Shetland Islands Council

Executive Manager: Jan-Robert Riise
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Date: 26 February 2019

Dear Sir/Madam

You are invited to the following meeting:

**Shetland College Board
Council Chamber, Town Hall, Lerwick
Monday 4 March 2019 at 11.30am**

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 6 February 2019 (enclosed).

ITEM

1.   Development Services Directorate Performance Report – Nine
        Month/Third Quarter 2018/19
        DV-04-19

2.   Shetland College Principal's Update
        SCB145

Shetland College Board
Council Chamber, Town Hall, Lerwick
Wednesday 6 February 2019 at 10.00am

Present:
P Campbell   W Sinclair
T Smith   B Wishart

Apologies:
E Macdonald   A Priest
G Smith

In attendance (Officers):
N Grant, Director – Development Services
W Shannon, Interim Joint Principal
S Berry, Depute Principal
K Adam, Solicitor
K Briggs, Joint Manager – Train Shetland (Vocational)
I Johnson, Senior Assistant Accountant
A Pottinger, Manager – Train Shetland (Short Courses)
L Geddes, Committee Officer

Chair
Mr Campbell, Chair of the Board, presided.

Circular
The circular calling the meeting was held as read.

The Chair welcomed Ms Sinclair, Student Representative, to her first meeting of the Board.

Declarations of Interest
None

Minutes
The Board approved the minutes of the meetings held on 10 December 2018 and 17 December 2018 on the motion of Mr Smith, seconded by Ms Wishart.

01/19   **Shetland College Principal's Update**
           The Board considered a report by the Interim Joint Principal (SCB144-F) which provided an update on a range of issues of interest and importance to Shetland College and the tertiary sector in Shetland.

The Interim Joint Principal summarised the main terms of the report, highlighting in particular that activity levels were positive and the position in Shetland reflected the national position whereby a lot of young people were now choosing to go through college and take up vocational training apprenticeships. However, as highlighted in the Audit Scotland report, the colleges sector in Scotland was facing a number of challenges – particularly financial – and the current dispute relating to national pay bargaining was part of this. He also referred to the UHI's Single Policy Environment project, whereby the UHI was working with colleges across the region to ensure consistency. However these policies would not supplant existing Council policies which related to Shetland College.

The Depute Principal advised that she was confident that the 998 credits to be achieved for academic year 2018/19 would be achieved, as there were a number of enrolments that would be added between now and July. In response to a request from an earlier meeting, she had now included figures relating to student enrolments for S3-6 High School pupils in the report. There had been a reduction in the number for Foundation Apprenticeships and Academy Programmes, but it was envisaged that the number of enrolments would rise again in the new session. The Engineering Programme had not been offered this session because the NAFC Marine Centre had been working with schools to redesign the Engineering Programme so that it better met industry and pupil needs, and it would be offered again in the new session.

In response to questions, she advised that it was too early in the semester to get figures relating to part-time enrolments, and that the reference to "non-fundable" students in Appendix 1 related to continuing students who would not come through the system until 2021, as credits could only be claimed in the year in which they achieved.

It was requested that the categories in the table be further split so that the figures relating to hairdressing were listed separately.

The Manager – Train Shetland (Short Courses) then summarised the activity of Train Shetland Short Courses over the last few months, advising that the statistics were very similar to the previous year's.

Responding to questions, she advised that Train Shetland aimed to offer 30 Business Gateway courses each year as part of its Quality Development Plan. There were a number of courses available such as Digital Boost, Business Start Up and Management Masterclass. Train Shetland had again been asked to run courses for the SIC and the NHS through the Flexible Workforce Development Fund, and provisional dates had been set up. Nationally the NHS was carrying out work to collate training available in local areas, and was

encouraging health boards to use local providers. She was working with the NHS locally to build on what could be offered.

The Joint Manager – Train Shetland (Vocational) outlined the activity that had taken place over the last few months, advising that 67 new starts had been recruited to January 2019. Five places for 2018/19 were currently under review and may have to be handed back to Skills Development Scotland (SDS), but the numbers were still a significant increase on the year before. He cautioned that the increase in volume had increased the pressure on Train Shetland staff due to the administration that was required, so continuing to increase the volume may not be sustainable within the current staffing complement. He went on to speak about the work that was taking place with schools to promote vocational training, and advised that Train Shetland would be taking part in the "Modern Apprentice for a Day" event which aimed to challenge gender stereotypes and encourage girls to look at STEM courses and boys to consider care and administration pathways.

The Board commented positively on the work taking place to challenge gender stereotypes, and the work that was taking place in schools to encourage vocational pathways. It was noted that positive feedback had been received, and it was felt that the message was starting to get through that university was not the most appropriate destination for many pupils. However there were still many pupils locally who continued on at school until S6, even though there were moves nationally to encourage young people into employment, so there was still work to be done to ensure that parents and teaching staff were fully aware of alternative pathways.

The Director of Development Services highlighted the positive work taking place through the Developing the Young Workforce initiative, and the Council's commitment to use more Modern Apprenticeships. He said that it was important that this commitment was not hindered by a lack of staffing resources, and this would be an important point to make when the Chief Executive of SDS met with the Council's Chief Executive.

The Joint Manager – Train Shetland (Vocational) confirmed that the funding received from SDS related to the cost of training only, and did not cover the support staff required to administer vocational training. In some sectors, the funding received was sufficient to cover the cost of training, but employers were asked to make up the shortfall in other sectors. It would be useful to get the support of the Council to ensure that the commitment to use Modern Apprenticeships locally to get young people into the workforce was not held back due to a lack of resources.

The Interim Joint Principal advised that Modern Apprenticeship success rates locally were significantly higher than the rest of the

UHI region. The relationship locally with SDS was, on the whole, a positive relationship, and it would be important to maintain this.

He went on to speak about Shetland College's Audit Scotland Report, and the challenges that were being faced by colleges nationally. He was hopeful that the pay bargaining dispute would be resolved soon, but felt that there had not been a huge impact on students locally, with the College remaining open so that they could use the facilities.

The Depute Principal then spoke about the UHI Single Policy Environment Safeguarding Policy, which had been presented for noting by the Board. She advised that it was not intended to replace or amend any existing Shetland Islands Council policy. The College, as a department of the Council, would always follow Council policy and there was no intention to move away from that position. However the College, as a partner of the UHI, had been asked to present the new policies from the UHI Single Policy Environment project to the Board. Shetland was represented at development meetings, and had made it clear that not all policies from the Project would be adopted or implemented. In this particular instance, Shetland College would continue to follow the SIC's Safeguarding Policy, and this would be fed back to the UHI Project Manager. As the Project moved forward, there would be further policies coming to the Board for noting, but it would be made clear in the report if it was intended to implement any of the policies in the College. Shetland would continue to take part in future policy development, and would continue to make clear that the College was not currently in a position to implement the policies, though they may pick up on any gaps not covered in Council policies.

It was questioned if there had been any developments regarding changing FE Credit values to weighted rates.

The Depute Principal advised that this had been spoken about for a few years, but there had been no confirmation to date. However it would be the case that STEM subjects would attract a higher value, so some of the courses delivered at the NAFC Marine Centre would attract the higher rate. The vast majority delivered locally would be at the middle to lower end of the scale.

Decision:
The Shetland College Board:

- NOTED the content of the report, the current position in relation to FE and HE enrolments for academic session 2018/19, and the activity levels in Train Shetland for both Vocational Training and Short Courses

- NOTED the contents of the Audit Scotland Report "Scotland's Colleges 2018"

- NOTED the University of the Highlands and Islands Single Environment Safeguarding Policy

The meeting concluded at 10.50am.

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Chair

Shetland Islands Council

Meeting(s):	Shetland College Board Environment and Transport Committee Development Committee	4 March 2019 4 March 2019 5 March 2019
Report Title:	Development Services Directorate Performance Report – 9 Month/3rd Quarter 2018/19	
Reference Number:	DV-04-19-F	
Author / Job Title:	Neil Grant - Director of Development Services	

1.0 Decisions / Action Required:

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

1.2 NOTE that there is a requirement for an increased contribution to ZetTrans of up to £0.484m to fund the additional cost of running the public bus and air services; and consultancy costs to carry out the public transport network re-design. This will be presented to Policy and Resources Committee as a part of the overall management accounts.

2.0 High Level Summary:

2.1 This report summarises the activity and performance of the Development Directorate for the third quarter 2018/19, enabling Members to analyse its performance against the Directorate's Service objectives, the Corporate Plan 2016-2020 outcomes, and Shetland's Partnership Plan 2018-28.

3.0 Corporate Priorities and Joint Working:

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

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

4.0 Key Issues:

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

PARTICIPATION
- Support implementation of all parts of the Community Empowerment Act. In relation to Part 2 – Shetland's Partnership Plan, Governance, and Delivery Plans.

- Enable a 10 year plan to attract people to Shetland to live, work, study and invest in Shetland.

- Develop a shared policy approach and arrangements in relation to resilient rural communities.

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

PLACE
- Enable development to happen
  o Consider policy implications in response to the National Review of Planning
  o Develop a new Local Development Plan (LDP2)
  o Develop a Master Plan for the Knab site

- Increase the supply of housing across all tenures
  o Develop refreshed Local Housing Strategy
  o Deliver supply target of affordable housing through the Strategic Housing Investment Plan (SHIP)
  o Investigate incentives and initiatives to increase supply of affordable homes
  o Assist communities to develop bespoke housing solutions
  o Encourage appropriate private development
  o Work in partnership with developers, builders and allied trades, and utilities to deliver new build housing targets

- Support for local businesses and entrepreneurs
  o Work with partners to achieve a strong Islands Deal
  o Proactively research Brexit opportunities, risks and scenarios
  o Provide commercial lending and grant support funding to local businesses

- Develop Shetland's Skilled Workforce
  o Deliver a sustainable model for Tertiary Education Training and Research
  o Establish Shetland's unique selling points for attracting students to study in Shetland
  o Provision of Student and Key Worker Accommodation
  o Increase the level of school pupil interest in STEM subjects, and entrepreneurship, to influence career choices and gender balance of Shetland's young workforce.
  o Further increase the number of Modern Apprentices.
  o Access funding programmes and opportunities brought about by the Modern Apprenticeship Levy.

- Achieve High Speed Broadband and mobile coverage throughout Shetland.
  o Influence Scottish Government R100 programme, reaching 100% by

2021.
  o Progress opportunities to extend local networks, using external funding, and where there is a business case justification.
- Achieve sustainable and affordable internal and external transport links
  o Inter-Island transport service provision, including fair funding of Ferries and internal air services.
  o Influence External Transport provision, new North Isles Ferry Contracts, fares and charging structures
  o Develop and promote internal transport networks including new public bus services
  o Work with stakeholders to develop a system of fares within internal transport services which help to address inequalities

At the same time we will continue to:

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

Progress on Directorate Plan Outcomes

4.2   A summary of progress on the Directorate Plan key outcomes at Q3 is as follows:

- **Shetland's Partnership Plan 2018-28**, has been adopted by all Schedule 1 community planning partners and the Plan was launched in August 2018. A draft Delivery Plan has been developed for the four priorities, with planned stakeholder sign off in April and May.

- **Community Asset Transfer:** South Nesting, transfer of the old school, is an exemplar project from both a community and Council perspective.

- **'Building for the future in Shetland'**: structured engagement with housing developers, building companies and agents to enable new build housing is progressing, with workshops on agreed priorities, Procurement, Skilled Workforce and Business Development and Support having taken place. The Developing Young Workforce group are helping to connect the building sector with schools and the future young workforce. However, a shortage of Planning Officers is creating backlogs in Planning. Special effort is being applied to recruit and backfill Planning posts.

- **Local Development Plan (LDP)** – Call for sites and adverts for submission of interest have been published and will run for a period of 6 months. Further promotion will be done during this period. A detailed report on LDP progress is also on the agenda for the Development Committee on 5 March 2019.

- **Knab Site Masterplan**: A report containing the draft Masterplan is on the agenda for the Development Committee on 5 March 2019.

- **Scalloway Making Places Project** is achieving very good community engagement and will help to establish the community priorities and how they can be achieved in future place and service plans.

- **Islands Deal** proposal is being developed, based on attracting young people to the islands to live, work, study. A report containing an update on the Islands Deal is on the agenda for the Policy & Resources Committee on 6 March 2019.

- **Shetland Space Centre Project:** Development services are currently engaging with Shetland Space Centre Ltd, HIE, UK Space Agency and other key private sector stakeholders to identify how this very significant opportunity can best be supported and facilitated by the Council.

- **Colleges Merger**: The Full Business Case was approved in December 2018. Implementation under UHI project management resource is progressing.

- **Employability Services:** service redesign completed and implemented on 1 January 2019.

- **Fair Funding of internal ferry services:** Outline Business Cases are being progressed in partnership with Transport Scotland to properly identify appropriate specifications for the inter-island transport network. In the meantime, Shetland's £7.9m revenue ask for 2019/20 has not been fully met in the Scottish Government Budget settlement. Peter Brett Associates have been contracted and are currently working on the Outline Business Cases (OBCs) for Fair Isle, Whalsay and the revenue options of inter-island ferry services, to be completed by 31 March 2019.

- **Public bus network:** Specification of the school and public bus network is being worked on with the intention to contract in specialist support. It has been agreed to also include Social Care transport

- **Northern Isles Ferry Services**: ZetTrans officers have been facilitating consultation with Transport Scotland and local stakeholders on the specification of the new contracts which are planned to start in October 2019.

- **Centre for Rural Creativity**: This is now making significant progress and a full update report is being presented the Shetland College Board during this Committee cycle.

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

4.4 Appendix H contains the Planning Performance Feedback Report for 2017/18, and demonstrates continued improvement across the 15 'Key Markers'. However, as noted earlier in this report, recruitment of vacant posts remains a key priority for the service and has held back progress over the year which is reported.

4.5 Appendix I contains an update on the Shetland Investment Fund

Financial Performance

4.6   The Directorate is expecting to spend £14.792m in controllable costs by the end of the year, an overspend of £600k compared to the Directorate's approved budget of £14.192. The key drivers of this forecast overspend are delays to the Tertiary Education Review project which means that savings anticipated from this project will not be realised in the current financial year, unexpected aircraft repairs, increased cost or providing public and school transport and public transport redesign costs. See appendix D for more details.

4.7   The Shetland College is expecting to spend £75k to cover all of its net costs, requiring £913k contribution from the Shetland Islands Council to do so. Train Shetland are expecting to spend £181k in controllable costs, an overspend of £47k when compared to the service's budget of £135k. See appendix E for more details.

4.8   The Director of Development will seek to mitigate the projected overspend through a combination of the following actions:

- Management of the Colleges Merger project and project funding from the Scottish Funding Council;
- Planning Service Recruitment;
- Implementation of the Review of Economic Development Services;
- Finding further efficiencies across all services;
- Sharing of project costs with Community Planning partners; and
- Pursuing commercial opportunities relating to telecoms infrastructure

4.9   Included within the service revenue budget are the following service redesign saving proposals:

- £250k – Tertiary Sector Redesign: Following the conclusion of the Full Business Case for the tertiary merger, it is anticipated that that savings will not be achieved until 2020/21. Actions being taken include prioritising this project to ensure that it can be delivered to the target staging date of August 2020; minimising costs associated with the project by obtaining funding from the Scottish Funding Council; and seeking efficiencies across the Development Directorate over the course of the year to meet the 2018/19 shortfall.

- £40k – Promote Shetland Contract: this contract has been awarded, and savings of £33k per annum realised. Action to achieve the remaining £7k saving will be taken across all budget areas as the year progresses.

4.10   The projected contribution from the Housing Revenue Account Reserve is £1.299m, which is £10k more than budgeted. Please see appendix F for more details.

4.11   Included within the revenue projected overspend is the projected additional grant contribution to ZetTrans to meet the additional cost of running the public bus and inter-island air service; and re-design of the public transport network. This shortfall has arisen from additional consultancy fees and an underachievement of fare income on the public bus service. A decision of the Policy and Resources Committee is required to increase the payment to ZetTrans. This is to be funded by the budgets held in the Development Directorate.

4.12 Appendices D, E and F are attached for detailed information on the Revenue and Housing Revenue Account outturn position.

Risk and Service Challenges

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

- Internal ferries – Fair Funding by Scottish Government – the implications of not achieving Fair Funding from the Scottish Government would likely result in a significant reduction in service.

- Colleges Integration - the Full Business Case was agreed in December 2018 with implementation (vesting) of agreed single entity model planned for start of academic term 2020. The current distributed operating model is not sustainable. The Council and the stakeholder organisations are applying significant resources to this project to present a robust business case which can be supported by all parties. Discussions are continuing with UHI and Scottish Funding Council who are also involved in this project.

- Homelessness and Temporary Accommodation - we continue to experience significant pressure on housing stock particularly in the Lerwick area, leading to long periods in temporary accommodation. New build housing is a Council, Community and Government priority.

- We continue to experience difficulty in recruiting to posts within the service notably Planning Service posts where there is an acute national shortage of qualified staff. The shortage of planning staff is now having serious knock on effects in the local economy and a short term project team is working through recruitment, workforce development and backfill actions to resolve the situation as quickly as possible.

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

5.0	Exempt and/or Confidential Information:

5.1 None.

6.0	Implications:

6.1 Service Users, Patients and Communities:	Effective performance management and continuous improvement are important duties for all statutory and voluntary sector partners in maintaining appropriate services for the public. The Directorate uses customer feedback and complaint analysis to drive service change and service improvement.
6.2 Human Resources and Organisational Development:	There are a number of actions in this service plan with staffing implications. Care is taken to ensure that staff are involved and informed about changes that might affect them, that HR are closely involved and that relevant Council policies are followed. Ensuring staff feel valued and supported especially through

	periods of challenge and change is a key consideration for the Directorate Management team. Recruitment continues to be an issue particularly acute in Planning Services.
6.3 Equality, Diversity and Human Rights:	The Directorate carries out Integrated and Equalities Impact Assessments to ensure its services are supporting those most in need and not making inequalities worse.
6.4 Legal:	The Directorate delivers statutory services, monitoring performance provides assurance that statutory requirements are met and the Council complies with its duties in delivering Services. In accordance with Section 3 of the Transport (Scotland) Act 2005 the net expenses of ZetTrans, for each financial year, shall be paid by the Council. However, the main financial objective for ZetTrans shall be to ensure that the financial outturn achieved in 2018/19 is within the approved resource budget, and in line with that allocated by Scottish Ministers.
6.5 Finance:	This report demonstrates that the services under the remit of the Development Committee are projecting to spend more than their Council approved budget, which may require additional resources if the Directorate's mitigating actions outlined above are insufficient to remedy the overspend.
6.6 Assets and Property:	A number of the actions in the Directorate Plan relate to maintenance and replacement of Development and Council assets to maintain delivery of services to the people of Shetland.
6.7 ICT and New Technologies:	Limitations of the Shetland wide Broadband and Mobile networks impact on delivery of services which require remote access to digital networks and databases.
6.8 Environmental:	The Directorate works closely with Infrastructure and other Directorates to reduce energy usage and carbon emissions.
6.9 Risk Management:	Embedding a culture of continuous improvement and customer focus are key aspects of the Council's improvement activity. Effective performance management is an important component of that which requires the production and consideration of these reports. Failure to deliver and embed this increases the risk of the Council working inefficiently, failing to focus on customer needs and being subject to negative external scrutiny. Risk management is a key component of the performance cycle and the Directorate Plan actions are determined to be priorities to manage the Directorate risks.
6.10 Policy and Delegated Authority:	The Council's Constitution – Part C - Scheme of Administration and Delegations provides in its terms of reference for Functional Committees (2.3.1 (2)) that they;

	"Monitor and review achievement of key outcomes in the Service Plans within their functional area by ensuring – (a) Appropriate performance measures are in place, and to monitor the relevant Planning and Performance Management Framework. (b) Best value in the use of resources to achieve these key outcomes is met within a performance culture of continuous improvement and customer focus."
6.11 Previously Considered by:	None.

Contact Details:
Neil Grant, Director of Development Services,
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Date Cleared: 25 February 2019

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 – Development Committee Management Accounts (Development Committee Only)
Appendix E – Shetland College Board Management Accounts (Shetland College Board Only)
Appendix F – Housing Revenue Account Management Accounts (Development Committee Only)
Appendix G – Risk Register (Development Committee Only)
Appendix H – Planning Performance Framework (Development Committee Only)
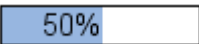Appendix I - Financial Investment Fund (Development Committee Only)

Background Documents:

Directorate Plan 2018/21

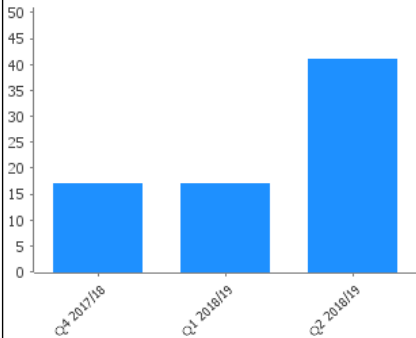# Appendix A - Projects and Actions - Development ->Shetland College Board
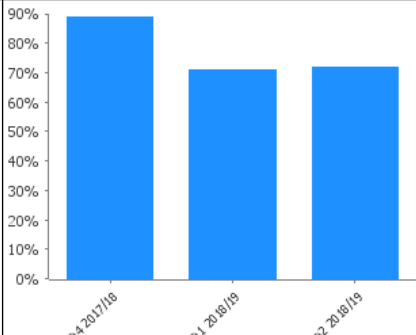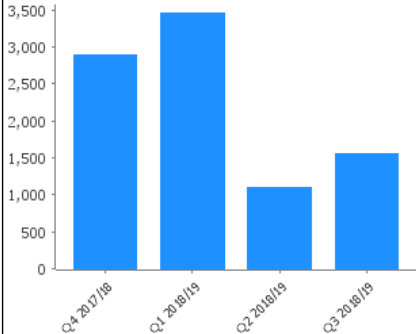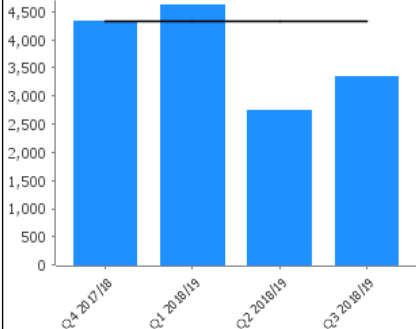
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Shetland Partnership Plan 2018-2028

. People	Individuals and families thrive and reach their full potential

Code & Title	Description	Long-term Outcome	Dates		Progress	Progress Statement
DP207 Skilled Workforce and Employment

Lead

Development Services Directorate | Development of Shetland's skilled workforce.
• Complete the Full Business Case for 'Effective and Sustainable Tertiary Education, Research and Training in Shetland

• Review delivery model for Employability Services

• Develop the Young Workforce delivery plan. | Sustainable economy with access to skilled workforce, and there are opportunities for people with all levels of skills | Planned Start | 01-Apr-2017 | ▶ | The Full Business Case for single governance delivery model outside of the Council, and decision to marge was agreed by all parties in December. Project manager resource has been provided by UHI and work on the implementation project work streams has commenced. The Scottish Funding Council are pressing for an earlier vesting date of 6 January 2020

• In house delivery model for Employability services implemented on 1 January 2019, within youth services

• Developing Young Workforce Officer recruited last years and has quickly transformed the effectiveness of the DYW project, providing much improved coordination between schools, colleges, and businesses, and opportunities for young people and their influencers to engage with businesses. |
			Actual Start	17-Aug-2017	50%	
			Original Due Date	01-Sep-2019	Expected success	
			Due Date	01-Sep-2020	✓	
			Completed Date		Likely to meet target	

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

Shetland Islands Council

Generated on: 22 February 2019

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

Please note there is no update available for Q3 as yet. |

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Code & Short Name	Previous Years		Current year (to date)	Quarters					Graphs	Past performance & future improvement Statements
	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q3 2018/19		
	Value	Value	Value	Value	Value	Value	Value	Target		
GC-04 Shetland College Student Enrolements Further & Higher Education Combined	8,023	8,618		2,889	3,459	1,109	1,563			Quarter 3 is half way through the academic year with semester 2 just getting underway. Figures are a snap shot at the time of the report being run and are not fully inclusive, enrolements and credit monitoring for part-time courses and short courses will continue throughout Q3 and into Q4. SFC Credit target is expected to be met for 2019/2020.
GC-05 Total Credits (inc Train Shetland & NAFC)	4,971	4,607	3,334	4,339	4,607	2,732	3,334	4,332		As GC-04

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Shetland College Board

1.0 - Projected Revenue Outturn Position 2018/19 Financial Year

Budget v Proj. Outturn Variance Q2 (Adv)/ Pos £000	Service Area	2018/19 Revised Annual Budget £000	Projected Outturn 2018/19 Quarter 3 £000	Budget v Projected Outturn Variance Quarter 3 (Adv)/ Pos £000
374	Grants from Funding Council	(1,644)	(2,058)	414
(207)	Property Costs	499	697	(198)
50	Teaching Departments	1,320	1,298	22
-	Senior Management & Admin	492	495	(3)
(35)	Support	455	445	10
(11)	Income Generating Units	18	36	(19)
(99)	Council Contribution	(836)	(838)	3
72	**All Costs Shetland College**	**304**	**75**	**229**
(36)	Train Shetland - Controllable	135	181	(47)
(36)	**Outturn Surplus**	**439**	**256**	**182**

The total contribution required from the Council cover all costs of the College is expected to be **£913k** (£838k council contribution plus £75k remaining costs)

Included in the above table are the projected variances presented as at Quarter 2.

Explanations of the main variances at Quarter 3 are set out below:

1.1   Grants from Funding – Projected Surplus £414k (25%)

The main reasons for the projected outturn variance are:

- The Shetland College and the NAFC are expecting a net higher grant amount for its delivery of Further Education than that Budgeted - £111k;
- The College are also expecting to receive more funding than expected in this year for the implementation of NRPA salary agreement for lecturers - £99k; and
- Additional Income directly matched to costs incurred maintaining and upgrading property items -£208k.

1.2 Property Costs – Projected Overspend (£198k) (40%)

The main reason for the projected outturn variance is:

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

Shetland Islands Council

Meeting(s):	**Shetland College Board**	**04 March 2019**
Report Title:	**Shetland College, Principal's Update**	
Reference Number:	**SCB145-F**	
Author / Job Title:	**Willie Shannon Interim Joint Principal**	

1.0   Decisions / Action required:

1.1   Shetland College Board should NOTE the content of the Report from Dr Mark Sheridan, Centre for Rural Creativity on the activities of the Centre.

1.2   Shetland College Board are asked to NOTE the contents of the letter received from Education Scotland and the Scottish Funding Council relating to the revised Shetland College Evaluation Report and Enhancement Plan.

2.0   High Level Summary:

2.1   This report does not contain the regular update on activity across the tertiary sector in Shetland as this was presented to the College Board at the meeting held on 06 February 2019.

2.2   This report informs Board Members of the endorsement of the Shetland College Evaluation Report and Enhancement Plan by the Scottish Funding Council and Education Scotland and gives Members an update of the activities of the Centre for Rural Creativity.

3.0   Corporate Priorities and Joint Working:

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

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

3.3   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.

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3.4	We continue to strive to create an effective model for providing excellent services to our learners.

4.0	**Key Issues:**

4.1 <u>Centre for Rural Creativity (CRC)</u>

4.1.1 The Interim Director at the Centre, Dr Mark Sheridan will present an update on the activities of the Centre to Board Members today. A copy of his paper is attached as Appendix 1 of this report.

4.1.2 It is made clear in the appendix that the work at the centre is very much collaborative with the staff members working in partnership with a number of different agencies and individuals in the creative sector.

4.1.3 Dr Sheridan, as Interim Director, is an employee of UHI with the rest of the staff complement being Shetland College/SIC staff.

4.1.4 Over a relatively short period of time the staff have progressed a number of projects and have been successful in securing project funding for research. This is commendable and creates a positive platform for the future work of the centre and its staff.

4.2 <u>Education Scotland (ES) and Scottish Funding Council (SFC) Quality Monitoring Frame Work: How Good is our College</u>

4.2.1 As previously reported to the Board (Min Ref.: 18/18), submission of Shetland College UHI Self-Evaluation and Enhancement Plan (EREP) was made in October 2018 and following feedback from Education Scotland and the Scottish Funding Council, was re-submitted with minor amendments, Appendix 2, in January 2019 for endorsement.

4.2.2 Formal endorsement has been received in writing, Appendix 3, from ES and SFC advising that the self-evaluation report provides an accurate and appropriate account of the quality of provision and services being delivered by the college, that the enhancement plan links well with the self-evaluation report and that the grades proposed conform to ES's grading parameters, and reflect the college's performance for 2017/2018.

4.2.3 Dr John Bowditch will provide an overview of 2017/2018 reporting and endorsement and update on future quality assurance process.

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

5.1 None.

6.0	**Implications :**

6.1 Service Users, Patients and Communities:	N/A

6.2 **Human Resources and Organisational Development:**	N/A
6.3 **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.
6.6 **Assets and Property:**	N/A
6.7 **ICT and new technologies:**	N/A
6.8 **Environmental:**	N/A
6.9 **Risk Management:**	
6.10 **Policy and Delegated Authority:**	The role of the Shetland College Board is to support the Interim Joint Principal of Shetland College / Train Shetland / NAFC Marine Centre in carrying out his roles and to monitor progress against objectives approved by the Board or which have been set by the Council, including: - a Strategic direction for Shetland College: specifically, the Board shall have the delegated authority to approve immediate short and medium term joint strategic plans with reference to the Council's agreed deliverables and milestones until June 2018. Approval of long-term plans shall be reserved to SIC and Education and Families Committee as a component of their longer-term vision wider strategic remit for learning at all stages of life. b Ascertaining the needs of users and promoting access between school, work, research and further and higher education, including approval for submission of annual, strategic and operational plans to UHI on behalf of the Council. c Developing resources, including financial resources, to support the learner.

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

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

Appendices:
Appendix 1 - CRC Academic Report
Appendix 2 – Revised EREP Report
Appendix 3 – SFC, Edu Scotland letter to Shetland College

END

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**University of the Highlands and Islands
Centre for Rural Creativity**

CRC Interim Director Report   Shetland College Board   4 March 2019

1. Background: Collaborations and Long Term Strategy

In June 2018 the Advisory Board at Centre for Rural Creativity approved adoption of a new revised and focused strategic plan to reinvigorate the work of the Centre and to enhance the collaborative relationships and interaction with Shetland College and Shetland Arts Development Agency. While recognising the issues surrounding the past work of the Centre, the strategy offered an opportunity to develop a revised plan and a set of targets for funding, teaching, research and knowledge exchange and interaction with the creative industries sector in the Highlands and Islands.

The original funders and collaborators in the establishment of CRC: Shetland Islands Council, Shetland College senior management team, UHI Executive Office, Creative Scotland, Highlands and Islands Enterprise fully endorsed the new plan which offered momentum and direction to the work of the centre in close collaboration with partners in Shetland and across the UHI network. Critical to the work based in Shetland the Advisory Board recognised the important role of Shetland Arts Development Agency.

Key factors:

The revised strategy focusses on four key factors designed to underpin the work of the Centre and to significantly enhance income generation over the next four years: Postgraduate Curriculum; Research; Knowledge Exchange Hub with University Innovation Fund; Collaboration.

This paper outlines the strategy behind each factor and the progress to date.

2. Post Graduate Curriculum

Inspirational postgraduate courses for practitioners in the Creative Economy is a key foundation stone for the CRC. Networked courses offered on a blended learning model, with virtual classes and innovative online presence are the key to attracting a wide range of local, national and international students. Strong, appealing and innovative courses can build reach and reputation quickly in the Postgraduate market in the arts and creativity, and income from teaching programmes is arguably the strongest reliable source for financial stability in any academic centre such as CRC.

CRC is host to the **MA Art in Social Practice, (2017)** a unique networked course led by Roxane Permar. Now in its second year it has attracted 28 postgraduate students, the largest course of its kind in UHI CCI Network.

The MA Art and Social Practice hosts 2018-19 28 students, of which 13 are FT and 15 are PT.   There are 22 Scottish students, 3 RUK, 2 International, and one EU students,

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Mark Sheridan, Interim Director; Reader In Music and Creativity, UHI.

CRC is working in collaboration with UHI EO and ESIF funded colleagues to create two new M Level courses which are now entering final approval for intake in September 2019.

MA in Creative Entrepreneurship is a 'professional practice' degree targeted at the Creative Economy and Arts specialists who are active in the Islands and Highlands primarily but with an appeal to National and international markets. The programme is designed to develop creative, intellectual and entrepreneurial skills and expertise in participants and to encourage participation in the creative economy through real life public and professional facing forums. These include exhibitions, publications, new works, performances, design product launch, film, video or animation screenings and which will contribute to new knowledge and societal changing impact.

The course has passed through three initial stages of scrutiny by UHI and goes to formal approval panel on March 18th 2019.

Masters in Research – Creative Practice – This research based degree is designed to encourage participants to engage in a major piece of creative work in their area of expertise. The Scottish Islands and the Highlands have been an inspiration for creative makers and thinkers over millennia. Advances in digital technology and media have enabled new methodologies of communication across previously challenging geography. With a network of arts organisations and centres of excellence now established in the Islands and across the Highlands driving the creative economy, artists and creative makers now have a platform to engage with other communities of practice. The MRes is tailored for the creative practitioner working in isolation keen to participate in intellectual exchange and to share their artistic research development and outputs.

The course has passed through three initial stages of scrutiny by UHI and goes to formal Research Degrees scrutiny panel on April 2nd 2019.

Financial Prediction for these courses:

	2018-19	2019-20	2020-21	2021-22
MA ASP	(n28) £51666	(n32) £59040	(n34) £62730	(n36) £66420
MA CE	-	(n10) £18452	(n15) £27675	(n20) £36900
M Res	-	(n3) £5535	(n6) £11070	(n10) £18450
Total	£51666	£83027	£101,475	£133,345

CPD and stand-alone M Level modules.

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UHI led market research indicates that creative practitioners throughout the Island communities and the Highlands seek to have custom designed M level modules to support personal an professional development.

Working in collaboration with Shetland Arts Development Agency, through a recently agreed SLA, CRC is launching a series of modules for introduction in 2019-20. These modules will be delivered as virtual learning and online experiences at Mareel and will be networked through the region and promoted nationally and internationally.

These modules build on Shetland College and SADA supported Creative Industries courses at NC level and the BA Film and BA Applied Music courses. The Masters Level (SCQF 11) classes are designed around the expertise of CRC and Mareel staff working in collaboration:

Music and Film

Film and Creative Practice

Creativity and Film Archives

Financial Prediction for these courses:

	2019-20	2020-21	2021-22
Film and Creative Practice	(n4) £1600	(n6) £2400	(n8) £3600
Music and Film	(n8) £3600	(n10) £4000	(n12) £4800
Creativity & Film Archives	(n4) £1600	(n6) £2400	(n10) £4000
Total	**£6800**	**£8800**	**£12400**

4. Research

CRC activity embraces teaching, research and KE and fund raising through external grants and activities. The immediate aim for CRC is to attract external funding for research and KE activities. The CRC team have engaged in a strategy for applications and funding supported by UHI Executive Office staff. Targets and timelines are determined by the Centre team – and the close relationship with SADA and other external agencies offers additional and strong external funding opportunities.

Research in the creative arts and industries, and in the creative economy, can include empirical, qualitative and quantitative methodology and output as well as practice based research in the disciplines involved.

These areas include - music performance and composition, art creation and sculpture, installations, film and media artefacts, digital materials and outputs and theatre works and multimedia productions. Each new work would be accompanied by a deep, critical narrative outlining and analysing the creative imperatives, the new knowledge created and the impact

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on society and communities. There are a number of applications under preparation by the team.

To date the following applications have been successful:

a) Global Challenge Research Fund.

Resilience through Culture and Heritage, Language, Education and Creativity

UHI Cultural Resilience Team – Project Senegal   **£13,300. PI MS**

The aim of this proposal is to develop a significant collaboration for capacity building and education facilitation and research between The University of the Highlands and Islands and Djagora University Dakar, Senegal. A collaborative interdisciplinary team from Humanities Arts and Culture Cluster and Society, Identity, Landscape, and Knowledge Cluster has developed a programme for supporting and boosting resilience factors in the lives of young people in the *Official Development Assistance* (*ODA*) Framework categories. (2018-19)

This project has been developed in collaboration with Dr Mahamouda Salouhou, Principal of Djagora University in Dakar, Senegal and Director of the European Centre for Leadership and Entrepreneurial Education in Lille, France.

b) Carnegie Research Incentive Grant

'Micro-manufacturing and place-based maker cultures: textile production and skill transmission in Shetland and the west of Ireland'   **£8,695.00   PI SC**

This is a further extension of Siun Carden's work with Peerie Makers in Shetland.

(https://pure.uhi.ac.uk/portal/files/3275629/Shetland_Hand_Knitting_Carden.pdf)

The project expands focus on small-scale knit textile manufacturing in Shetland and the west of Ireland. The enquiry is based on how people who work with and design for machinery understand and transmit 'skill' within wider 'maker cultures' (Carr and Gibson 2016) that celebrate the idea of the handcrafted. (2018-19)

The project website is live at http://skill-knit-manufacture.co.uk/

c) LIFE CHANGES TRUST

'Home and Belonging'   **£192,613.30   PI SC CI**

Care Experience Young People Programme

The project is an ambitious, collaborative and arts-based exploration of home and belonging founded on mutual creative enquiry by care experienced young people alongside their

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communities. It begins with a core group in Shetland, expands to connect with young people and partners across the island communities of Orkney and the Western Isles, and will then share the resulting insights and impact with those further afield – in striking and imaginative ways that engage 'beyond the head'. The project will create a stimulating and reflective space to consider how we each construct a sense of home and belonging, and how young people can be better supported and empowered in this process, as they come into care, live in care, leave care and shape their lives beyond. The project will explore the barriers to young people feeling at home and work with young people and service providers, including care services and housing providers, in order to produce new thinking, strategies and practical interventions to overcome those barriers. (2019-22)

The proposal was created in collaboration with-

Who Cares? https://www.whocaresscotland.org/

Shetland Islands Council: https://www.shetland.gov.uk

Orkney Childcare and Young People's Partnership (OCYPP): http://www.orkney.gov.uk/Service-Directory/S/orkney-childcare-and-young-peoples-partnership.htm

Hjaltland Housing Association: https://www.hjaltland.org.uk/

Shetland Arts Development Agency: https://www.shetlandarts.org/

Our Peer Education Network (OPEN): Part of Voluntary Action Shetland https://www.shetland-communities.org.uk/subsites/vas/peer-education-project.htm

d) RSE Arts and Humanities Small Research Grant 2018

Re-positioning practice, place and people through virtual education for socially engaged art. **£6984.60 PI RP**

*T*his project enables travel cost and logistics funds to facilitate meetings with other artists, researchers and academics from Ireland, Finland and Vancouver both in Shetland and in Ireland and Vancouver.

The research informs practice based researchers in the development of their output and creates networks for collaboration within the community of practice.

Summary of CRC Grants awarded June 2018 – February 2019

Global Challenge Fund	PI Mark Sheridan	£13,300.00
Carnegie Trust	PI Siun Carden	£8,685.00
Life Changes Trust	PI Siun Carden CI Roxane Permar	£192,613.30

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RSE Arts Humanities	PI Roxane Permar	£6,984.60
Total		**£221,582.90**

5. Knowledge Exchange – Creative Economy Hub

One of the founding principles of the CRC is to promote and support the Creative Economy in Shetland. To this end UHI has based the network Knowledge Exchange Creative Economy Hub at the CRC – which involves a UHI wide remit throughout the Highlands and Islands. This strategy gives the CRC direct access to the staff expertise and creative capacity of UHI network.

The Interim Director (MS) is Chair of the KE Creative Economy. This hub is one of a number of sector hubs funded by Universities Innovation Fund. MS works in close collaboration with the Director of KE at UHI, Dr Joe Irvine, and his team to identify priorities and targets for income UHI and CRC in particular.

Part of the Hubs activities involves a rolling programme of KE awareness and networking events for 2018-2019. These started in Shetland on the 9th and 10th of October during which two sessions were held – Unst and Lerwick with over 30 participants attending. These included creative practitioners, representatives of SMEs, Heritage groups, SIC, SC staff and other NGOs. The sessions included overview of UHI KE activities which can support local business, examples of both Shetland activities and wider UHI activities and examples of successful ventures in the CE elsewhere. Time was also set aside for networking and individual discussions. The KE group are now engaging in the follow up process with a number of practitioners and SMEs in closer consultation and planning. This is an iterative process as well as an opportunity to market Shetland College and UHI activities and potential to the sector. (Further events have been held in Inverness, and are planned for Orkney, Perth and West Highland and Argyll. A series of smaller KE networking events will include sessions in communities on Shetland.)

A number of local indicative projects and funding opportunities includes:

a). Shetland ForWirds (promoting and celebrating the Shetland Dialect).

SC and MS are working with the committee on assessment and revaluation of their material and innovation strategy. Promotion, engagement and transformation of presence and reach are key to development. (https://www.shetlanddialect.org.uk/)

‘Interface Voucher’ application in preparation. **Target £5,000**.

b). Project 2

MS and colleagues have been in consultation with the business owner who is looking to expand the business and develop the brand, reputation and reach to encourage

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new and diverse markets. New media and film and music branding are included in the project strategy development.

'Interface Voucher' application in preparation.   **Target £5,000**.

c). Project 3.

MS and colleagues have been in consultation with the business owners and with the business planning team. A significant and vibrant virtual online presence is also planned to expand the business and develop the brand, reputation and reach to encourage new and diverse markets. Filming of a music, dance and drama event is planned to support an innovative new media and film branding to put the project on the map.

'Interface Voucher' application in preparation.   **Target £5,000**.

d). Shetland Film Archive

CRC PhD student works closely with the SFA on strategies for engagement with the public, raising the profile and reach and reputation of the archive and on developing creative uses of the archive material with musicians, artists and other creative practitioners. The student and MS have been in close consultation with SFA committee discussing ways of increasing engagement and profile with a short pilot project, designed to create targeted screenings for specific interest groups.

UHI KE Creative Economy Hub challenge fund application   **Target £2,500**

6. International Conference 2019

Working in collaboration with colleagues in the UHI network, Shetland College and SADA, the CRC team will host a multi-disciplinary international conference in September 2019. This conference will showcase the exceptional work of the creative economy of Shetland as well as celebrate the forthcoming merger of the Colleges in Shetland. International speakers and national leaders in the themes of the conference will be invited as well as local cultural, heritage and creative partners and young people. This is the call for participation:

Shoormal Conference

New coasts and shorelines: shifting sands in the creative economy

Wednesday 18 to Saturday 21 September 2019

Call for papers, presentations, creative practice sessions and workshops

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University of the
Highlands and Islands
Centre for Rural Creativity

'He tinks - Wirds onlie brakk, laek waejievs alang biechis, quhar dae waash up ydieis.'

The Centre for Rural Creativity at Shetland College UHI and the Shetland Arts Development Agency are inviting creative practitioners, researchers, professionals and arts organisations to join us in exploring, creating and debating creative practice and collaboration in the creative economy.

This conference will look to the multitude and multidisciplinary research and knowledge exchange across the creative industries and creative economy, with a focus on islands, culture and heritage and young people. We are particularly interested in proposals that look at innovation, challenges and opportunities in these areas or invite new perspectives on the perceived 'urban and rural' divide. Themes will include creative collaboration and the environment; innovation in the creative economy; islands and creative solutions; exploring digital collaboration; heritage and culture. Sub themes and activities, rooted in collaborative experiment will include:

- digital interface

- music

- visual arts

- arts and crafts

- textiles

- film making

- language and dialect

- marine science and creativity

- food and drink

- other areas which impact on the rural creative economy such as archaeology, geology, history, literature and theology

Creative responses and outcomes to the themes are encouraged and are as central to the aims of the conference as academic papers and presentation. Proposals for workshops, interactive displays, demonstrations and posters are welcome. External field visits, performances and social gatherings will play a key part in the conference programme and it is intended that output will form part of further installations, events and publications.

7. Influencing and reach and Reputation.

a) The Islands Deal

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Mark Sheridan, Interim Director; Reader In Music and Creativity, UHI.

The Interim Director and other colleagues have been closely involved in the UHI team working on the various themes of the Islands Deal preparations with David Amos and strategic partners. CRC are recognised as a significant potential component in the Shetland and Creative Islands dimension through the Creative Industries Innovation Programme.

Current Islands Deal documentation indicates that 'UHI –has a number of long established facilities on all three Islands, including a range of specialities including Music, Creative Industries, Archaeology, Northern Studies, Agronomy, Fisheries & Marine'. And that ...'UHI's Centre for Rural Creativity at Shetland College would also be a lead Academic Partner for this IP, drawing in resources and expertise from across the UHI network.'

This can be a major opportunity for CRC to continue to develop the Creative Economy initiatives and the development of research and development with partners in Shetland and across the island communities.

b) 'Your Shetland'

A small scale research programme was carried out by CRC to create a clearer understanding of the creative economy educational market and to enable CRC and SC to develop appropriate response and courses for the CCI network. At this stage the developments are focussed on theatre arts, dance, sound and media. Delivery through remote Digital Collaboration and face to face courses are considered essential in the structure. It is intended that SC and CRC would partner with other Academic partners in the UHI Network in new courses and modules.   Such modules can also been marketed as individual CPD opportunities to a national and international market, as options on the CCI network menu and potentially as a bespoke set of classes for SC certification.

c) *Service Level Agreement with SADA*

The University and SADA have signed a Service Level Agreement for collaboration on areas which are in the interests of both parties.

8. Staffing

Interim Director	Mark Sheridan, Reader in Music and Creativity	(0.6 FTE)
Research Fellow		(1 FTE)
Research Fellow		(1 FTE)
Programme Leader		(0.2 FTE)
Administrator		(0.6 FTE)
PhD Student		(1 FTE)

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Mark Sheridan, Interim Director; Reader In Music and Creativity, UHI.

Tertiary Education Sector in Shetland

Evaluation Report
and
Enhancement Plan

2017 - 2018

Contents

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Section 1: Context Statement

Operationally, Shetland College UHI is managed within the Shetland Islands Council's Development Services Directorate and is governed by a Committee (Shetland College Board) which reports to the Council's Education and Families Committee. At the instigation of the Shetland Islands Council (SIC), work began in 2013 to integrate the NAFC Marine Centre UHI, Shetland College UHI and Train Shetland into a single tertiary education, training and research organisation for Shetland. Work is continuing with a project team having been established to bring together a Business Case for the future of Tertiary Education in Shetland.

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

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

1. respond to the needs of Shetland
2. deliver high quality learning experiences and successful outcomes for all learners
3. carry out high quality research
4. provide high quality governance, leadership and management structures
5. grow our business
6. build sustainability

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

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

The University of the Highlands and Islands (UHI) partnership is the main provider of post-compulsory education provision in the Highlands and Islands region and delivers in excess of 113,168 further education fundable credits annually, as contracted through the Regional Outcome Agreement negotiated with the Scottish Funding Council. Regional activity targets comprise core and ESIF funded activity, the latter spanning the Highlands and Islands and Lowlands and Uplands regions (for Perth and Kinross). In addition, the region has developed an extensive apprenticeship offer that provides work-based learning pathways from Foundation Apprenticeships offered in the senior phase through to Graduate Apprenticeships funded through Skills Development Scotland (SDS), as well as working directly with employers to deliver bespoke training on a commercial basis. Shetland has remained an independent contract holder with SDS for modern apprenticeships. This has enabled Shetland to respond quickly to local demand and enabled a more streamlined approach to contract bidding. While Shetland has fully engaged within Regional bidding for Foundation Apprenticeships (FAs) numbers have remained low, with only one FA being offered. Two further similar programmes

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have been offered to senior phase pupils out-with the FA Frameworks, the decision to offer non FA programmes was based on local need where the current FA framework design was not able to offer the desired outcomes.

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

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

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

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

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

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

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Section 2: Methodology

Shetland College UHI has established systems in place to enable reflection and evaluation. Our Learner Engagement Team works closely with the Highland and Islands Students' Association (HISA) to enable learner engagement through a programme of class representative learner experience meetings and learner Away Days, reflecting and evaluating on their experiences at our Campuses. This is used to further inform learner engagement and shape the learner experience.

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

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

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

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

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

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

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

Self-evaluations for programmes, support services and senior management were reviewed to take account of the new Education Scotland Quality Framework and completed by all sections. Self-evaluation reports are submitted to SDS reporting on modern apprenticeship frameworks, with targets monitored through regular contact with SDS. These have been brought together with other evaluation processes to form the content of the Evaluation Report and accompanying Enhancement Plan.

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Section 3: Outcome Agreement National Measures

Data sources:

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

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

Relevant SFC Outcome Measure	*Shetland College UHI*: 2017/2018				Scotland
1(a) The volume of Credits delivered	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The volume of Credits delivered (core)	See Note 1	4,627	5,022	4,806	1,699,760
Core Credits target (college)	See Note 1	4,132	4,321	4,352	1,691,359
% towards core Credits target (college)	See Note 1	112%	116.5%	110%	100.5%
The volume of Credits delivered (ESF)	-	0	66	36	62,272
The volume of Credits delivered (core + ESF)	-	4,627	5,022	4.806	1,762,032
1(b) Proportion of Credits delivered to learners aged 16-19 and 20-24	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Proportion of Credits delivered to learners aged 16-19	49.4%	47.4%	46.0%	40.8%	46.6%
Proportion of Credits delivered to learners aged 20-24	15.1%	16.8%	14.2%	16.7%	21.5%
Proportion of Credits delivered to full-time learners aged 16-19	80.0%	75.8%	77.7%	69.3%	51.6%
Proportion of Credits delivered to full-time learners aged 20-24	15.0%	18.5%	12.6%	16.0%	22.7%
1(d) Proportion of Credits relating to learners from different protected characteristic groups and care leavers	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Proportion of Credits delivered to Male learners	55.9%	56.3%	55.6%	60%	48.6%
Proportion of Credits delivered to Female learners	44.1%	43.7%	44.4%	40%	51.3%
Proportion of Credits delivered to BME learners	2.2%	2.2%	2.3%	10%	6.4%
Proportion of Credits delivered to students with a known disability	13.3%	19.1%	21.9%	17%	17.1%
2(b) Proportion of Credits delivered to senior phase age pupils studying vocational	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**

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qualifications delivered by colleges					
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.2%	0.6%	3.0%	2.7%	1.4%
2(c) Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	6.9%	11.3%	13.1%	13%	5.0%
3. Proportion of Credits delivered to learners enrolled on STEM courses	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
Proportion of Credits delivered to learners enrolled on STEM courses	43.7%	40.4%	34.6%	33%	24.8%
4(a) Proportion of enrolled students successfully achieving a recognised qualification	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The percentage of FT FE enrolled students achieving a recognised qualification	74.6%	81.6%	78.2%	77.8%	65.3%
The percentage of PT FE enrolled students achieving a recognised qualification	64.6%	78.8%	92.6%	94%	77.1%
The percentage of Disabled FT FE enrolled students achieving a recognised qualification	-	-	-	71%	64.3%
The percentage of Disabled PT FE enrolled students achieving a recognised qualification	-	-	-	91%	71.5%
The percentage of BME PT FE enrolled students achieving a recognised qualification	-	-	-	88%	78.8%
The percentage of Price Group 5 PT FE enrolled students achieving a recognised qualification	-	-	-	76%	78.0%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2016-17**
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	100.0%	66.7%	60.5%	65%	63.1%

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

Note 1: Credits targets introduced in 2015-16

Section 4: Quality Indicators

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

Quality Indicator 3.1 - Wellbeing, equality and inclusion
An open approach throughout the Tertiary Education Sector in Shetland ensures that a safe environment is created, where learners are able to discuss their needs and receive required support. Where a learner is known to have or has declared a protected characteristic, early contact is made by the appropriate service. This ensures that the learner is fully aware of support available and an early relationship is established, empowering the learner to make best use of services available.

Areas of positive practice
- Student Local Partnership Agreement has been signed and continued student representation on the College Board establishes a commitment to learner engagement, ensuring learners are part of the strategic direction of the college and have a positive impact on the student experience, with one student voice across the Tertiary Education Sector;
- Meeting with MSP Tavish Scott in response to learner feedback on local and national transport issues that can be a potential barrier to learning, empowering learners to raise concerns, developing confidence in the learner voice being heard and strengthening learner engagement;
- Collaboration with UHI with representatives participating in the UHI Service Review – 'Student Mental Health', development of UHI Single Policy environment. This ensures the improvement of services in line with National and Regional priorities as set out in the Regional Outcome Agreement and ensuring equality of the learner experience across the UHI Region;
- Success in achieving a recognised qualification for students characterised as disabled and BME are above the latest published national sector levels with 71% of full-time and 91% part-time success rate for students with a disability, against 64.3% FT and 71.5% PT national figures. Local BME success of 88% measured against 78.8% national success rate, demonstrating the value of early intervention and ongoing support throughout the student journey from our highly reactive learning support section. Student support staff work alongside students and delivery teams to ensure that needs are identified early and that support is established for students and staff on an ongoing basis. This ensures that students have equity of experience, contributing to overall student attainment.

Quality Indicator 3.2 - Equity, attainment and achievement for all learners

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

Areas of positive practice

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

Areas for development

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

Delivery of learning and services to support learning
How good is the quality of the provision and services we deliver?

Quality Indicator 2.2 – Curriculum
A curriculum review is to be undertaken alongside the Tertiary Sector Review ensuring the strategic direction of the curriculum in response to National, Regional and Local priorities such as Developing the Young Workforce, the STEM Strategy, Access and Inclusion and Gender Action Planning. A low total withdrawal rate of 2.6% indicates that the current curriculum is meeting student needs and having a positive impact on the overall student experience.

Areas of positive practice
- 72.7% of learners report that their time at college has helped them develop knowledge and skills for the workplace. The use of work placements provides real life opportunities for learners, leading to positive choices being made by learners and increasing progression to positive destinations;
- Lifelong learning is an important strand of curriculum development, ensuring progression routes are fit for purpose and that industry stakeholders are supported in the development of their workforce through the delivery of recognised qualifications and professional development awards supporting existing qualified workforces;
- 222 Modern Apprentices are currently being supported across 23 frameworks in Shetland, this demonstrates the diverse nature of industry needs. The majority of the programmes are able to be delivered locally through the Tertiary sector. This is providing a positive experience for both students and industry, ensuring sustainable access to industrial experience underpinning these programmes;
- The Tertiary Sector in Shetland works closely with local high schools to offer vocational pathways to 119 students in 2017/18 across 9 vocational areas increasing to 164 in 2018/19, vocational programmes provide valuable insight into the workplace through industry links being used to offer workplace visits and occupational visiting speakers. Students from an early age are able to engage with industry and start to develop an understanding of what a preferred career would expect from them. This ensures students are better informed and can start to build a portfolio of skills and knowledge for progression through education and into the workplace;
- Shetland is fully engaged with the ethos of SDS Foundation Apprenticeships, building on early work within the sector in 2014 and the delivery of two Senior Phase Academy Programmes. From 2019/2020 two Senior Academy Programmes will be delivered alongside two SDS Foundation Apprenticeship programmes. This ensures that opportunities are available in occupational areas with significant value within Shetland, such as engineering, construction, early years and social services. Students are able to engage with industry through extended work placements and gain invaluable experience and qualifications relevant to their chosen career paths.

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

Quality Indicator 2.3 - Learning, teaching and assessment

Lecturing staff reflect on the approaches taken in both teaching and assessment, with a view to improving on their practice where this is deemed to be necessary. This includes being informed by regular peer reviews. 91.7% of learners reporting that they are satisfied with their overall college experience.

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

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

Quality Indicator 2.4 - Services to support learning

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

Areas of positive practice

- A robust system is in place to identify learners with support needs, opportunities to declare learning support needs at application and interview stage enable early engagement with the learning support team ensuring support is in place at the start of the learner journey. Continued monitoring by staff during the academic year, ensures that learners who have not declared or who have been unaware of a learning need are identified and offered appropriate support from delivery teams and the learning support team;
- The learning support team engage with delivery teams, to ensure measures identified to support learners are effectively implemented. The teams work together to ensure that specific learning aids where required are used by learners to maximise the benefits of these, this ensures positive impact on the learner journey and learner outcomes;
- The support for learning service is responsive to the needs of learners liaising with external agencies, such as the Schools Service, as required. When a student is transitioning from one service to another the learner support team, with permission of the student, will contact the service to gather information on the students' needs. This is assessed in context with the college programme and an individual learning plan is developed with the student for sharing with the delivery teams. One example is seeking advice from NHS Shetland on the purchase of a 'college' wheel chair to meet the needs of a specific learner and meet statutory requirements, ensuring disability is not a barrier to learning;

Areas for development

- Removal of current automated system for referral of applicants for learning support through MIS system. Adoption of the new support monitoring report which replaces the UHI SITS automated email system for identifying students disclosing learners with disabilities. This will ensure that learners continue to be identified early and that support can be actioned as soon as possible to make the learner journey a positive experience;
- Lack of Social and Sporting activities for students within Shetland, can leave students feeling isolated and withdrawn which can impact on student wellbeing and retention;
- Some students on non-traditional programmes have limited opportunities for engagement, leading to reduced opportunity for integration and less opportunity to access student support and engagement services.

Leadership and quality culture

How good is our leadership and approach to improvement?

Quality Indicator 1.1 - Governance and leadership of change

Strategically the Sector continues to operate and respond to national, regional and local priorities in parallel with the ongoing review. Stability within the sector is a key priority for the College Board, senior management and review team. Temporary arrangements continue to be in place providing stability for the Tertiary Education Sector in Shetland as work continues on the review of the Tertiary Sector.

Areas of positive practice

- The Strategic and Operational Plans 2017-2019 embody local and national priorities and engagement with a focus on developing the young workforce, identifying skills gaps and the development of Shetland as a place to live, work and learn. This ensures the Tertiary Education Sector is responding to local needs and providing clear direction for local teams and has led to teams making proposals for additional senior phase delivery and an increase in modern apprenticeship numbers;
- Shetland College UHI Board and NAFC Trustees are represented on Regional Boards and closely monitor local activity through regular reporting cycles. This enables members to provide direction on the strategic and operational direction of the sector in meeting national, regional and local Priorities;
- Proposals for new activity are measured against national, regional and local Priorities ensuring the curriculum is relevant and sustainable within the context of future needs;
- With the support of the College Board and close scrutiny of statistics, sector senior management are challenged on their response and approach to Developing the Young Workforce. School College partnerships and Industry College partnerships continued to be strengthened, ensuring that these remains a strategic priority and steer curriculum planning and review;

Areas for development

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

Quality Indicator 1.4 - Leadership of evaluation leading to improvement

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

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

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

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Section 5: Capacity for Improvement

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

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

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

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

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

Section 6: Grades

Key principle	Grade

Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners?
    3.1 Wellbeing, equality and inclusion
    3.2 Equity, attainment and achievement for all learners
	Very Good

Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?
    2.2 Curriculum
    2.3 Learning, teaching and assessment
    2.4 Services to support learning
	Good

Leadership and quality culture: How good is our leadership and approach to improvement?
    1.1 Governance and leadership of change
    1.4 Evaluation leading to improvement
	Good

Enhancement Plan – 2018 - 2021

Actions for improvement

Outcomes and Impact:

| Areas for development | Planned actions | Timescale | | Progress |
		When	Who	
Non-traditional student induction *(not all learners receiving the same level of information)*	Roll out induction to include additional information on services to support learning, to ensure that all students are aware of services available and how these can be accessed. • Engage with delivery teams to establish a map of student enrolment out with main traditional academic start and end dates • Undertake a programme of flexible induction to meet the needs all students	June 2019 August – November 2019	Operations Manager (SC), Depute Principal (SC) & Quality Manager (NAFC) Depute Principal Operations Manager Student Senior Lecturers & Section Leaders Student Support (New College)	

Delivery of learning and services to support learning:

Areas for development	Planned actions	Timescale		Progress
		When	**Who**	
Engaging young people earlier *(Attracting and engaging young people in a context that will meet the wider needs of Shetland)*	Attracting and engaging young people in a context that will meet and support the future growth of Shetland, in areas such as Hospitality, Construction, creative industries, engineering, aquaculture and administration, digital and social care/childcare. • Developing strategies to engage young people of Shetland	September – December 2019	Student Engagement and Communications / Guidance (SC) Marketing & Liaison Officer / Student Support (NAFC)	
	• Pilot engagement with 1 High School, 1 Primary School and 1 Early Learning Centre	January – June 2020	Student Engagement and Communications / Guidance Marketing & Liaison Officer / Student Support (New College)	
	• Roll out to all schools within Shetland	August 2020 – June 2021	Student Engagement and Communications / Guidance / Marketing / Student Support	

			Senior Lecturers/ Section Leaders (New College)	
Reflection and evaluation of subject areas performing below national and regional targets *(Provision of data to delivery team and engagement in UHI Regional improvement activity)*	Provision of data to delivery team	February 2019	Quality Managers (SC & NAFC)	
	Engagement in UHI Regional improvement activity as part of the UHI Single Policy Environment. • Facilitate participation in UHI Regional groups established to reflect and evaluate on subject areas performing below national and regional targets. – Nomination of staff to engage with regional review groups	December 2018	Quality Manager (SC) and Senior Lecturers (SC)	Completed - Staff Identified with names sent to UHI leads – meetings starting in February 2019
Practical learning where appropriate in directly industry linked programmes *(Further encourage staff to incorporate more practical learning)*	Further encourage staff to incorporate more practical learning were appropriate in directly industry linked programmes and ensuring resources are available to facilitate this. • Enhance the learner experience through contextualisation, providing greater understanding.	June 2019	Senior Lecturers (SC) & Section Leaders (NAFC) Delivery teams (SC & NAFC)	

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	• Further develop opportunities for transferable skills and knowledge facilitating progression within industry.	June 2020	Senior Lecturers & Section Leaders Delivery teams (New College)	
	• Review impact on programmes and progression of learners into employment	June 2021	Quality Manager (New College)	
Identification of applicants with learning support needs *(Removal of automated system for referral)*	Adoption of the new support monitoring report which replaces the UHI SITS automated email system for identifying students disclosing learners with disabilities.			
	• Liaise with UHI colleagues and pilot new system	June / August 2019	Learning Support (SC) Student Support (NAFC)	
	• New system reviewed	December 2019	Quality Manager (SC & NAFC)	
	• Establish new practice of identification of applicants with learning support needs	May 2020	Learning Support (New College)	
Activities for students within Shetland. *(Lack of social and supporting activities for students)*	Working with HISA on developing social and sporting activities • Engagement with students to gather information.	May 2019	Student Engagement (SC) Liaison Officer (NAFC) Students / HISA	

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	• Support student body to establish minimum of one sustainable activity	August 2019 – June 2020	Student Engagement Liaison Officer Students / HISA (New College)	
	• Students lead development of further activities	August 2020	Students / HISA (New College)	
Engagement with student on non-traditional programmes *(non-traditional programmes have limited opportunities for engagement)*	Greater flexibility of engagement to incorporate learners on none traditional programmes. • Review of current engagement activity	June 2019	Operations Manager (SC), Depute Principal (SC) & Quality Manager (NAFC)	
	• Pilot additional engagement with students on non-traditional programmes	August – November 2019	Senior Lecturers (SC & NAFC) & Section Leaders (NAFC) Operations Manager (SC) Student Support (NAFC)	
	Integrate engagement with students on non-traditional and traditional programmes	August 2020	Senior Lecturers & Section Leaders Operations Manager Student Support (New College)	

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Leadership and Quality Culture:

Areas for development	Planned actions	Timescale		Progress
		When	**Who**	
One point of contact where stakeholder's full training / education needs can be discussed *(Stakeholders fully aware of all opportunities available within the Tertiary Education Sector.)*	Collation and review of purpose of contact across the Tertiary Education Sector	July 2019	Depute Principal (SC)	
	Review and planning for promotion of wider training and education needs	September 2019	Depute Principal (SC), Short Course and Vocational Managers (TS), Marketing and Liaising Officer (NAFC)	
	Identification of suitable resource across the Sector and implementation of Single door contact for stakeholders training/education needs/planning	November 2019	Merger Project Manager – Principal Delegate (New College)	
Communication and internal processes need to be reviewed and improved with the development of a more responsive timeline *(Temporary senior management arrangements have provided short-term stability,)*	Review of current practice across the sector: Communication with Students/Trainees Communications with Staff Communication with Stakeholders	October 2019	Depute Principal (SC) Compliance & Projects Coordinator (NAFC)	
	Communication Strategy implementation	January 2020	SMT (New College)	
	Review of Communication	June 2020	SMT (New College)	

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Staff Development *(Not all staff engaging with staff development)*	A new model of staff development is to be piloted in academic session 2018/2019 which aims to fully engage all staff across sections and lead to a more robust valid process being undertaken.			
	• Piloting and review of Staff Conference for Shetland College and Train Shetland	Pilot - December 2018 Review - February 2019	Depute Principal (SC) Depute Principal (SC), Operations Manager (SC) Short Course and Vocational Managers (TS),	Pilot undertaken December 2018 – Review being undertaken
	• Review process in relation to changing college structure incorporating Shetland College, Train Shetland and NAFC Marine Centre	April - 2019	Depute Principal (SC), Operations Manager (SC) Short Course and Vocational Managers (TS), Head of Central and Support Services (NAFC), Section Leaders (NAFC)	
	• Incorporate new staff development programme into college structure	December 2019		

Local statistics being used in isolation which can have a limiting effect on the improvement and development;	Wider distribution of regional statistics. Will provide benchmarking facilities and opportunities for further improvement where targets are not being met.			
	• Guidance on actions to be taken in response to PIs	April 2019	Quality Managers (SC & NAFC)	
	• Support delivery teams to pilot review and development of programmes based on PIs	August 2019 - June - 2020	Quality Managers Senior Lecturers / Section Leaders (New College)	
	• Delivery team lead approach to improvement and development	August 2020 – June 2021	Delivery teams (New College)	

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Review of 2017-2018 Enhancement Plan

Leadership and Quality Culture:

Areas for development	Planned actions	Timescale	Update
Limited contact between staff members and Shetland College UHI Board and NAFC Marine Centre Board of Trustees members	Increase opportunities for staff members and Shetland College UHI Board and NAFC Marine Centre Board of Trustees members to engage. Planned meetings, drop in session for and Shetland College UHI Board and NAFC Marine Centre Board of Trustees members.	Ongoing through session 2016/17	There is a new communications strategy in place as part of the business case for merger project which will hopefully lead to improvement in this area.
Self-evaluation of Shetland College UHI Board	Appoint independent officer to engagement with the Shetland College UHI Board and support the process and completed Self-Evaluation	November 2017	Completed in January 2018
Temporary staffing arrangements	Implementation of permanent management structure across the tertiary education sector	Proposed June 2018	Ongoing with Business Case Project under way
Inconsistent approach to staff development	Create Personal Development Plan Policy	June 2018	New policy implemented
Staff engagement with evaluation of staff development training sessions	Instruct programme teams to inform discussion and planning at Quality Improvement Committee	February 2018	Evaluation undertaken
Imbalance of services within the tertiary education sector.	Engage staff and learners in a collaborative approach to services to support learning	December 2017	Review undertaken

Delivery of learning and services to support learning

Areas for development	Planned actions	Timescale	Update
Safeguarding and child protection training currently undertaken through corporate training sessions and online materials	Organise opportunities for further joint staff development	February 2018	Opportunities offered in 2017-2018 Staff Development Programme
Inconsistent approach to programme entry requirements	Review implementation through Quality Improvement Committee	April 2018	Policy and Procedure reviewed and implemented
Responsiveness of Curriculum to Community and Business demand	Market Research and inclusion in Shetland Skills Survey (SIC Economic Development Unit)	Ongoing through session 2017/18	Being incorporated into Business Case Project
Inadequate Learning and Teaching Space	Review of learning and teaching space, resources and staffing	June 2018	Being incorporated into Business Case Project
Lack of engagement in learner self-reflection	Review process and use evidence to inform the development of a new system. Pilot new system. Implementation of new system	December 2017 June 2018 August 2018	Review underway with proposal to restructure learner support, which will enable new system to be implemented
Learners can feel isolated which could lead to early withdrawal from their programme	Introduce a peer to peer support group and the trialling of a peer support system	August 2018	Learners wish to postpone introduction until after their HISA learner elections.
Uncoordinated approach to community and business development	Single point of contact Development of business and marketing strategy for Tertiary Sector	December 2017	Being incorporated into Business Case Project

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Outcomes and Impact

Areas for development	Planned actions	Timescale	Update
Learners missing out on induction	Implement an integrated and flexible induction programme	August 2018	Implementation of standardised introduction covering key rights and responsibilities
Unique location as well as the differing challenges to protected characteristics faced within small communities	Deliver on Equalities Mainstreaming outcomes alongside SIC and NHS Shetland	December 2017 Ongoing	Ongoing
Recognition of the benefits of social and sports clubs for learner groups	HISA and the Learner Engagement team to develop a programme of activity	Ongoing through session 2017/18	Work with HISA has been initiated, looking at options and sustainability
Access and Inclusion	Access & Inclusion Strategy Gender Action Plan – to be implemented	December 2017 January 2018	Implemented
Uptake of Essential Skills	Monitor statistical data – Programme Review	Ongoing through session 2017/18	Continuing – success rate 80%
Wider analysis of statistical data	Discussion at Cross College Committee meetings and considered within wider curriculum planning	June/August 2018	Engagement with UHI Attainment Strategy – implemented through Colleges QIC

Shetland College UHI
Gremista
Lerwick
Shetland
ZE1 0PX

Via email

Attn: Mr Willie Shannon - Principal

15 February, 2019

Dear Mr Shannon

Endorsement of 2017/18 Evaluative Report and Enhancement Plan

The Scottish Funding Council (SFC) and Education Scotland have now reviewed the Shetland College UHI 2017/18 Evaluative Report and Enhancement Plan (EREP), and can advise that:

Your Evaluative Report:

- provides an accurate and appropriate account of the quality of provision and services being delivered by the college;
- identifies clearly what is working well;
- identifies what needs to improve;
- takes appropriate account of the views of stakeholders, and
- is supported by appropriately robust sources of evidence.

Meanwhile, your Enhancement Plan:

- is well-informed by, and linked appropriately to, the findings of the Evaluative Report;
- communicates clearly the plans to address areas of provision and services which require improvement, and
- identifies clearly what the college aims to achieve and by when.

Finally, we consider that the grades you propose:

- conform to Education Scotland's grading parameters, and reflect the college's performance as described in the 2017/18 EREP.

SFC and Education Scotland will make arrangements to publish the Shetland College UHI 2017/18 EREP in due course. We shall keep you in touch with timing.

Yours sincerely,

Michael Cross   Janie McManus
Interim Director, Access Skills   Strategic Director, Scrutiny
and Outcome Agreements   Education Scotland
SFC

Cc: Education Scotland - HMI John Bowditch
        SFC - Dee Bird