6.11 Previously considered by:	*n/a* *n/a*

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Ivor Johnson – Senior Assistant Accountant
Ivor.Johnson@shetland.gov.uk
Ex. 4676
17/11/2017

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

Background Documents:
SIC Budget Book 2017/18, SIC 15 February 2017
http://www.shetland.gov.uk/coins/submissiondocuments.asp?submissionid=20520

Shetland College Board

1.0 - Projected Revenue Outturn Position 2017/18 Financial Year

Budget v Proj. Outturn Variance Q1 (Adv)/ Pos £000	Service Area	2017/18 Revised Annual Budget £000	Projected Outturn 2017/18 Quarter 2 £000	Budget v Proj. Outturn Variance Quarter 2 (Adv)/ Pos £000
(8)	Grants from Funding Council	(1,506)	(1,498)	(8)
(4)	Property Costs	534	528	6
93	Teaching Departments	1,200	1,107	93
19	Senior Management & Admin	554	502	52
(21)	Support	400	439	(39)
(25)	Income Generating Units	(6)	19	(25)
	Approved Contribution from SIC	(861)	(861)	0
54	**Total Shetland College**	**315**	**236**	**79**
12	Train Shetland	85	94	(9)
67	**Total**	**400**	**330**	**70**

The projected variances presented as at Quarter 1 have been included in the above table for information.

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

1.1 Grants from Funding Council – Projected shortfall £9k (<1%)

There is no significant variance in this area.

1.2 Property Costs – Projected outturn overspend (£6k) (1%)

There is no significant variance in this area.

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

The projected underspend in this area is mainly due to:

- The implementation of the temporary management structure, which has seen staff promoted from within its teaching departments, resulting in a knock-on effect of salary savings of £65k due to acting-up into positions and partially back filling some vacant posts.
- Projected increase in course fee income compared to budget - £34k.

1.4 **Senior Management & Administration** - **Projected outturn underspend £52k (9%)**

The favourable variance is due primarily to the temporary management restructure, saving a projected £24k on salary costs and not requiring the use of external consultants, saving a further £28k.

1.5 **Support** – **Projected outturn overspend (£39k) (10%)**

There is no significant variance in this area.

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

There is no significant variance in this area.

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

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

1.8 **Train Shetland – Projected outturn overspend (£9k) (11%)**

There is no significant variance in this area.

Shetland Islands Council

Meeting(s):	**Shetland College Board**	**05 December 2017**
Report Title:	**Principal's Update**	
Reference Number:	**SCB136-F**	
Author / Job Title:	**Willie Shannon Interim Joint Principal**	

1.0	**Decisions / Action required:**

1.1   Shetland College Board notes the contents of this report and approves the Operational Plan for the tertiary sector.

2.0	**High Level Summary:**

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

3.0	**Corporate Priorities and Joint Working:**

3.1   The information in this report links to the corporate priority of maximising the opportunities for further, higher and vocational learning, both for school leavers and for people returning to learning.

3.2   There is considerable focus on collaboration and integration of the tertiary sector in Shetland as agreed between the Council and the NAFC Marine Centre, "The Trust".

4.0	**Key Issues:**

4.1   <u>Business Case for the Tertiary Sector</u>
   4.1.1   Following the positive discussions at the Strategic Dialogue Meeting (SDM) with representatives from the Scottish Funding Council (SFC) and UHI on 26 September, an application was made to SFC for project resources to fund the development of a business case for the tertiary sector in Shetland.

   4.1.2   The funding application to SFC was approved and a procurement exercise was carried out by UHI with input from staff in Shetland. The terms of reference which was set out in the Invitation to Tender are attached as Appendix 1. I will give an update to Board Members on the outcome of the process at today's meeting.

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4.2 <u>Operational Plan</u>

    4.2.1 A Draft Operational Plan was discussed at the SDM meeting mentioned above. The representatives at the meeting were supportive of the plan that built on the Strategic Plan for the Tertiary Sector which was approved earlier this year.

    4.2.2 It was recognised by all at the SDM that the plan was ambitious, particularly in terms of timescales but it was important that both momentum and pace had to be maintained. The draft has been refined and been subject of discussion by the senior management teams across the sector, who met collectively to agree the joint plan for the sector. It is recommended that the Board consider the final draft and approve the Operational Plan, attached as Appendix 2.

4.3 <u>National Pay Bargaining</u>

A report has been drafted and submitted to the Employer's Association requesting that Shetland Islands Council becomes a signatory to the NRPA for Shetland College lecturers. This follows on from the decision of the Council's Policy & Resources Committee on 23 October 2017. The Executive Manager, Human Resources will attend the Employer's Association meeting on 11 December at which our request will be considered.

4.4 <u>Estates Condition Survey</u>

    4.4.1 Gardiner and Theobald produced an estate condition report of the Gremista Campus and school learning centres from a survey undertaken in June 2017. The survey was carried out on behalf of the Scottish Funding Council and details the necessary maintenance works and associated estimated costs over the next five years. The Joint Operations Manager discussed the content of the report with the Building Maintenance Officer and the SIC Estates Operations team, and they have considered it to be a fair reflection of the condition of the buildings and the associated work priority criteria and costs. A number of works listed in the overview document have already been addressed, and the existing long term maintenance plan for the buildings include most of the overview actions.

    4.4.2 The Joint Operations Manager responded to the SFC that the report was satisfactory (subject to the correction of several factual errors that were reported to Gardiner & Theobald), and indicated that as the Learning Centres were located in SIC properties the College had no liabilities with respect to general building maintenance of them at this time.

4.5. <u>How Good Is Our College?</u>

The formal endorsement visit from Education Scotland (HMIe) took place on Monday 20 November. This was to provide feedback on the Evaluative Report and Enhancement Plan which had been submitted to HMIe as part of "How Good Is Our College?" process. A copy of the final report is attached as Appendix 3. Board Members will be given an update at today's meeting.

4.6 <u>Train Shetland, Short Courses</u>

    4.6.1 Train Shetland, Short Courses ran or hosted 183 courses between 01 April 2016 and 16 November 2017 and has been the venue for 58 external exams. These numbers are slightly up on the last year's figures.

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4.6.2 The Construction Industry Training Board (CITB) are going through a lot of changes, which could in turn, impact on the training offered at Train Shetland for the construction industry through Shetland Construction Training Group. Train Shetland has asked CITB to keep them informed of changes regarding the way companies are reimbursed for the training they do through their Grant Scheme.

4.6.3 The Short Course Manager will be meeting with the Economic Development Service in November to discuss and plan dates for the next suite of Business Gateway courses for 2018.

4.6.4 There continue to be issues with accommodation and parking at Train Shetland which is having an impact on the work of Train Shetland Short Courses. A meeting with the Short Course Manager, SIC Planning and Shetland College was arranged for 21 November by the Director of Development to address some of these issues.

4.7 Train Shetland, Vocational Training

4.7.1

45 New MA Starts	
Business Admin 7	Automotive 3
Creative 1	Construction 11
Engineering 7	Agriculture 1
Accounting 1	Health and Social Care 7
Children and Young People 5	Hairdressing 2

4.7.2 The 45 new starts represent an increase of 8 since the last report in October. There is also a total of 8 progressions across the different sectors. The majority of new starts are therefore now registered and the inductions are completed. There may be additional numbers but the majority of places will coincide with the start dates for college.

4.7.3 We have asked for additional Construction places and they have been filled. We have amended our contract numbers with SDS and have returned some of our unfilled places in certain sectors and we now have 53 places on our contract. We hope to fulfil our contract places by the end of the contract year, 31 March 2018.

4.7.4 Train Shetland Vocational Training and Short Courses have been working with Shaw Marketing to design a new Train Shetland website and we are aiming for a launch date towards the end of November. We are hoping that the new design and features will enable people to get the required information from either Vocational or Short Courses as appropriate and having editorial control, we will be more responsive to change.

4.7.5 We had 2 nominations for the Scottish Apprenticeship Awards for Apprentice of the Year which took place on Thursday 16 November in Kelvingrove, one for Foundation Apprenticeship and one for the Level 2 Awards. Our Foundation Apprentice was the category winner, an apprentice who has now moved from a Foundation Apprenticeship to a Modern Apprenticeship with

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Ocean Kinetics. Shetland had 2 of the 9 candidates in the Final for the second year running.

4.7.6 Co-ordinators are now starting the next round of school talks where we have the opportunity to speak to the S4 cohort about apprenticeship opportunities. These will continue through the winter months so that students have the required information to make future choices.

4.7.7 Train Shetland will be having a leaver's ceremony in December to celebrate those who have achieved their apprenticeship in 2017. Apprentices and their employers will be invited to a small reception at the Train Shetland offices to recognise their achievement.

4.8   Scotland's Colleges, Audit Scotland Report
Audit Scotland published their report in Scotland's Colleges 2017 in June of this year. It is a requirement that this report is circulated to Board Members, this report can be accessed via the following link: http://www.audit-scotland.gov.uk/uploads/docs/report/2017/nr_170622_scotlands_colleges.pdf.

4.9   UHI Further Integration
At a meeting in Inverness, the academic partners were represented at Board level and discussed the possibilities around further integration of the partners with the University. The focus and outcome of the meeting was for the five incorporated colleges to look at integrating into a more efficient structure. There has been a further series of meetings between these five colleges and UHI and all of the partners will be updated at a meeting of all of the academic partners on 13 December in Inverness.

4.10   College Board Self-Evaluation and External Effectiveness Review
4.10.1 At its meeting on 5th October 2017, the Board agreed with the recommendations contained within the report on the College Board Self-Evaluation and External Effectiveness Review.

4.10.2 In relation to the self-evaluation element, it was agreed that the matrix provided as part of the papers should be populated by the Interim Joint Principal to prompt Board discussion on the criteria at a workshop. As it has been impossible to schedule this workshop, given the competing demands on the time of members, it is now suggested that Board time at the meeting on 5th December should be given to allow the views of members to be heard on the draft text that has been provided in Appendix 4.

4.10.3 It is considered to be essential that the Board is able to submit a self-evaluation for 2017 before the end of this term. It is further suggested that a second self-evaluation of the Board's performance should be scheduled to take place, either at the end of the current session or very early in session 2018-19. By that time, all members will have more than 12 months Board experience and this will permit a more fully informed discussion on the Board's performance over that time.

4.10.4 In parallel with this, and also with a significant degree of urgency, Mike Devenney has commenced the agreed work on an "External Effectiveness

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Review" that the Board is required to undertake every 3 years. Mr Devenney has already held interviews with two Board members and hopes to be able to meet the others on 4th/5th December. He will also be observing today's Board meeting.

5.0	Exempt and/or confidential information:

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

6.0	Implications:

6.1 Service Users, Patients and Communities:	N/A
6.2 Human Resources and Organisational Development:	N/A
6.3 Equality, Diversity and Human Rights:	N/A
6.4 Legal:	N/A
6.5 Finance:	There are no financial implications arising from the content of this report.
6.6 Assets and Property:	N/A
6.7 ICT and new technologies:	N/A
6.8 Environmental:	N/A
6.9 Risk Management:	N/A
6.10 Policy and Delegated Authority:	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: -

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	a Strategic direction for Shetland College: specifically, the Board shall have the delegated authority to approve immediate short and medium term joint strategic plans with reference to the Council's agreed deliverables and milestones until June 2018. Approval of long term plans shall be reserved to SIC and Education and Families Committee as a component of their longer term vision wider strategic remit for learning at all stages of life. b Ascertaining the needs of users and promoting access between school, work, research and further and higher education, including approval for submission of annual, strategic and operational plans to UHI on behalf of the Council. c Developing resources, including financial resources, to support the learner. d Authority to review and develop structure plans to provide the staffing required for the College and to meet needs and provision for staff development and career review. e To give direction on matters of quality assurance and improvement. f To monitor and give assurance that the College operates sound financial management, including developing budgets and pursuing credit funding. g Liaising with UHI and other appropriate bodies, e.g. SQA, 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:
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Appendices:
Appendix 1 – Invitation to Tender, Terms of Reference
Appendix 2 – Draft Operational Plan
Appendix 3 – How Good Is Our College? Evaluative Report
Appendix 4 - College Board Self-Evaluation and External Effectiveness Review Matrix

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Background Documents
Estates Condition Survey Report (available on request from Shetland College)

END

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1.4   Post-compulsory education is currently delivered on Shetland by three organisations, Shetland College (governed by Shetland Islands Council), NAFC Marine Centre (an independent charitable trust) and Train Shetland (providing modern apprenticeships and some short training courses under the governance of Shetland Islands Council). These institutions sit approximately 7 miles apart and together serve a population of approximately 23,000.

Discussions have been on-going for the past 5 years regarding the future of tertiary education and training on Shetland, an options appraisal carried out and a 'decision in principle' to integrate the three into one organisation has been reached. Some progress towards this goal has been made in terms of the appointment of an interim senior team and interim principal. This team is working to bring services together and has supported the students' associations in their decision to form a single association representing both groups of students.

The institutions have agreed, 'in principle' to work towards a target merger date of 1st August 2018. This 'in principle' decision is subject to production of a business case that clearly demonstrates the value of a merger to the governing bodies and finalisation of due diligence processes. The decision whether or not to merge and the form that merger would take will be made by the respective governing bodies of the institutions in January, on receipt of the Business Case for Merger to be produced.

The Business Case will consider three options:

- A continuation of the status quo;

- The creation of a single organisation assigned to UHI as the Regional Strategic Body;

- The assimilation of a merged entity into UHI, becoming the Shetland arm of the University.

It will consider the educational, cultural, legal and financial implications of each model and make a firm recommendation to the respective governing bodies for future governance arrangements of tertiary education, training and research provision in Shetland.

Project management support is being requested from the Scottish Funding Council to work with the UHI senior management and Principal and interim senior team, of NAFC Marine Centre and Shetland College Board of Management to produce a Business Case for merger, consistent with the 'in principle' agreement already reached, and in line with Scottish Funding Council and Scottish Government requirements. The respective governing bodies will be asked to approve - following the development of this business case - the requisite governance arrangements to take the organisation forward.

Tertiary Education Sector in Shetland

Operational Plan
2017/19

September 2017

Contents

Background/Context

This Operational Plan is derived from the Strategic Plan for 2017-19 that was agreed for the Tertiary Education Sector in Shetland in March 2017.

The Strategic Plan emerged from the *Shetland Tertiary Education, Research and Education (STERT)* project which was set up in 2013 to consider options for closer working by Shetland College UHI, the NAFC Marine Centre and Train Shetland.

Although the Project Board had concluded that a single organisation, external to Shetland Islands Council, was the best option for Shetland, issues relating to property costs and pensions made it impossible to move immediately towards the creation of a single entity. However, it was nevertheless recognised that there was considerable potential merit in the three organisations *"…cooperating and collaborating, where possible, to maximise efficiency and make the best use of available resources across the tertiary education sector in Shetland"*.

In order to provide the necessary leadership for this Willie Shannon was appointed Joint Interim Principal in June 2016 for a period of 2 years. He initiated the development of a joint strategic plan and after extensive consultation with staff and other key stakeholders, *the Tertiary Education Sector in Shetland Strategic Plan 2017-19* was agreed in March 2017.

The Strategic Plan contained the following Vision and Strategic Goals:

Vision

"NAFC Marine Centre, Shetland College UHI and Train Shetland will work together to help build the future of Shetland through education, training and research".

Strategic Goals

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

Difficulties Encountered in Session 2016-17

Significant difficulties were encountered during session 2016-17 in building a Joint Senior Management Team and senior staff departures made it impossible for the necessary resources to be deployed to begin to deliver on the new Strategic Plan. These staffing issues also took up a lot of the time and attention of the Joint Liaison Group that had been set up to oversee progress across the Tertiary Education Sector and further momentum was also lost arising from the local elections that took place in May 2017.

New Found Momentum in Session 2017-18

However, since the start of session 2017-18, momentum is being regained. There is renewed optimism that the barriers the Project Board were unable to resolve, are resolvable, and work on making the cases for these is well underway. Detailed work on bringing together the finances of the three organisations into a joint 2018/19 budget has also been agreed and is a priority.

With all of this in mind, discussions involving the Joint Liaison Group members have led to agreement on the need now to develop a Full Business Case by January 2018, with a view to seeking the final go ahead of the College Boards in early 2018, to move towards a single organisation as soon as is practicable thereafter.

Much closer collaboration is already being undertaken in several areas, with shared library services currently in place, joint student engagement activity being undertaken providing a single voice for student across the Tertiary Education Sector enhancing opportunities and experience, and liaison between quality mangers sharing idea and aligning were possible policies and procedures to meet UHI and SQA requirements.

Link to Other Key Plans

The Shetland Tertiary Education Sector considers that this Operational Plan takes cognisance of the University of the Highlands and Islands Strategic Vision and Plan for the period 2015-20, as well as the Regional Outcome Agreement that the UHI partnership has entered into with the Scottish Funding Council for session 2017-18.

Strategic Goal 1: Respond to the Needs of Shetland

The landscape of education and training is changing with increasing demand for flexible and inclusive provision. Therefore, it is essential that the Tertiary Education Sector is similarly dynamic to meet the needs of Shetland. Innovative strategies will be explored in order to take tertiary education and training to the heart of the learner and local business.

Strategic Goal 1 - Respond to the needs of Shetland			
Action	**Responsibility**	**Measure of Success**	**Timescale**
Development of a single Curriculum Plan for Shetland	Depute Principal-Shetland College (SC) Chair of LTAC, NAFC Marine Centre (NAFC) Short Course & Vocational Training Managers (TS)	Increased level of opportunities for our communities Ensuring relevance of the curriculum Improving coherence of the curriculum and opportunities through more SCQF Levels Opportunity to work more closely with UHI colleagues and to share in the development and delivery of more courses	February 2017
Create a single `front door` to monitor and respond to requests for provision and other services from the private, third and statutory sectors	Quality Managers (SC and NAFC) Admin Manager (SC) Business Development & Marketing Team, (NAFC) Short Course & Vocational Training Managers (TS)	Exploration of UHI Customer Relationship Management (CRM) System Fully explore implementation of UHI's SITS student information database.	January 2018 March 2018
Contribute to delivering the 10-year Plan to Attract People to Live, Study, Work and Invest in Shetland Contribute to delivering the Shetland Skills Investment Plan Contribute to delivering the Shetland Tourism Strategy Contribute to "Developing the Young Workforce" by increasing the number and range of Foundation, Modern and Graduate Apprenticeship Opportunities	Depute Principal Joint Operations Manager (SC) Business Development & Marketing Team, (NAFC) Short Course & Vocational Training Managers (TS)	Increase in student population Development of FE and HE Provision Positive destination of students Reduction in skills gap	July 2019

Strategic Goal 2: Deliver High Quality Learning Experiences and Successful Outcomes for all Learners

This is an area where integration is being developed between Shetland College UHI and NAFC Marine Centre, with the support of HISA and joint learner engagement initiatives haven taken place. These ensure learners are valued and supported in contributing more effectively as student representatives.

Strategic Goal 2: Deliver high quality learning experiences and successful outcomes for all learners			
Action	**Responsibility**	**Measure of Success**	**Timescale**
Review current Support Services *Guidance, Counselling, Student Records, Quality Management and Student Engagement.*	Joint Operations Manager (SC) Student Support (NAFC) Quality Managers (SC and NAFC) Short Course & Vocational Training Managers (TS)	Streamlining of services moving towards single services Targeted/effective Support Higher success/achievement and retention rates	March 2018 June 2018 Ongoing
Improve Learner Success Review Teaching and Training Delivery Methods (to improve efficiency & effectiveness).	Academic Teams (All) Depute Principal (SC) Chair of LTAC, (NAFC) Short Course Manager (TS)	Targeted support Increase of P/T achievement rates Annual Audit of programmes Peer evaluation – annual	Quarterly Review June 2018 June 2018 June 2018
Expand Student Representation across relevant committees.	Student Engagement (SC) Student Support and LTAC, (NAFC)	Minimum of 1 student representative on all committees across the sector.	December 2017
Implementation of Gender Action Plan	Joint Operations Manager and Depute Principal (SC) Student Support and LTAC, (NAFC) Short Course & Vocational Training Managers (TS)	Statistics monitoring and annual student engagement survey	April 2018 June 2018
Implementation of Access and Inclusion Strategy	Joint Operations Manager (SC) Student Support and Chair of LTAC, (NAFC) Short Course & Vocational Training Managers (TS)	Statistics monitoring and annual student engagement survey	January 2018 June 2018
Implementation of Corporate Parenting Plan	Joint Operations Manager (SC) Student Support and Chair of LTAC, (NAFC) Short Course and Vocational Training Managers (TS)	Statistics monitoring and annual student engagement survey	October 2017 ✓ June 2018

Strategic Goal 3: Carry out High Quality Research

NAFC Marine Centre undertakes research with current projects being run across, Aquaculture, Fisheries and Marine Spatial Planning. Research is a growing area within the Tertiary Education Sector of Shetland, with the Centre for Rural Creativity and Centre for Northern Studies also working within Shetland College UHI. The NAFC Marine Centre operates a Research Committee to support and develop research in their area. It is proposed to widen the remit of the NAFC Marine Centre Research committee to include research activity currently being undertaken within Shetland College UHI. This will provide a strategic approach to research in the sector and ensure that all research staff and students are supported; to grow, develop and promote the high quality research being carried out; and to develop an effective and vibrant research culture across the tertiary sector. The committee would also investigate a vertically integrated research model and develop effective research teaching linkages.

Strategic Goal 3: Carry out high quality research			
Action	**Responsibility**	**Measure of Success**	**Timescale**
Establish a Single Research & Knowledge Exchange Committee	Heads of Marine Science & Technology, (NAFC) Senior Lecturer Northern Studies (SC)	Establish Research Management/Planning Framework Oversee sector REF submissions Engage with UHI Research Committee Structure as appropriate	June 2018 July 2019 Ongoing
Develop a Research Strategy and identify research priorities and opportunities	Research & Knowledge Exchange Committee	Establish Medium to Long-Term Research Programmes and identify expected outputs. Continue to develop collaborative partnerships with other institutes	June 2019 June 2019
Continue to secure and identify research and innovation funding	Research Staff	Funded research projects New collaborative projects (both with academia and industrial partners)	Ongoing
Develop a consistent approach to postgraduate support across the sector	Research and Knowledge Exchange Committee Postgraduate students	Development and implementation of quality processes (in line with UHI)	December 2018
Integrate research within teaching where appropriate	Research & Knowledge Exchange Committee	Identify opportunities for research teaching linkages across the portfolio	July 2018
Explore the possibility of Centre for Northern Studies	Senior Lecturer Northern Studies Heads of Marine Science & Technology, (NAFC)	Proposal for Centre for Island Studies submitted	June 2018

Strategic Goal 4: Provide High Quality Governance, Leadership and Management Structures

Governance across the organisation differs greatly with the NAFC Marine Centre governed by a Board of Trustees, whereas Shetland College UHI remains an unincorporated College sitting within the Development Directorate of the Shetland Islands Council (SIC). Train Shetland is directly managed by Development Services (SIC). A Joint Liaison Group of members from the NAFC Marine Centre Board of Trustees and Shetland College UHI Board has been established to support the process of integration. The Joint Liaison Group is charged with overseeing progress relating to the development of the Tertiary Education Sector as provided for in the Strategic Plan 2017-19 and as the strategy changes.

Strategic Goal 4: Provide high quality governance, leadership and management structures			
Action	**Responsibility**	**Measure of Success**	**Timescale**
Bring about a single college with a single governance structure	Shetland College Board of Management and NAFC Board of Trustees	Agreement on proposals for new single governance arrangement	February 2018
		New single college for Shetland comes into existence	August 2018
Creation of a Single Management Structure	Interim Joint Principal	Agreement on proposals for new single management structure	April 2018
		Implementation of new management structure	July 2018
More effective communication across and between teams Quarterly meetings Academic Teams Support Services Senior Management Teams Launch Staff Monthly Communication	Senior Management Teams (All) Joint Operations Manager (SC) Marketing Staff, (NAFC)	A better informed and more motivated workforce Timetable of meetings Minutes and actions	Ongoing December 2017
Develop better working relationships across the Tertiary Education Sector	Senior Management Teams of three organisations	Cross representation on organisational committees	December 2017
		Combined staff annual conference	June 2018

Strategic Goal 5: Grow our Business

The Tertiary Education Sector in Shetland is in a unique position to grow with an increasing appetite among the community and business for training and education. The economic climate of Shetland is an ever-changing landscape with established patterns of highs and lows within the oil and gas industries and within the fishing sector. Public services such as social services and education constantly evolve to meet statutory requirements for a qualified workforce.

Strategic Goal 5: Grow our business			
Action	**Responsibility**	**Measure of Success**	**Timescale**
Undertake a SWOT analysis of the Tertiary Education Sector in Shetland.	Joint Working Group Depute Principal (SC) Business Development & Marketing Team, (NAFC) Short Course & Vocational Training Managers (TS)	Growth in numbers and additional options available	June 2018
Interpretation of external reports/skills and employment Surveys		Increase programmes available	June 2019
Explore and develop new business opportunities, including non-certificated training, short courses and education.			On going
Review and Expand range of courses available for self-study/ distance learning/ Foundation Apprenticeships and Modern Apprenticeships, where appropriate.			February 2018
Increase engagement in UHI (inc. contributions to UHI teaching programme and range of UHI programmes available in Shetland).			On going
Liaise with key industry sectors and representative bodies to ensure we pre-empt new research opportunities.	Heads of Marine Science & Technology (NAFC)	New research programmes	December 2018
Actively seek out new research collaborations and opportunities locally, nationally and internationally		New collaborations	December 2018
Explore consultancy and KE opportunities taking advantage of existing staff skill sets.		Greater and more visible consultancy offering	July 2019

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Strategic Goal 6: Build Sustainability

Sustainability is about looking to the future and maximising the potential for Shetland from the Tertiary Education Sector. There are a number of key preparatory steps to be taken in order that the progress towards a single college can be resumed. Firstly, the barriers that prevented progress being in 2016 need to be removed. In parallel with that, other steps must be taken to confirm that a single, sustainable, college can be envisaged. Following that, work in bringing this new entity into existence can proceed apace, with clarity and certainty.

Strategic Goal 6: Build sustainability			
Action	**Responsibility**	**Measure of Success**	**Timescale**
Development of options to deal with existing barriers to full integration (pension and property costs)	SIC Finance Director of Development Services (SIC)	Existing barriers to progress are removed	December 2017
Finances of the three organisations to be collated to assist development of the business case.	Interim Joint Principal Finance Manager (SC) Finance Manager and Business Support Manager, (NAFC)	Availability and collation of required information.	January 2018
Development of a Full Business Case for a single college (including the key steps to be taken beyond approval, leading up to the formation of the new single college)	UHI/SFC Project Management Team	Case approved by Boards to proceed to a single college	February 2018
Pursue the case for additional funded activity to be awarded to the tertiary education sector	Joint Principal	Activity target for 2018-2019 Increased	January 2018
Undertake a review of existing estates, facilities and infrastructure with a view to achieving possible efficiencies and to inform possible future estates plans	Joint Principal	Review completed and potential efficiencies/savings identified and possibilities relating to greater utilisation	June 2018
Development and implementation of a single Marketing Strategy for the Sector	Joint Operations Manager (SC) Business Development & Marketing, (NAFC)	Gaps analysis/areas of growth and integration identified	December 2017
Increase in number of national and international programmes offered	Depute Principal- (SC) Aquaculture Training Manager (NAFC)	Increase in Summer Programme of activities	June 2018
Develop and deliver proposals for student living accommodation	Joint Operations Manager (SC) Business Development & Marketing Team, (NAFC)	Increase in student population	June 2019
Achieve student activity targets for sessions 2017-18 and 2018-19	Depute Principal- (SC) and Chair of LTAC (NAFC)	Activity targets met	June 2018 and June 2019

Tertiary Education Sector in Shetland

Evaluation Report
and
Enhancement Plan

October 2017

Contents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The Academic Board is responsible for the strategic overview of academic developments

- The Quality Improvement Committee is responsible for ensuring the standards of quality are maintained. This committee promotes good practice in quality improvement and liaises with UHI academic partners.

- The Equalities Committee is responsible for overseeing the implementation of the college's equality duties and reviews and develops active promotions of equal opportunities and diversity.

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

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

Section 3 – Outcomes of evaluation

Leadership and Quality Culture

1.1 Governance and leadership of change

Overview

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

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

- **Areas of positive practice**
  - Learner representation has been strengthened with the appointment (including full voting rights) of the HISA Depute to the Shetland College UHI Board. This enables the Board to be more representative and provides further opportunities for learners to be fully engaged in the forward direction of the college.

  - Formation of a Joint Liaison Group across both Shetland College UHI Board and NAFC Marine Centre Trustees, promotes a shared vision, values and aims across the Tertiary Education Sector in Shetland, supporting the overall direction of travel during a period of change while a move to a single entity is pursued.

  - The Chairs of both Shetland College UHI Board and NAFC Marine Centre are members of the Further Education Regional Board of the University of the Highlands and Islands, which ensures that the needs of Shetland and the Shetland voice is heard across the Highlands and Islands Region. This also enables the tertiary sector in Shetland to be responsive to Regional priorities and inform the continuous improvement of the sector.

  - Effective communication is being achieved through weekly senior team meetings and a fortnightly email bulletin being circulated to all staff across the campuses, Shetland College UHI College Board and NAFC Marine Centre UHI Trustee members.

  - Direction and leadership are being provided by interim senior management arrangements that have been put in place during a period of change within the tertiary education sector in Shetland. These arrangement have provided the resources within senior management teams to formulate an Operational Plan which provides strategic direction for Shetland College UHI, Train Shetland and NAFC Marine Centre UHI.

- **Areas for development**

  - There is currently limited contact between staff members and the Shetland College UHI Board and NAFC Marine Centre Board of Trustees and it is considered that all would benefit from a greater level of dialogue. Specifically, a better level of understanding could be arrived at that would enable both `sides` to more fully appreciate current and future opportunities and challenges. This could also help the Boards in providing strategic direction.

  - Self-evaluative activity is well-established within programme and support areas, however this has not yet taken place at Shetland College UHI Board level, as required. Steps are being taken to rectify this by November 2017 and to bring things into line with the Code of Good Governance for Scotland's Colleges.

1.2 Leadership of learning and teaching

Overview

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

- **Areas of positive practice**

  o Senior management teams (SMT) meet on a weekly basis and meet monthly with Senior Lecturers. In addition, all departments and learners are represented on cross college committees within Shetland College UHI. This promotes effective communication and provides platforms for learners and staff to be active in the improvement and enhancement of learning and teaching.

  o Staff Development is an ongoing process with individual needs considered through implementation of the Personal Development Plan Policy. In addition, cross college staff development is undertaken at the start of the academic year, which strengthens cross college relationships and sharing of good practice.

  o Improvement of learning and teaching within curriculum teams is provided through the allocation of curriculum team development days where curriculum teams are directed to create curriculum team specific opportunities within the specialised areas.

  o SMT effectively engage learners in the development of learning and teaching with the facilitation of learner away days which provide learners with the opportunity to come together across campuses and evaluate the learner experience. This provides SMT with valuable insights into the learner journey and the differing experiences across campuses and provides learners with an effective forum to explore issues and propose changes to improve their experience.

- **Areas for development**

  o Temporary staffing arrangements have been a long-term feature creating a culture of anxiety for the future. However, continued momentum towards a stable long-term future and the implementation of a permanent management structure across the tertiary education sector would provide future stability and effective leadership of learning and teaching, enabling teams to work together and therefore build a sustainable future for the sector in Shetland.

  o A standardised approach to staff development is not currently applied consistently across campuses which makes it difficult for staff to engage in continued professional development opportunities.

1.3 Leadership of services to support learning

Overview

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

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

- **Areas of positive practice**

  o Self-evaluation of services to support learning is effectively undertaken annually and informed by learner and staff feedback. Enhancement opportunities are identified and monitored by the Quality Improvement Committee.

  o Sharing of good practice and support from across the UHI network is achieved through staff members being active in network groups such as the support for learning group and disabilities group.

  o Effective partnerships with local organisations such as Through Care and After Care, Inter-Agency Anti-bullying and Mental Health Services, provide learners with access to support and information and enables managers to engage with stakeholders when reviewing support for learning services.

- **Areas for development**

  o Communication has been identified as an area for improvement. Early improvements have been made with the proposed development of learner focus groups and the introduction of a fortnightly bulletin for staff. This increases opportunities for providing updates on changes and improvements, although do not facilitate effective two-way communication between learners, staff, senior management and the Shetland College UHI Board of Management / NAFC Marine Centre Board of Trustees.

  o Evaluation of the cross college staff development programme shows that the timing of events prevents the engagement of all sections with 25% of support services staff engaging with staff development programme. This means that opportunities for professional development and team building are being missed.

  o Improvements in access and effectiveness of services to support learning across Campuses will be achieved through, a review of services, including administration, guidance, counselling, student engagement and learning support with a view to a more collaborative approach being adopted.

1.4 Evaluation leading to improvement

Overview

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

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

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

- **Areas of positive practice**

  o Leaners are represented at the Cross College Quality Improvement Committee. This enables learners to be fully involved in the evaluation and improvement of learning and teaching as well as the overall quality culture within the college. All learners have the opportunity to evaluate their learning during the course of their programme. This is facilitated at the end of units/modules of learning, the end of their programme and by learner representatives attending course team meetings once each semester.

  o Guidance and the evaluation of provision is achieved through the evaluation of curriculum delivery being reported on an annual basis which are informed through unit evaluation, programme team meetings and the reflective practice of delivery teams. With reports being submitted to the Quality Manager and progress monitored through the Quality Improvement Committee.

  o The importance of the learner voice is recognised and actively encouraged with the development of a variety of activities to enable learners to engage with staff and senior management. Learner focus groups are being established to enhance learner engagement and provide opportunity for learners to effectively influence and contribute to improvements to services to support learning.

- **Areas for development**

  o Evaluation of programme delivery is undertaken although the long term impact of learning and teaching is not evaluated. A greater level of engagement with stakeholders to evaluate the impact of learning and teaching in supporting workforce development and recruitment of suitable personnel would provide data to support improvement of programme design.

  o An established system for recording formal feedback is followed, although a consistent system across campuses to record and track informal discussion and feedback with learners is not. This means that valuable informal feedback from learners is not being utilised to inform improvements.

  o Evaluation of learning and teaching is undertaken with the completion of units/programmes, although only 20% staff engaged with evaluation of cross college staff development training sessions. This means that senior management teams to do not have evaluation data to inform the development of future cross college opportunities.

Delivery of learning and services to support learning

2.1 Safeguarding and child protection

Overview

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

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

- **Areas of positive practice**

  o There is a consistent approach by all staff and a safe environment for learners, achieved through the implementation of the Shetland Inter-agency Child Protection Procedures operate across Campuses ensuring national guidelines and legislation are implemented. Opportunities are provided for staff development with all staff completing level one protection training with the level of training increasing appropriate to levels of responsibility.

  o A Safeguarding Officer has been identified as a dual role within the Senior Management Team to ensure that there is consistent cover and that one person is always available should the need arise.

  o A Corporate Parenting Plan has been developed and approved for implementation by the Shetland College UHI Board. This provides a framework for meeting legislative and national priorities for care experienced learners.

  o Academic membership of the UHI Support Services and Prevent Group as well as the local PREVENT network enables the sharing of good practice and information. This furthers information and support available to learners and staff.

- **Areas for development**

  o Although communication and engagement with students improved during the course of last session, safeguarding and child protection did not feature as issues for discussion, this will be included during the current session.

  o Promoting opportunities for staff development across campuses and with learners will increase discussion and facilitate greater understanding by all staff and lead to improvements and the embedding of a safe culture across the sector.

2.2 Curriculum

Overview

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

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

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

- **Areas of positive practice**

  o The current curriculum provides clear progression routes through most subject areas, greatly enhancing opportunities for learners to gain the appropriate level of knowledge and skills to progress to the next level of study, or into employment

  o Curriculum teams incorporate formal feedback from evaluation forms, course team meetings and peer review activities when considering the content of programmes and timetabling. This ensures that programmes remain accessible to learners and encourages reflective evaluation of programme content and design which leads to quality improvement.

  o Resulting from consultation with local and national Aquaculture companies, a new SVQ award in Aquaculture Management has been developed and introduced as part of a Scottish Technical Modern Apprentice programme. This was initially requested by local industry and indicates the close and responsive working relationship established, which ensures that the curriculum meets the needs of a key local industry and provides positive career development and progression opportunities for learners from SCQF level 4 through to level 9.

  o Curriculum teams are effective in engaging with stakeholders to inform curriculum design to meet local and strategic drivers. Discussions with NHS Shetland around the NES initiative to provide local development opportunities for wider NHS staff development, led to the proposal and development in 2015 to pilot staff development opportunities for administration staff and was highlighted as an area of good practice by NES. The pilot led to managers recognising the value in staff development and providing opportunities to further develop skills within employment. The successful pilot has led to NHS Shetland supporting employees to enrol on full SVQ programmes demonstrating a commitment to staff development, with options units being tailored to specific areas of administration and learner ambitions.

  o There are a number of part-time options and individual programmes made available to learners. These enable them to access learning opportunities that they may not have been able to access before and therefore improve access and inclusion.

  o In the design of National Certificate Courses, essential skills are built into the frameworks to ensure that learners are being provided with the opportunity to gain the

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

- o Access to learning is increased through learning opportunities in many remote areas of Shetland for learners who are unable to access curriculum offer at the main campuses, through online delivery of some programmes and access to learning centres.

- o Curriculum development is directed by the Development of New Awards Policy and Procedure which guides the proposal of new awards to ensure the need for the award is evidenced and takes account of local and national policy and key strategic drivers.

- o Curriculum teams are effective in securing placements where there are direct links to curriculum and work with learners to ensure that, where practicable, work placements provide opportunity for learners to experience work settings in line with the future career aspirations. This enables learners to make informed choices about progression and understand the skills that are required for employment in their chosen sector.

- **Areas for development**

  - o A review of the existing entry requirements and their implementation is required in order to ensure that learners are entering programmes at the level which is best suited for them, both to attain the qualification and to progress into employment or further study.

  - o Currently, the approach taken to engaging with members of our communities, both employers and private individuals, lacks formality and consistency. What is required in order that opportunities are not overlooked is the development of a single point of contact that will not only be able to provide sound advice but will also be able to ensure that potential opportunities are channelled to the most appropriate member of staff.

  - o Funding can be challenging, especially when higher delivery costs associated with rural island communities are not taken account of. This can have a negative impact on access and inclusion for our learners and puts at risk the breadth and progression routes our curriculum currently offers.

  - o Learner engagement in programmes can be improved with clear information on possible achievement routes. Whilst induction and ongoing delivery ensures expected outcomes are shared with learners, some programmes have flexibility and option routes to overall achievement and this is not always made clear. It is important for staff to support learners to reflect on their learning and to explore all options for achievement to enable informed choices through the progress of their learning and to reach their desired outcome.

2.3 Learning, teaching and assessment

Overview

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

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

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

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

- **Areas of positive practice**

  o Learners demonstrate a strong sense of ownership of their own learning through engagement with programme teams and by completing learner evaluation surveys. With 47% agreeing (and 53% strongly agreeing) that staff encourage learners to take responsibility for their learning.

  o The most recent student survey powerfully evidences that staff encourage learners to take responsibility for their own learning; that they are able to influence learning on their courses and that their suggestions are taken seriously. With 69% agreeing (and 28% strongly agreeing) that they are able to influence their learning on their course.

  o Learner representatives are elected within each programme, or across programmes where there are small numbers. This demonstrates their motivation to enhance not only their own experience as learners but also those of others. With 71% of learners agreeing (and 18% strongly agreeing) that their suggestions are taken seriously.

  o Within all curriculum areas there are opportunities to engage with subject specific equipment and digital technologies. Learners have an expectation of doing so on entering their programme and fully engage with resources available to them which enhances their experience and provides opportunities to further develop the skills they need to attain, achieve and progress to a positive destination.

  o Learners are asked to complete end of unit/module evaluation forms asking for feedback on the delivery and content of unit/modules. These are used by staff to reflect on the unit delivery and inform development and improvement for next delivery.

  o Learner engagement and overall learner retention and attainment is increased through flexible approaches to delivery that take account of and meet individual learning needs. Staff monitor progression on activity and adapt the learning environment as required. The most recent Learner Evaluation Survey indicated that, 70% of learners agreed (and 23% strongly agreed) that feedback is provided which informs their future learning.

  o Equal and fair access to assessment is achieved through individual learner needs being assessed and appropriate measures put in place in line with awarding body approved/supplied assessment materials. This ensures that all learners have equal

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

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

- **Areas for development**

   - o A review of learning and teaching spaces is to be undertaken to establish whether these remain fit for the purposes that were originally intended and to ensure that the space available is used optimally and that it best meets the needs of the curriculum as it now is.

   - o Essential skills are currently delivered in some sections by a separate department, with classes being a mix of subject areas. This has led to a more general approach to delivery with, where possible, assessment being contextualised or integrated with specific departments. Whilst receiving positive external verification reports, the need to further develop workplace essential skills materials is required to ensure these are more effective and relevant to specific programmes is required.

2.4 Services to support learning

Overview

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

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

- **Areas of positive practice**

  o Support for learners is effectively received through learning support teams working closely with curriculum delivery teams to ensure learners can quickly access relevant support when needed.

  o We have an effective system to ensure that support for learners is in place and facilitates a fair and even transfer of services. Where learners are progressing onto college programmes from other stakeholders, learning support staff and lecturers liaise with the partner provider where the learner is currently being supported to establish what current arrangements are in place.

  o Learners are encouraged to reflect on their progress prior to progress meetings by completing a form asking them direct questions in relation to how they feel their learning is going and if they feel able to meet their overall objectives. This encourages the learner to challenge their learning experience and greatly enhances engagement within the process.

  o The introduction of a service user evaluation process has greatly increased development and improvement in all aspects of services to support learning.

  o The counselling service is effective in providing support for learners in wider aspects of their lives that, while not directly linked to learning, can have an impact on their wellbeing and overall learner experience. The guidance service is effective in providing financial support and advice with funding options.

  o Support for learners is effective through the election of 3 HISA representatives across campuses, providing a voice and coordinated approach to learner engagement links with management and representation on the Shetland College UHI Board and cross college committees.

- **Areas for development**

  o Current arrangements for learners to reflect on their progress are not as effective as learners evaluating their learner experience. A review of the process and a proposal to pilot a more defined approach is being discussed. The review period will provide staff and learners with the opportunity to engage and greatly increase the uptake of the process when implemented.

  o Opportunities for learners to support each other are not currently established. This can mean that learners can feel isolated and could lead to early withdrawal from their programme. The introduction of a peer to peer support group and the trialling of a peer-led support system will greatly increase the opportunities for support

2.5 Transitions

Overview

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

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

- **Areas of positive practice**

  o The curriculum and support provided across the campuses provides many opportunities for further and higher education learners to progress through the SCQF levels. This arises because of our UHI status and enables students to move between further and higher education levels and between further and higher education.

  o Transition for school learners is made more manageable through a programme of taster days offering a sample of Skills for Work opportunities and the delivery of joint school college programmes such as Foundation Apprenticeships. This ensures learners gain a feel for the environment and an idea of where to go, as well as gaining insight into the level of demand within the programme to enable learners to make informed choices about their future.

  o Where an increased level of support is required for some learners during transitions, existing support workers from partner providers who are currently providing support will accompany learners where appropriate. This not only provides the learning support required but also the emotional and social support for learners as they transition into learning with us.

  o Local projects working with young people are able to access learning space and programmes to provide short learning programmes enabling young people to make informed choices. These sessions provide the young person with the opportunity to experience and become familiar with the physical environment and future options available to them.

- **Areas for development**

  o Further enhancements to the implementation of the Developing the Young Workforce in Shetland will be achieved by the appointment of a local Developing the Young Workforce Co-ordinator. The post holder will be key in improving transitions from school to college, as well communication between the local partners.

  o Identification and support of all care experienced learners is required to ensure that the essential support that they each need can be provided, both when transitioning between services but also in respect of their opportunities for progression. This will not only require the implementation of the Corporate Parenting Plan but also closer working with the relevant agencies of the Shetland Island's Council.

2.6 Partnerships

Overview

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

- **Areas of positive practice**

  o Local schools and Campuses have developed effective relationships with the formation of a forum meeting three times per year to bring schools, college campuses and Skills Development Scotland together to plan, deliver and evaluate opportunities for learners.

  o Opportunities are increased to work effectively alongside local industry with staff engaging effectively with local industry with developed relationships, providing an effective mechanism to capture and explore industry needs.

  o Introduction of a Modern Apprentice Programme in Maritime Operations involves working in partnership with employers from the Fishing and Lifeline Ferry Operation industries. This provides a future skilled workforce and is aligned with the local Skills Investment Plan.

  o Staff work closely with Skills Development Scotland, Scottish Funding Council, and the local Council. This enables the tertiary sector to understand the needs of the community and regional priorities and increases opportunities for leaners within Shetland. We are also represented on the local Community Planning Partnership as well as other local multi-agency forums (e.g. LGBT+, employability, etc).

  o This use of work placements effectively, improves outcomes for learners as they experience first-hand what employers are looking for and provides valuable work experience for progression with their studies and future careers. Staff work closely with local employers to secure work placements for learners, facilitating experience of a working environment during their learning and provides opportunities to apply learning in practice within a supported environment.

  o Collaborative working across Campuses and partnership working with HISA has resulted in a Learner Partnership Agreement and ensures 'One Voice` for learners in Shetland. This greatly increases learner engagement in pursuing learner led improvements of services within the Campuses and enhances the overall learner experience.

  o Staff members engage with UHI network groups such as Marketing and Communication, Disability, Programme Teams, Curriculum Management Working Groups and the Partnership Planning Forum. This ensures effective partnerships are built with UHI Executive Office and Academic Partners across the region whilst increasing the responsiveness of services.

- **Areas for development**

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

Outcomes and Impact

3.1 Wellbeing, equality and inclusion

Overview

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

- **Areas of positive practice**

  o Staff development opportunities are made available to all staff providing the opportunity to explore equality whilst reflecting on their practice to ensure design and delivery embed equality and inclusion. This is effective in raising awareness and ensures staff take into account and embed equality legislation into their practice and approach to learners.

  o UHI has an established team supporting wellbeing, equality and inclusion. This greatly increases the opportunity for staff in Shetland to have access to information, support and guidance on improving services and the learner experience.

  o Opportunities for learners to engage with cross-college committees and learner meetings are working well. However, opportunities for them to engage in social activities can be challenging due to the locations of both Campuses and the rural nature of many of our communities. Recognising the benefits that learners might be losing, HISA and the Student Engagement Team are investigating possible ways in which this might be addressed.

  o Representation on the local LGBT inter-agency group which helped to develop 'Blydepride' which looks at ways to break down existing barriers and improve equality and inclusion. Greatly increases the opportunity to engage with local communities improving equality and embedding a culture and ethos of inclusion.

- **Areas for development**

  o Currently a small number of learners attending college part-time undertake a separate induction programme, this can serve to marginalise these learner groups and does not reflect an inclusive ethos. Integrated induction will be explored with learners to ensure all learners are included in, and feel part of, the college experience.

  o The new Access and Inclusion Strategy currently being drafted, will ensure careful consideration of our unique location as well as the differing challenges to protected characteristics faced within small communities such as transport. This will enhance the ability of the campuses to respond to National Priorities while ensuring Local Priorities are not lost.

  o A Gender Action Plan is currently under development through the Equality Committee, with partnership working between staff and learners. One of the key features of the plan is to actively avoid the stereotyping of gender equality and to avoid over targeting learners who cross gender boundaries in marketing materials. This will reduce the pressure on learners and greatly improve the ability to engage with learners and increase awareness of wider opportunities available.

3.2 Equity, attainment and achievement for all learners

Overview

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

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

- **Areas of positive practice**

  o Learners have opportunities added to NC frameworks at SCQF level 5 and 6 to study essential skills which provide entry requirements and enable progression onto the next level of study. Essential skills profiles are checked with learners when they start their programme and the correct level of essential skills are identified. This works well as all learners have the same opportunities based on their required level.

  o Statistics highlight the positive achievement of Shetland learners, with 81.6% of learners completing successfully in 2015/16, showing an increase of 10% from the period of 2013/14. For session 2016/2017, the overall successful completion rate remains high at 78% for full-time students. Statistics show 56% male and 44% female student enrolments, 22% of students with a declared disability and 78% of students with no disability. 70% of learners with a disability completed with full success and 9% with partial success.

  o Skills for Work programmes in Engineering and Construction show 100% Retention and Attainment and Childcare show 78% retention with 100% attainment. This reflects the level of engagement in the programmes of both staff and learners and provides increased opportunity for progression.

- **Areas for development**

  o Over the past three years we have seen a decrease in the number of learners undertaking Numeracy from 78 in 2014/15 to 62 in 2016/17 and Information and Communication Technology from 74 in 2014/15 to 56 in 2016/17 and achieving essential skills. This may be an indication of learners entering programmes at a higher level and not requiring to undertake those essential skills. This is something that will be monitored and closely examined to ensure that learners requiring essential skills are being activity encouraged to engage with this opportunity.

  o Prior to their course ending, learners are invited to meet with Guidance staff for a pre-exit interview. The purpose is to discuss possible future plans and opportunities in order that the learner can, ultimately, fulfil their potential. Currently, not all learners take advantage of this invitation and it is therefore intended to reinforce with them that it is very much in their interest that they attend.

  o Currently statistics are analysed at a programme level which provides valuable insight into learner success at this level. This is not currently undertaken at a wider sector level, which reduces the ability to support improvement within the curriculum.

Enhancement Plan

Section 1– Actions for improvement

Leadership and Quality Culture:

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

Delivery of learning and services to support learning

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

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

Outcomes and Impact

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

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

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

Grading Outcomes

For AY2016-17 colleges should grade their provision using the six point scale below as a learning and development exercise. Grades will not be published for AY 2016-17and colleges are not required to formally submit their grading outcomes with their Evaluation Reports.

- Excellent
- Very Good
- Good
- Satisfactory
- Weak
- Unsatisfactory

Principle	Grade
Leadership and Quality Culture	Satisfactory
Delivery of Learning Provision	Good
Outcomes and Impact	Good

Capacity to Improve Supporting Statement

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

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

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

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

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

Shetland College Board – Self-Evaluation 2017

The attached self-evaluation matrix was produced from an original document produced by Colleges Scotland.

The original document produced by Colleges Scotland was specifically written to reflect the governance arrangements of an incorporated college in which the Board has full autonomy, within the law, over the operation of the college.

In the case of a local authority college, such as Shetland, there are a number of significant differences in terms of legal status and the scheme of delegation within which the College Board operates, as a sub-committee of the Education and Families Committee.

The principles of good governance do, of course, still apply, but the self-evaluation matrix produced here has been amended to try and better represent the role of the College Board in a Shetland context.

As this is the first time that the College Board has been asked to self-evaluate its own performance, the text provided covers all of the criteria. It is recommended that the Board undertakes this exercise again, either towards the end of the current session or very early on in session 2018-19. By that time, all members will have more than 12 months experience of serving on the Board and this will permit a more fully informed discussion on how well the Board has performed during that time.

November 2017

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
LEADERSHIP AND STRATEGY		
1. **Board decisions and behaviour reflects the Board's Code of Conduct and Nine Principles of Public Life.**	**These very much follow on from the Board's status as a Council committee.**	
2. **We determine the vision, direction, educational character, values and ethos of the college.**	**During session 2016-17, the Board entered into an agreement to move towards greater collaboration and partial integration with the NAFC Marine Centre and Train Shetland. Towards that, a Strategic Plan for 2017-19 was agreed which set out a vision and strategic goals. An Operational Plan to deliver these has subsequently been developed.**	**In September 2017, it was agreed to build on the important work that has been done and to develop a Business Case that will look at the options available for resuming the possible creation of a single organisation.**
3. **Our performance management system is adequate, identifying KPIs and we monitor progress.**	**Important steps were taken during session 2016-17 to enable the College to undertake a more searching analysis of the KPIs and of student attainment rates in particular. However, it remains the case that more needs to be done on this during the current session.**	**The 2017-19 Operational Plan recognises these shortcomings and provides for action to be taken to make better use of the available data. This will provide the Board with a more timeous understanding of the performance of students and the need for improvements wherever these are necessary.**
4. **Relevant stakeholders are engaged in compiling the outcome agreement.**	**Although the "outcome agreement" is a regional document that is negotiated with the Scottish Funding Council, a much greater effort has been made by the interim Joint Principal to ensure that the College is close to key local partners in helping to shape and deliver for Shetland's communities. However, it is recognised that more needs to**	**The College needs to ensure that relevant stakeholders are more involved in shaping the College's priorities and plans, including the College's contribution to the Regional Outcome Agreement.**

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
5. We provide leadership on ethics, equalities, diversity and staff welfare in keeping with Council policies and procedures.	be done to build upon this and to place the College at the heart of things. **The development of a Gender Action Plan, Access and Inclusion Strategy and Corporate Parenting Plan during session 2016-17 have very much been in alignment with Council policy but also the expectations of the Scottish Funding Council.**	**Implementation of the Gender Action Plan, Access and Inclusion Strategy and Corporate Parenting Plan.**
6. We have regard to the social and economic needs of our area.	**The development of the 2017-19 Strategic Plan that was agreed in March 2017 very much underlines the key role that the College will play in meeting the social and economic needs of Shetland. This is also reflected in the 2017-19 Operational Plan that has more recently been developed.**	
QUALITY OF THE STUDENT EXPERIENCE **1. The voice of students and the quality of their experience is central to our decisions including monitoring student surveys and any resulting action plans.**	**That the quality of the student experience is central to the business of the Board can be evidenced by Board papers relating to session 2016-17 and into session 2017-18.**	
2. We have open ongoing engagement with students, working in partnership and encouraging a strong independent student association having regard to the Student Association Framework.	**Significant progress has been made in relation to student representation and engagement and this is evident across the Shetland Tertiary Sector. This arises, in part, from the continuing development of the Highlands and Islands Students' Association**	**As was outlined above, it is recognised that more opportunities need to exist for informal contact to be made between Board members and the student population. It is also intended to extend student**

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
	(HISA). The College Board has also, successfully, made a case for a student representative Board member.	representation across all of the Tertiary Education Sector's committees.
3. Our Student Association is adequately resourced, operates fairly and in a democratic manner, fulfilling its duties; it has a written constitution that the board has reviewed in the last five years.	The College has signed up to the development of HISA which now provides a single Students' Association for nearly all of the colleges that make up the University of the Highlands and Islands.	
4. We are aware of and foster good relationships with partner organisations that help us provide coherent learning, including employability.	The College Board is conversant with the wide range of partner organisations that the College works with that are so vital to providing a high quality and successful student experience.	
5. Mechanisms ensure effective oversight of quality and inclusiveness of learning.	The Quality Improvement Committee and College Academic Board provide this and report, routinely, to the College Board on key issues and developments.	

ACCOUNTABILITY
1. We fulfil our primary accountability to our funding body by:
  a. delivering our outcome agreement.
  b. fulfilling our statutory duty and terms of our grant.
	The College remains a party to the Outcome Agreement between SFC and the University of the Highlands and Islands. This covers both further and higher education and triggers the funded activity from SFC to UHI, which is then provided to Shetland Islands Council as the fundable body.	The Board will continue to press for more funded activity in recognition of the very significant part of Shetland's existing activity that exceeds what we are funded to achieve. This is essential to our growth aspirations.

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
2. We fulfil our accountability to students, public, employers and our community for provision of education that enhances social and economic wellbeing.	Board papers and minutes are available to the public via the Council's website. The Board reports into the Education and Families Committee of Shetland Islands Council.	
3. We manage conflicts of interest and disclose our register of interests.	Council Board members disclose their interests as Council members and all Board members are required to declare any specific interests at the outset of College Board meetings.	
4. Our decision making is transparent, informed, rigorous and timely and associated documentation is adequate.	Board meetings are open to members of the public and are conducted in such a way as to generate open discussion amongst all members. As indicated above, Board papers are accessible to the public. Board papers make it very clear what decisions/action is required and provide detailed background/contexts to facilitate rigorous discussions.	
5. We operate within the scheme of delegation of the Council and appropriately delegate responsibilities within the College. We ensure compliance with the Council's requirement in terms of : a. the College staff / Council Officers charged with advising the College Board are clear.	"Policy and Delegated Authority" are adhered to.	

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
b. Committee minutes go to the next meeting of the College Board, and are reported upwards to other relevant Council Committees, in accordance with Council policies and procedures.		
6. We set the risk appetite, balancing risk and opportunity and this is known to senior staff. 7. We ensure sound risk management and supporting review systems.	There is a risk register that is routinely updated to reflect changes in circumstances. These registers are shared with UHI colleagues and are routinely considered alongside all of the risk registers of other UHI partners by a committee set up for this purpose.	
8. The College Board operates within the remit of its Constitution and Council Committee policies and procedures. The College and actions of the College Board are accountable to the Council's Audit Committee.	The College Board operates within these remits and is accountable as set out in the "Policy and Delegated Authority".	
9. We ensure our body's sustainability, including compliance with the Council's Financial Regulations, SFC Financial Memorandum and the Scottish Public Finance Manual, ensuring adequate reporting and monitoring and economic, efficient and effective use of our funds.	The College Board continues to adhere to these requirements and expectations.	

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
10. The College Board takes full account of the employer obligations of the Council in relation to staff at the College.	This is mainly manifested in relation to the Joint Consultative Committee referred to above but also in respect of the increasingly national nature of salary and conditions of service negotiations.	
EFFECTIVENESS 1. The College Board chair provides leadership and ensures board effectiveness, working well with the Joint Interim Principal and board secretary.	Against a challenging backdrop, the College has taken significant strides during the last 12 months. This reflects the very positive and purposeful working relationship between the College Board Chair and the Interim Acting Principal, as well as the Board more generally with the new Senior Management Team.	
2. The College Board has the right balance of skills, experience, independence and knowledge of the college to fulfil their role effectively.	The Board membership largely reflects the importance of having geographic and democratic representation within a Council context. Two replacement non-Council representatives are currently being sought.	
3. We abide by collective responsibility, taking decisions in the interests of the body and managing conflicts of interest appropriately.	Important and at times difficult decisions have been taken during the last 12 months relating to the College's part in developing a more broadly-based Tertiary Sector for Shetland and the Business Case that is now considering possible future options for the College.	

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
4. Staff and student members are encouraged to fully engage in the business of the board, whilst recognising the specific requirements of the Council in terms of voting procedures.	Council legislation does not allow for staff membership of the College Board but considerable efforts were made to bring about the first student member with full membership from session 2017-18.	The 2017-19 Operational Plan provides for a greater level of student and staff engagement with College Board members and the details of how this will be brought about are being worked on.
5. We have an open and transparent process for recruiting and setting the performance measures for our Joint Interim Principal in accordance with Council policies and procedures.	These were adhered to on the appointment of the Interim Joint Principal in June 2016 and have been subsequently.	
6. There is a clear understanding of the responsibilities delegated to the Joint Interim Principal and the respective roles of the chair, board members and executive staff.	The "Policy and Delegated Authority" of the College Board is incorporated into all reports to the Board.	
7. The board secretary is: a. appointed by the Council with the appropriate skills and experience and is not a member of the senior management team in any other capacity. b. available to advise all board members and committees and has adequate time to fulfil the role.	The College Board does not have a College Secretary as such, however the Board is supported by the Administration Team of Shetland Islands Council	
8. We have a formal and open board member recruitment process that reflects the Committee member appointment processes of the Council.	These processes were followed following the Local Council Elections in May 2017.	
9. We have appropriate arrangements for student and staff member recruitment.	Arrangements were put in place to recruit the first full student member of the Board for	

Code of Good Governance Criteria	Our performance in the last 12 months (including evidence)	Development required during the next year
	session 2017-18. Council legislation does not provide for staff membership of Council committees.	
10. All members undertake training tailored to their needs (including committee training), new members receive formal induction tailored to their needs and there are records of training.	New members have been in receipt of induction but this needs to be enhanced to reflect the breadth of the Board's responsibilities and the regional context of the College's existence.	A more comprehensive induction programme for new Board members should be considered.
11. We review the board's effectiveness annually using a robust self-evaluation process, externally facilitated at least every three years.	This has not previously been the case before the current session, however both requirements are being met in session 2017-18 and will continue to be met in future years.	

RELATIONSHIPS AND COLLABORATION
1. We work in partnership at a local, regional and national level to:
  a. secure coherent education provision in our locality.
  b. achieve commonly agreed outcomes.
  c. develop agreed priorities.
  d. address local needs as well as national priorities and specialisms.
	The College works well within the context of UHI at a regional level and contributes to the delivery of the Outcome Agreement with the SFC. A Shetland Tertiary Sector Strategic Plan was agreed in May 2017 that sets out the intentions of delivering on local needs and priorities by way of strong and effective working relationships with many local organisations, both public and private sector.	Although the College does work well on a partnership basis, it has been recognised that more needed to be done in relation to the College's role within the Shetland Community Planning Partnership. In order to address this, the College is now ensuring that it is represented on all of the relevant Boards and Committees of the CPP and that its contribution better reflects the vital role that it needs to make to the work of the CPP.

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		Agenda Item
Shetland Islands Council		**3**

Meeting(s):	**Shetland College Board**	**05 December 2017**
Report Title:	**Tertiary Education Student Enrolments Update – November 2017**	
Reference Number:	**SCB137-F**	
Author / Job Title:	**Susan A Berry** **Depute Principal**	

1.0 Decisions / Action required:

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

2.0 High Level Summary:

2.1 The purpose of this report is to provide the Board with information relating to the number of full-time and part-time FE and HE enrolments recorded, for all Tertiary Education providers within Shetland, to date in the academic session 2017/18.

2.2 The overall FE credit target set by the Scottish Funding Council (SFC) for Shetland's Tertiary Education Sector in 2017/2018 is 4332. This equates to £1,646,832 with each credit valued at £376. There is an additional £21.13 per credit for Capital Maintenance funding, which equates to £92,315.

2.3 We anticipate achieving our credit target, the current position at this point in academic session 2017/18 is 75% (3231) of SFC Credit Target (4332).

3.0 Corporate Priorities and Joint Working:

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

3.2 Children and Young People, including those from vulnerable backgrounds and in care, will have access to learning and development opportunities that enables them to fulfil their potential.

3.3 Shetland Schools in conjunction with Shetland Tertiary Sector and local business provide opportunities for young people to gain workplace experience and vocational qualifications while in education, providing the skills young people need to get jobs or continue into further/higher education.

3.4 The Tertiary Education sector offers opportunities for people with all levels of skills to match with the skills that businesses need and those that the trained workforce have.

3.5 We will strive to create an effective model for providing excellent services to our learners.

4.0	**Key Issues:**

4.1 At this stage in the academic session 2017/2018 Shetland College UHI has enrolled 67 FE full –time and 445 FE part-time. NAFC Marine Centre have enrolled 28 FE full-time and 239 FE part-time students and Train Shetland have enrolled 508 short course students so far. While we are nearing the end of this first semester, further enrolments are expected through semester 2 for part time courses across the sector.

	Outturn Figures			To Date
	2014/15	**2015/16**	**2016/17**	**2017/18**
Shetland College UHI FE Full Time	93	73	73	67
Student Numbers FE Full Time (NAFC)	Not Available	30	28	28
Train Shetland – Short Courses	Not Available	Not Available	1485	508

4.2 At this stage in the academic session 2017/2018 Shetland College UHI has enrolled 84 HE full –time and 141 HE part-time. There are no HE enrolments for NAFC or Train Shetland

	Outturn Figures			To Date
	2014/15	**2015/16**	**2016/17**	**2017/18**
Shetland College UHI HE Full Time	93	73	77	84

4.3 The challenge for Tertiary Education in Shetland is to retain as many of its FE and HE full-time and part-time students as possible and to ensure that we are paid for what we deliver.

4.4 At this stage, our FE full time enrolments are 6% lower than at the same point last year, however, overall credit value is less than 1% lower, we are anticipating achieving our credits target. HE full time numbers are 9% higher than last year and we are anticipating achieving our overall HE targets.

5.0	**Exempt and/or confidential information:**
5.1	There is no exempt information contained within this report.

6.0	**Implications:**

6.1 Service Users, Patients and Communities:	The increase in enrolments reflects the growing demand and increase in opportunities that Shetland College provides to young people in Shetland.
6.2	N/A

Human Resources and Organisational Development:	
6.3 **Equality, Diversity and Human Rights:**	N/A
6.4 **Legal:**	N/A
6.5 **Finance:**	There are no direct financial implications arising from this report. At this stage of this academic session 2017/18 overall student enrolments translated into FE credits meets 75% of the target set by the SFC. Enrolments will continue during semester 2 for PT courses and Short Course across the Tertiary Education Sector. This could potentially place the Tertiary Education Sector in an overtrading position at the end of this academic session 2017/18.
6.6 **Assets and Property:**	N/A
6.7 **ICT and new technologies:**	N/A
6.8 **Environmental:**	N/A
6.9 **Risk Management:**	The credit target for Shetland's Tertiary Education Sector remains too low and unless an increase of FE Credit target is awarded by the SFC, additional FE Credit income due from SFC will not be provided.
6.10 **Policy and Delegated Authority:**	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.
	d Authority to review and develop structure plans to provide the staffing required for the College and to meet needs and provision for staff development and career review.
	e To give direction on matters of quality assurance and improvement.
	f To monitor and give assurance that the College operates sound financial management, including developing budgets and pursuing credit funding.
	g Liaising with UHI and other appropriate bodies, e.g. SQA, 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	

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Appendices:
Appendix 1 – Credits monitoring spreadsheet

END

Student Enrolments and Credits Monitoring 13 November 2017

	Further Education		Higher Education		Total
	Full time	Part time	Full time	Part time	
Shetland College	67	445	84	141	737
North Atlantic Fisheries College	28	239	0	0	267
Train Shetland	0	508	0	0	508
Adult Learning Evening Classes	0	0	0	0	0

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	20	360	22	7	43	26	28	23	34
Business & Management	6	0	0	16	21	23	10	12	31	16
Care	42	35	628	112	96	226	28	22	45	54
Community Learning	0	0	0	332	100	237	n/a	n/a	40	16
Computing	9	6	105	15	0	0	26	15	10	5
Construction	8	0	0	42	62	278	0	0	18	15
Cultural Studies	0	0	0	0	0	0	8	7	1	1
Hospitality	0	6	16	16	4	26	n/a	n/a	n/a	n/a
Special Programmes	0	0	0	54	28	65	n/a	n/a	n/a	n/a
Vocational Pathways	0	0	0	98	91	222	n/a	n/a	n/a	n/a
Sub-Total		67	1109		409	1119	98	84	168	141
NAFC		28	504		239	336				
Adult Learning Eve Class	n/a	n/a	n/a	n/a	0	0				
Train Shetland	n/a	n/a	n/a	n/a	508	89				
ECDL	0	0	0	39	15	42				
ESOL	0	0	0	50	21	31				
Totals	87	95	1613	796	1192	1618				

Shetland College Target 2017/18	4,332
Total Credits @ 13 November 2017	3231
Balance to be achieved	1101
No Margin	0
Monetary Value	£413,836

1 credit = £376

Additional info

Special programmes includes life skills students

FE Business inc 18 students spanning to 1819 (credit value 143)

FE Care inc 53 students spanning to 1819 (credit value 350.5)

FE const inc 30 students spanning to 1819 (credit value 268)

FE Hospitality inc 6 students spanning to 1819 (credit value 102)