REVIEW OF SCOTLAND'S COLLEGES

Promoting Excellence

The Scottish Government's Response to the Review

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The Scottish Government, October 2007

FOREWORD BY CABINET SECRETARY

This Scottish Government wants to build a self-confident, outward-looking Scotland – an ambitious nation with opportunities for everyone to benefit and make a positive contribution to Scotland's prosperity. To help achieve this, we want colleges to realise their aspiration to be vocational education and training providers of choice for learners and employers and key strategic partners in their communities.

The *Review of Scotland's Colleges* was undertaken to provide robust evidence and informed recommendations for change, so that sound decisions could be taken on how we fund and equip colleges to meet future challenges and demands. I am grateful for the time and effort which stakeholders invested in the Review and for the knowledge, experience and expertise they brought to bear.

In this response, I outline how we will build on the many excellent practices taking place across colleges throughout Scotland. It is essential to our future success that we work in partnership with colleges and other stakeholders to promote excellence in all Scotland's colleges across the full range of their functions so that they can better meet the needs of all individuals, businesses and communities they serve.

I want to:
- raise the efficiency and effectiveness of colleges to the highest possible level, including improving retention and attainment;

- increase the flexibility and responsiveness of colleges to meet the evolving needs of individuals and employers;
- deliver an improvement in skills utilisation;
- extend the reach of colleges; and
- enhance partnership to ensure coherent learning provision across Scotland and to better support individuals, including easing their transitions to and from college.

Together we will help achieve these outcomes by developing the capacity of colleges to deliver. In particular, the Review identifies actions to:
- better serve the needs of individuals and employers;
- develop the skills of college staff and governors and better support them;
- enhance the learner experience; and
- improve the quality of information available to colleges and other stakeholders.

Scotland has been a learning nation in the past. We need to make sure we are a learning nation of the future. In doing this, colleges should lead by example. They should be exemplars in the learning opportunities they provide, including those to their own staff and members of their governing body.

I am confident that Scotland's colleges have both the capability and ambition to meet this Government's high expectations.

Fiona Hyslop MSP
Cabinet Secretary for Education and Lifelong Learning

The Scottish Government's response

Role of Scotland's Colleges

The Scottish Government's overall purpose is to focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. Scotland's colleges have a crucial contribution to make to this because of the pivotal position they occupy in the delivery of skills and lifelong learning.

We have outlined five strategic objectives for the new government. These are to:

- create a Scotland which is wealthier and fairer;
- make Scotland smarter;
- build a healthier Scotland;
- develop a safer and stronger Scotland; and
- establish a greener Scotland.

These objectives are where our focus will lie and Scotland's colleges have an important role in the delivery of each of them.
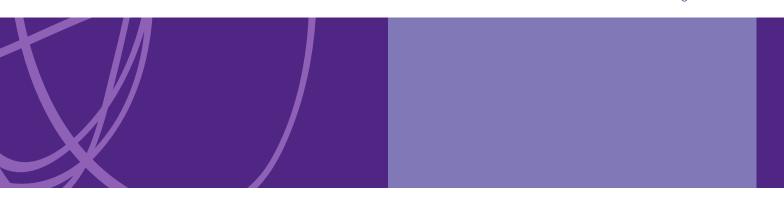
The importance of colleges stems naturally from the nature of their core function – the delivery of vocational education and training and lifelong learning at all stages in life from school through to retirement. It is also due to the diversity of individuals they serve in communities across Scotland and the breadth of opportunities they provide.

Colleges will be key partners in delivering *Skills for Scotland*[1], Scotland's lifelong skills strategy. As well as their central role in post-school education, training and workforce development, colleges are involved in the training of our early years workforce and in providing opportunities for pupils through school and college partnerships.

Colleges are central to our vision of a smarter Scotland that is wealthier and fairer. Scotland needs excellent colleges to unlock the full potential of our people and to maximise the contribution that colleges make to our economic success and to the creation of a safe and stronger, healthier and greener society. We want Scotland's colleges to inspire individuals to achieve vocational and academic excellence.

Colleges' key roles are to:

- provide vocational education and training related to employment in response to national, regional and local needs;
- provide positive and clear routes for learners into employment or into higher education institutions;
- support learners to develop their knowledge and skills so that they can feel confident in their work and in their lives; and
- encourage employer demand for skills and help employers better utilise the skills available to them, especially for small and medium-sized enterprises.

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1   *Skills for Scotland: A lifelong skills strategy* can be found on the Scottish Government's website at
     http://www.scotland.gov.uk/Publications/2007/09/06091114/0

We are fortunate in Scotland to be building from a strong base. Our colleges already have a commendable record of attracting large numbers of individuals to learning year in, year out from a diverse range of backgrounds. On the whole we know that they deliver learning consistently well that meet the needs of individuals and employers.

Colleges can be rightly proud of the distinctive approach that they take to the delivery of learning and teaching in Scotland. They work in increasing close partnership with schools, community learning and development partnerships, higher education institutions and private training providers. These partnerships serve the needs of individuals well because of the different contribution each partner makes. Scotland's strength lies in the diversity of its learning provision. In pursuing parity of esteem between vocational skills and academic qualifications, we will celebrate and nourish institutional differences.

Review of Scotland's Colleges

The stakeholder-led *Review of Scotland's Colleges* (RoSCo) took the closest ever look at the college sector since colleges' incorporation in 1993. The Review examined the difference that colleges make to individuals, the economy and wider society. It identified the potential for colleges to deliver much more. The Review also made a number of recommendations to raise college performance levels to those of the best. The remit of the Review is set out at **Annex A**. Other publications issued as part of the Review are outlined in **Annex B**.

The Cabinet Secretary's detailed response to each of the Review's recommendations is at **Annex C**. In **Annexes D-F** we group together the actions for individual organisations arising from the response.

We will publish our Strategic Spending Review shortly. It will set out our spending priorities and explain how the Government plans to invest its resources over the Parliamentary term to achieve our strategic objectives. The work of the RoSCo has helped inform that Spending Review.

Core Group

The Review was co-ordinated by a 'Core Group' of stakeholder representatives supported by Scottish Government officials. It comprised four workstreams, each led by different partners and drawing on input from a broad spectrum of relevant stakeholders.
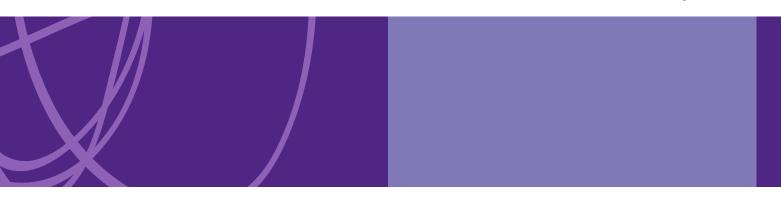
Now that the Review itself has concluded we are keen not lose the experience and expertise of stakeholders as we move to the implementation phase of the Review's outcomes. We are pleased that the Group has accepted our invitation to continue to meet with a refreshed membership. In addition to taking forward the specific actions identified for it elsewhere in this response, the Group's role is to:

- oversee the implementation of the Review's outcomes and monitor progress, a key feature of which will be to identify clear reporting lines; and
- evaluate the effectiveness of the Review's outcomes, including assessing its impact on equality across six strands (race, disability, gender, sexual orientation, age and religion/faith).

Difference Colleges Make

We welcome the work the Review undertook to articulate what colleges deliver for Scotland. Given the wide range of learning opportunities that colleges offer – in terms of both subject matter and level – to a diverse range of individuals, it is not always easy for those unfamiliar with the sector to grasp fully the wide range of colleges' activities. Scotland's colleges in the 21st century are also very different in outlook and approach to colleges decades ago. We can help achieve parity of esteem between vocational skills and academic qualifications by providing an accurate picture of the work of colleges and of the value of accessing vocational learning opportunities. Colleges make a vital contribution to Scotland's success. This needs to be more widely known and recognised.

A key aspect of the Review was the economic analysis in the report *Unlocking Opportunity*[2] that for the first time quantified some of the economic value of college activity. This analysis was based on the economic return of increasing qualification levels and showed that for every £1 invested in Scotland's colleges there is an economic return of at least £3.20. Placing a monetary value on the economic and social returns of public investment is not easy. We believe the ground breaking work carried out as part of the Review provides a solid platform upon which to build. As we look ahead to the 2009 Spending Review, we would like to see a wider range of college activities captured in an economic and social analysis. We have asked officials to look at the effectiveness of the public investment in Scotland's colleges to help inform our deliberations in the lead up to the next

Spending Review. Alongside this we will be looking to the college sector to provide stronger evidence to better demonstrate the **outcomes** it delivers.

The diversity of college provision is a key strength of the sector. We support the diversity of learners that colleges serve and the range of learning opportunities that they provide.

The Review identified twelve areas in which colleges can build on existing activity and expertise. It is evident from these that colleges have an important role in the delivery of each of the Government's five strategic priorities. The areas identified were:

wealthier and fairer

- improving the flow of knowledge between colleges and business;

- nourishing Scotland's culture of enterprise and entrepreneurship;

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- enhancing vocational education for Scotland's school pupils;

- addressing Scotland's 'not in education, employment or training' problem;

- building Scotland's skills base;

- addressing low levels of adult literacy and numeracy in Scotland;

- delivering English language training for Scotland's inward migrants;

healthier

- developing Scotland's care and health sector workforce;

safer and stronger

- addressing disadvantage in Scotland's most deprived communities;

- developing community hubs across Scotland;

- promoting volunteering activities in Scotland; and

greener

- developing and sustaining Scotland's remote and rural communities.

The identification of the 12 outcomes has helped inform our Spending Review.

The Review has also helped shape our lifelong skills strategy. That strategy outlines, among other things, our commitment to:

- encourage young people to stay in education and training post-16;

- provide increased opportunities to school pupils to access vocational learning by expanding school/college partnerships;

- improve how skills are used in the workplace;

- support the central role of colleges in developing skills;

- develop the skills of the public sector workforce;

- facilitate local design and delivery of learning for those who are furthest away from the labour market;

- address issues of rurality;

- examine access to quality courses in English for Speakers of Other Languages (ESOL);

- complete the refresh of the Scottish Adult Literacy and Numeracy strategy;

- encourage employer demand for skills;
- maximise the impact of community-based learning; and
- support youth work and volunteering opportunities for young people.

We want to maximise the difference that colleges make to learners, the economy and wider society. One of the ways this can be achieved is by making our current significant investment work harder for us.
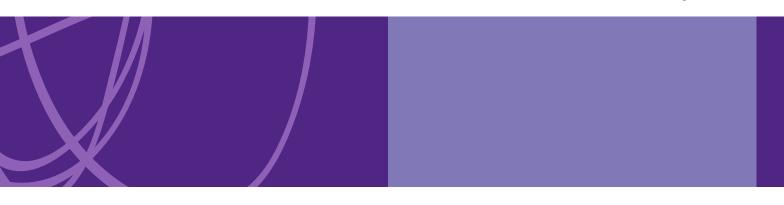
In the lifelong skills strategy we outline that we are looking to the Scottish Funding Council to *"ensure that its review of funding methodology will:*

- *develop a tertiary education system which responds to the needs of learners and employers;*
- *deliver a step change in skills utilisation for individuals; and*
- *promote successful transition and progression for individuals with improved retention and attainment".*

We look to our colleges to help deliver *More Choices, More Chances*[3] for our young people through the delivery of pre-16 vocational education, by encouraging school leavers to stay in education after school and supporting young people in re-engaging with learning as a first step towards future employment. Part of this involves building on the many good examples of partnership between our schools and colleges to widen the choices available to young people and enrich their educational experience.

The Review identified as a key outcome *"improving the flow of knowledge between colleges and business"*. This will be a key activity for colleges in delivering our lifelong skills strategy. Currently Scotland's strong performance on skills qualifications is not reflected in our productivity. We need ambitious and demanding employers who set themselves stretching targets and who can identify and recruit the right talent that they need to help them to reach their productivity goals. A key role of colleges is to encourage employer demand for skills and help employers better utilise the skills available to them, especially for small and medium-sized enterprises.

The Review focussed on delivering a smarter Scotland by identifying key areas where colleges can expand on their existing activity. While this is one way colleges can make a bigger difference, it is not the only. There are other important actions colleges can take. For example, individuals need the right essential skills to access and succeed at work. Colleges can embed these skills – literacy, numeracy and other core skills, personal and learning skills, skills for employability and other transferable skills – at all levels of post-compulsory learning. They can also become more flexible and responsive to the needs of individuals and employers.

Staffing, Learners and Learning Environments

Individuals need to be at the centre of learning and skills development. Colleges should therefore support the active involvement of individuals in shaping their own learning experience. Strong and effective student representation are important aspects of that.

As Scotland's demographic profile changes and as the needs and aspirations of future learners evolve, it is important that colleges serve the needs of all sections of society, including the needs of new Scots.

Key to this are the staff in our colleges. The skills, knowledge, enthusiasm and experience of college staff is a key influence on effective learning. Excellent colleges need highly skilled and motivated staff who can make full and productive use of their skills, including relevant teaching qualifications as appropriate. Given that learner support is integral to the delivery of learning in colleges, promoting excellence in colleges depends crucially on promoting excellence in the development and support of all staff in colleges, including ensuring that staff have sufficient opportunities to update regularly their own vocational and professional training.

Colleges need to ensure flexible provision which is responsive to the needs of individuals, the economy and wider society. Staff need to be deployed more flexibly to support this delivery. It is important therefore that staff have modern terms of contract to ensure this can be achieved.

A number of the Review's recommendations are concerned with improving the quality of statistical information available. It is important that our collection and dissemination procedures are designed to ensure we have effective lines of accountability. In common with other public bodies the Scottish Government, the Scottish Funding Council and colleges are under a statutory duty to promote race, disability and gender equality and to ensure that equality considerations are integrated into all their functions and policies. It is essential therefore that we can access, and colleges can make readily available, sufficient information about their activities and the profile of their staff and learners to enable progress on the impact of their processes on equality to be measured effectively over time.

More flexible college delivery can mean improved utilisation of college buildings in the evenings and weekends. Such greater use can better justify the significant capital investment in college estates that has been made over recent years. The Review found that this investment has begun to transform perceptions of colleges, as well as the learning and teaching they deliver. The evidence that has been provided on the benefits of investment has been extremely useful. It has helped inform the Spending Review. This is an area where we will wish to continue to evaluate the effectiveness of our capital investment in terms of student/staff recruitment, retention and outcomes, for example.

Accountability and Governance

Scotland's colleges are governed and led by people who exhibit, in the most tangible way, the very best of the age-old Scottish tradition of public-spiritedness and commitment to their communities. They provide strategic leadership and oversight in our colleges. We are grateful for what they contribute.

Colleges are part of a college sector and part of a lifelong learning system. We therefore look to college trustees to consider major issues and decisions from a sector and system wide perspective and to be better engaged with external and internal stakeholders in order to discharge their role effectively.
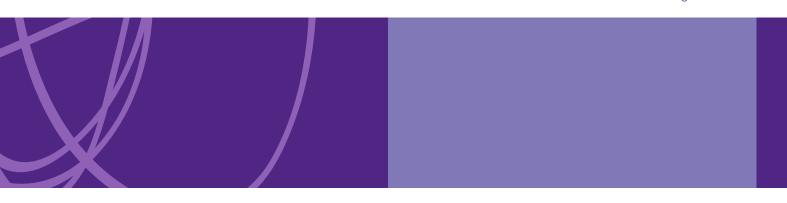
We want to build confidence in college governance arrangements. Although these arrangements work extremely well in almost all colleges, it is unfortunate that the reputation of the sector has been put at risk by the well publicised problems in a few isolated cases.

In promoting excellence in our colleges, we need to promote excellence in the bodies that govern them. We want to enhance the strategic leadership and oversight of college boards. We need to do more to support our local trustees and enhance the opportunities available to them to continue to develop their skills to govern, including providing better support to student and staff members to maximise the vital contribution they make to boards' deliberations.

There should be a culture of 'no surprises' and early intervention where necessary. When it looks like things may be going wrong, boards must not hesitate in seeking assistance. Similarly, if there are signs that there may be problems in a college, the Scottish Funding Council must move quickly to ensure the viability of the college. Colleges are independent bodies that are responsible for spending large sums of public funds. It is important that the right balance is struck between institutional autonomy and the need to safeguard the appropriate and effective use of taxpayers' money.

Colleges have a relatively good track record in the diversity of their trustees. We recognise that the challenge is not easy. That said, we look to colleges as we do with other public bodies to better reflect the diversity of their local communities.

A number of recommendations of the Review involve the preparation of guidance to members of college governing bodies. We look to the Association of Scotland's Colleges to work closely with the Scottish Government, the Scottish Funding Council, the Scottish Trades Union Congress and the National Union of Students Scotland in preparing this guidance.

Strategic Future of Colleges

The work of the Review has been helpful in focussing our attention on the five key areas it has identified: role and positioning; leadership; collaboration and partnership; responsiveness to learners and employers; and modernising learning and teaching.

We need colleges that are flexible enough to meet the needs of today and to respond to the demands of tomorrow. We know some of the key drivers of change – demographic change; economic, societal and technological change; and changes in approaches to learning and teaching. It is important that college leadership is developed to meet future challenges and opportunities, including the continual need to modernise learning and teaching.

We know that there is much more we need to do to ensure that college learning fits seamlessly within an overall single learning system and that provision is flexible and increasingly responsive to the needs of individuals, employers and the wider economy. We also recognise that colleges have an important role in encouraging employer demand for skills and helping employers utilise the skills available to them better, especially for small and medium-sized enterprises.

We must not stop looking to the future. The work produced to date should be the start of an ongoing process. To ensure that this work is taken forward we have organised a conference to coincide with the publication of this response to explore the actions that can be taken to help colleges excel in the Scotland of the future.

We look forward to considering further recommendations arising from the conference and other areas of activity flowing from the Review in due course.

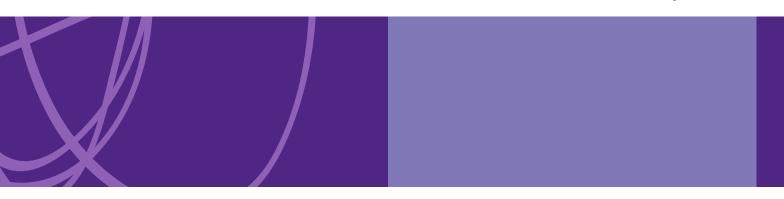# Remit of the review of Scotland's colleges

ANNEX A

The remit of the Review was to:

"provide Scottish Ministers with a robust evidence base, and where appropriate, informed recommendations for change, upon which sound decisions can be taken on how to fund and equip Scotland's colleges to meet future challenges and demands. In particular the review will:

(a) (I) examine the difference colleges make (to the learner, the economy and wider society), including:

- the full range of colleges' current activity (and the corresponding funding streams);
- the full range of learners benefiting from college opportunities;
- the changed nature and level of college activity since incorporation in 1993;
- costs, efficiency of colleges and benchmarking;
- the full range of college competitors and partners;
- outcomes for the learner, economy and wider society, including knowledge transfer encompassing quantitative (in appropriate time series) and qualitative information;

(ii) examine the difference that colleges could make if additional funding were allocated as a result of the next Spending Review by:

- identifying the pressures and opportunities;
- estimating the costs; and
- evaluating the difference that such funding could make to learners, the economy and wider society.

These should not include matters associated with staff development, learning environments and accountability and governance as these matters are being discussed in other Review workstreams.

(b) build on the work of previous reviews and examine the arrangements for accountability and governance in incorporated colleges including:

- the broader regulatory landscape in which colleges operate, and the potential overlap of jurisdictions;
- whether boards should be responsible for appointing their own membership, including the chair of the board;
- strengthening learner participation;
- enhancing the capacity of board members;
- whether the chair and other board members should be remunerated;
- the length of board membership for chairs of colleges and staff representatives;

- the roles of, and relationships between, the chair, board, principal to ensure maximum quality oversight, including the Board's ability to obtain independent advice and the roles, responsibilities and relationships of the Accountable Officer;

- whether there is a continuing need for powers of Ministerial intervention; and

- the composition of the boards, including whether more needs to be done to ensure diversity and the current statutory requirement for 50% of board members to have capacity in "industrial, commercial or employment matters or the practice of any profession".

(c) examine issues relating to the staffing, learners and the learning environments of Scotland's colleges to ensure quality learning experiences, including:

- opportunities for the further modernisation and improvement of learning and teaching methods;

- supporting the professionalism and development of all staff;

- whether there is evidence of an ageing workforce in colleges;

- disability, race, religion and belief, sexual orientation, age and gender equality for staff and learners;

- the competitiveness of colleges as a place of work (including recruitment and retention issues);

- estates (and flexible joint use of buildings); and

- learning environments for learner.

(d) examine the strategic future of Scotland's colleges in 10-15 years through scenario analysis, and report on the implications of the range of likely scenarios. In considering these scenarios, examine possible changes in the key national, European and international environmental factors affecting learning and colleges. These might include, for example:

- demographic change;

- economic change;

- societal and technological change;

- change in our expectations of the role and purpose of colleges;

- change in approaches to learning and teaching; and

- change in the 'learning market'."

Other publications of the review of Scotland's colleges

ANNEX B

OCTOBER 2006

Unlocking Opportunity - Report
http://www.scotland.gov.uk/Publications/2006/10/02110410/0

Unlocking Opportunity - Summary
http://www.scotland.gov.uk/Publications/2006/09/29093131/0

Profiling the Workforce in Scotland's Colleges (commissioned by the Association of Scotland's Colleges and the Scottish Trades Union Congress)
http://www.scotland.gov.uk/Resource/Doc/82254/0043889.pdf

FEBRUARY 2007

Accountability and Governance - Research
http://www.scotland.gov.uk/Publications/2007/05/30120006/0

Accountability and Governance - Research Findings
http://www.scotland.gov.uk/Publications/2007/05/30120035/0

Scotland's Colleges: A Baseline Report (Scottish Funding Council publication)
http://www.sfc.ac.uk/publications/FE_baseline_Mar07.pdf

JUNE 2007

Transforming Lives, Transforming Scotland
http://www.scotland.gov.uk/Publications/2007/06/27151710/0

Equalities Issues Report
http://www.scotland.gov.uk/Publications/2007/06/27103903/0

Delivering a Smarter Scotland
http://www.scotland.gov.uk/Publications/2007/06/25161256/0

Supporting Successful, Accountable Governance
http://www.scotland.gov.uk/Publications/2007/06/27104734/0

Inspiring Achievement
http://www.scotland.gov.uk/Publications/2007/06/27154841/0

Developing Capability
http://www.scotland.gov.uk/Publications/2007/06/25170608/0

Detailed response from the Cabinet Secretary to the review's recommendations

ANNEX C

Recommendations on staffing, learners and learning environments

Staffing

Continuing Professional Development (CPD) for All Staff

1. We strongly endorse the positive role which CPD can play in achieving broader objectives of quality improvement in colleges, through its impact on efficiency and effectiveness of college processes, on capacity building and promoting flexibility, and on the quality of students' learning experience.

   I agree. I invite colleges, the Scottish Funding Council and the Scottish Further Education Unit to endorse this.

2. We recommend the following as shared goals for the sector:

   a) all staff in Scotland's colleges engage in systematic reflection of how they contribute to the work of colleges in supporting learners;

   b) all colleges provide appropriate opportunities for all members of staff to upgrade or improve their professional skills; and

   c) all colleges provide opportunities for members of staff to gain appropriate qualifications relevant for their professional role.

   I agree. I invite colleges, the Association of Scotland's Colleges, the Scottish Further Education Unit, the Scottish Funding Council and the Scottish Trades Union Congress to adopt these shared goals for the sector.

3. We recommend that all full-time staff in colleges should fulfil, as a minimum expectation, six days of CPD a year, and that colleges should determine and implement appropriate proportionate expectations for part-time, fixed-term and temporary staff. The recommendation should be applied equitably, and in a way which does not disadvantage staff who are not on full-time permanent contracts.
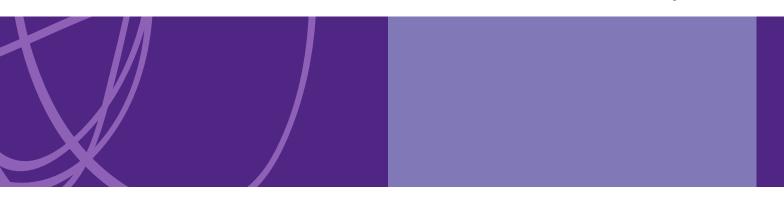
   I agree. I invite colleges to ensure that their full-time staff fulfil this minimum expectation and to determine and implement appropriate proportionate expectations for part-time, fixed-term and temporary staff in a way which does not disadvantage staff who are not on full-time permanent contracts.

4. We recommend that the Scottish Executive should commission an independent review into the future oversight of staff development activity for all college staff, with a view to taking forward its findings by Spring 2008. The review should consider:
    •   How this oversight might best be delivered;
    •   What, if any, alternative arrangements might need to be put in place; and
    •   Appropriate linkages to other professional and membership bodies.

    [The STUC view is that the existing PDF is the right vehicle to carry out this function. The ASC and SFEU believe that we should not prejudge the findings of the review.]

    The Scottish Government will commission an independent review by the end of the year to make recommendations on the matters suggested.

5. We recommend that the Scottish Executive ensures that the Scottish Funding Council, in distributing any additional funding for staff training, does so on an equitable basis, which ensures that colleges who have previously invested in staff development are entitled to funding for other staff development opportunities.

    I agree. I invite the Scottish Funding Council to adopt this practice.

6. We recommend that the Scottish Funding Council also considers whether (and, if so, how) individualised staffing returns can be used to monitor and evaluate Initial Teacher Training and all staff CPD activity across the sector.

    I agree. I invite the Scottish Funding Council to consider this.

7. We recommend that all agencies with responsibilities for quality should give due consideration to encouraging good practice in the effective deployment of CPD.

    I agree. I invite Her Majesty's Inspectorate of Education, the Scottish Funding Council and the Scottish Further Education Unit to give due consideration to this.

8. We recommend that statements arising from SLALE's consideration of CPD should be framed in terms of all staff, and should not emphasise distinctions between groups of staff with different professional responsibilities.

    I agree. I invite colleges, the Scottish Funding Council, the Association of Scotland's Colleges, the Scottish Further Education Unit and the Scottish Trades Union Congress to frame statements in these terms.
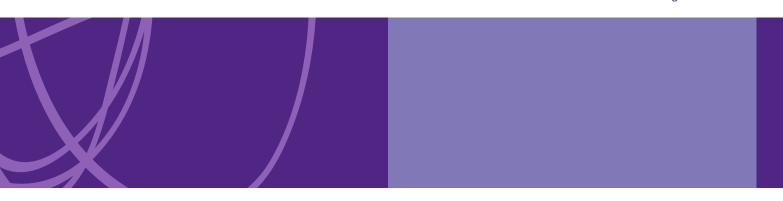
9. We recommend that colleges examine the benefits of using external monitoring processes, such as Investors in People (IiP) or the European Foundation for Quality Management (EFQM) Excellence Model, as a means of reviewing the effectiveness of their policies on staff development and CPD.

    I agree. I invite colleges to continue to examine this.

10. We recommend that the Scottish Executive, working in partnership with key stakeholders, monitors the roll out of Union Learning Representatives in colleges and considers commissioning a systematic study of their impact once the scheme has become fully embedded.

    I agree. I invite the RoSCo Core Group to monitor the roll out. I will consider commissioning a study once the scheme has become fully embedded.

11. We recommend that colleges develop and deploy CPD recording and monitoring procedures for all staff. This is likely to entail the use of logs, linked to the SFC's proposed individualised staffing return, and designed to measure both formal and informal CPD activity. Colleges should also, as part of this work, record and evaluate the impact of CPD on enhancing the quality of the learning experience, and record and monitor CPD costs. We also recommend that relevant communities of practice consider ways of measuring and benchmarking the contribution of informal CPD to the achievement of college CPD policies.

    I agree. I invite colleges to develop and deploy CPD recording and monitoring procedures on the lines suggested, if they are not already doing so.

    I invite the Scottish Further Education Unit to request relevant communities of practice to consider ways to measure and benchmark the contribution of informal CPD.

12. We recommend that colleges consider ways of developing vocational and professional updating activity for teaching staff, taking into account the Scottish Funding Council pilot and the Northern Ireland experience.

    I agree. I invite the Scottish Funding Council to circulate details of its pilot and of the Northern Ireland experience to colleges. I invite colleges to consider this.

13. We believe that further investment in CPD is justified and recommend that this should be applied through an overall increase in the unit of resource for colleges rather than through earmarked funding for staff development.

    I note this. This recommendation will help inform the Government's Spending Review. An announcement on the outcome of the Spending Review will be made shortly.

Teacher Training for New Lecturers

14. We recommend that implementation of the recommendations on teacher training for new lecturers be phased over three years, with an estimated average annual cost of approx. £5.2m (i.e. total estimated costs of £15.459m over three years).

I note this. This recommendation will help inform the Government's Spending Review. An announcement on the outcome of the Spending Review will be made shortly.

15. While the amount of remission available to staff is a decision for individual colleges, it is worth noting that the estimated annual cost of phasing in the recommendations for the Teaching Qualification (Further Education) TQ(FE) is based on a calculation which includes the equivalent of 240 hours of remission for the duration of the course.

I note this.

16. While the recommendations apply only to new lecturers, we would also encourage colleges to continue to support existing staff to gain relevant Professional Development Awards (PDAs) and/or TQ(FE).

I agree. I invite colleges to continue to support this.

A Code of Practice

17. We recommend that colleges (where appropriate) develop, and keep under review, some form of code of practice [Note: we believe it would be neither desirable nor feasible to impose an explicit code of practice (or equivalent) on the sector]. Some examples of what a code may encompass, and what it may be used for, are outlined in Annex E of the report, *Inspiring Achievement.*

I agree. I invite colleges, where appropriate, to develop this.

18. We recommend that where colleges do decide to introduce or review a code of practice (or equivalent), they should do so in consultation with staff, trade unions, management and boards of management. They should also explicitly consider the importance of meeting the educational and welfare needs of learners.

I agree. I invite colleges to pursue this.

The Delegation of Functions Undertaken By The Scottish Executive's Lifelong Learning Directorate (LLD)

19. We recommend that LLD should continue, for the time being, to support the work of the Professional Development Forum and to approve TQ(FE) programmes. We note that it may be appropriate to reconsider the delegation of these functions in the light of future developments.

    I agree. It may be appropriate to reconsider this at a future date.

The Current and Future Profile of Staff in Scotland's Colleges

20. We recommend that colleges evaluate, in the light of this report, the quality of their strategic human resource management processes and take any necessary action to ensure current and future challenges are known and addressed.

    I agree. I invite colleges to evaluate this and take any necessary action.

21. We recommend that the Scottish Funding Council should consider how its current review of staffing data collection processes can best take full account of equalities issues (we note that there may be a role for Equality Forward in this regard), add value to workforce planning activity, and reflect relevant aspects of this report.

    I invite the Scottish Funding Council to consider this, including whether and how individualised staffing returns can provide an effective means to monitor equalities issues, while recognising the responsibilities of colleges as employers.

    In a similar vein, I invite the Scottish Funding Council to work with colleges, the Association of Scotland's Colleges and the Scottish Trades Union Congress to co-ordinate a sectoral approach to equal pay audits. I invite colleges, the Association of Scotland's Colleges and the Scottish Trades Union Congress to work with the Council in a co-ordinated approach to this.

    I invite Equality Forward to consider how best it can assist the Council and colleges.

22. We recommend that college and staff representative bodies work jointly in undertaking regular, preferably annual, surveys on qualitative measures of satisfaction of staff working in colleges.

    I invite the Association of Scotland's Colleges and the Scottish Trades Union Congress to work jointly to undertake this annually.

The Further Modernisation and Improvement of Learning and Teaching Methods in Scotland's Colleges

23. We recommend that the SFC commissions a report examining, with reference to relevant sections of the RoSCo Strategic Futures report, the major future (short and medium term) issues affecting learning and teaching within the sector. A central outcome of this report should be a list of key recommendations for colleges, their staff and all relevant agencies.

    I invite the Scottish Funding Council to commission this report by spring 2008.

Learners
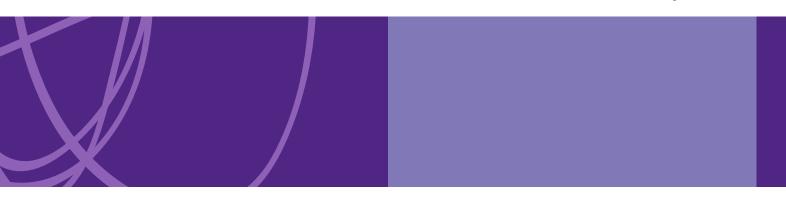
Improving the Overall College Experience for Learners

24. For Scotland's colleges to continue to improve the quality of service they deliver to learners they should:
    - increase student, staff and board of management awareness of the benefits of effective student representation;
    - be aware of the factors which prevent learners from participating fully in college life, and seek to support learners to address them where they can;
    - attempt to foster a philosophy of inclusive learner development;
    - increase the assistance available to students to enable them to properly represent their fellow learners;
    - attempt to broaden awareness of the effective use of proper channels of communication throughout the college; and
    - attempt to broaden awareness of the effective use of feedback from learners.

    I agree. I invite colleges to pursue this.

    I invite Her Majesty's Inspectorate of Education to encourage and support the focus on improving quality through its regular engagement with colleges

25. We recommend that colleges and students' associations make use of the information, case studies and toolkits within this report and its annexes (particularly F and G of the report, Inspiring Achievement), as well as relevant sections of the RoSCo Accountability and Governance report, to ensure that learners are properly represented and continue to have a positive learning experience.

    I agree. I invite colleges, college student associations, the Association of Scotland's Colleges and the National Union of Students Scotland to use this information.

The Current and Future Profile of Learners in Scotland's Colleges

26. We recommend that the Scottish Funding Council should work together with Scotland's colleges and other stakeholders including Scottish Enterprise and Highlands and Islands Enterprise to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.

   I agree. I invite the Scottish Funding Council to work with the Association of Scotland's Colleges, the new skills body[4] and other relevant stakeholders to consider this.

   I invite the Association of Scotland's Colleges and the new skills body once established to work with the Scottish Funding Council on this.

   This is one of many areas where I look to the Council and the new skills body to work together closely and effectively.

27. We recommend that the proposed review of data collection on learners should take full account of equalities issues. We note that there may be a role for Equality Forward in this regard.

   I agree. I invite the Scottish Funding Council to take this into account.

   I invite Equality Forward to consider how best it can assist the Council.

28. We recommend that colleges, the SQA and policy makers should continue to investigate ways in which the gender imbalance within college courses can be resolved. We anticipate that this will involve the Executive's cross-departmental working group working with colleges to review current good practice activity aimed at addressing gender stereotyping.

   I agree. I understand the working group is due to report in spring 2008. I intend, following publication of its report, to write to colleges, the Scottish Qualifications Authority and the Scottish Funding Council to invite them to investigate further the ways in which the group's aspirations can be achieved.

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4   The Scottish Government announced on 26 September 2007 that the main skills and training elements of the enterprise networks will be part of the new skills body that will be formed through the merger of Careers Scotland and learndirect Scotland.

29. We recommend that colleges and policy makers take note of the information contained in this report [Inspiring Achievement] on the current and projected future profile of college students with a view to ensuring that Scotland's colleges continue to effectively serve the needs of all sections of society.

I agree. The Scottish Government has noted the information and will make appropriate use of it. We explain in our lifelong skills strategy that as our demographic profile changes and Scotland's population ages, older people need to be able to return to learning to enhance their skills. These individuals will have different expectations and needs from young people leaving school. In particular, the greater demand for part-time and accelerated study options will present challenges to colleges and other learning providers. Successful integration of migrant workers and those from diverse ethnic backgrounds living in Scotland will also be critical to Scotland's economic future. Reducing under-employment of skilled workers who have, for instance, come to Scotland since recent EU enlargement, or since the inception of the *Fresh Talent* initiative, depends on access to quality ESOL courses and better recognition of existing skills and qualifications.

I invite colleges, the Association of Scotland's Colleges and the Scottish Funding Council to note the information contained in the *Inspiring Achievemen*t report and make appropriate use of it to ensure colleges meet the challenge of Scotland's changing demographic profile and continue to serve effectively the needs of all sections of society.

Learning Environments

30. We recommend that sufficient capital funding is allocated to realise the benefits that can be derived from improved estates, and acknowledge that continuing investment is needed to clear the maintenance and improvement backlog and sustain new estates and refurbished campuses. In order to achieve this, annual investment averaging around £150m would be required for a number of years.
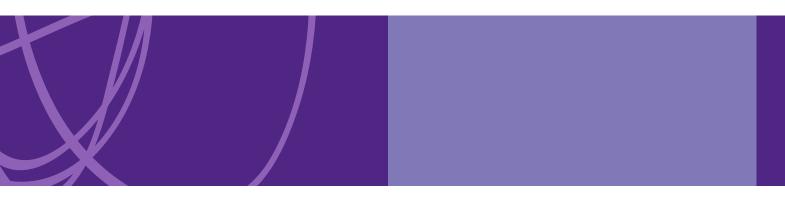
I note this. This recommendation will help inform the Government's Spending Review. An announcement on the outcome of the Spending Review will be made shortly.

Recommendations on accountability and governance

Ministerial Powers of Intervention with Colleges

31. Ministerial power of direction Recommend that the Scottish Executive and partners keep the issue under review, in line with the commitment given by Ministers to the Enterprise and Culture Committee. (Action: Scottish Executive)

I agree. I invite the RoSCo Core Group to report to me on the impact of the 2006 change by the end of 2008.

32. <u>Other statutory and non-statutory interventions</u> Recommend no change to the powers of statutory or non-statutory intervention in the affairs of colleges (other than the actions recommended elsewhere in this report).

I note this. Since this recommendation was made, the Office of the Scottish Charities Regulator has given a very clear sign that the constitutions of incorporated colleges do not meet the requirements of charitable status insofar as they permit Ministers to direct or otherwise control their activities. The Scottish Government will therefore review the need to retain those powers by the end of the year. This recommendation will inform that review.

<u>Succession Planning</u>

33. <u>Succession planning</u> Recommend that guidance on succession planning, drawing on good practice in colleges identified by DTZ[5], is disseminated by ASC to the college sector. (Action: ASC)

I agree. I invite the Association of Scotland's Colleges to issue such guidance to colleges by March 2008.

<u>Recruitment</u>

34. <u>Remuneration of Board members</u> Recommend that Board members should remain unremunerated. Recommend that further consideration is given, however, to improving other ways of rewarding and valuing Board members. (Action: Scottish Executive)

I agree. The Scottish Government will provide a discussion paper in the first instance to the RoSCo Core Group. I invite the Core Group to make recommendations to me by July 2008.

35. <u>Nominations committee</u> Recommend that the Principal should not sit on the Nominations Committee. (Action: Scottish Executive, ASC)

I agree. I invite colleges to endorse this. I invite the Association of Scotland's Colleges to include this in guidance by March 2008.

36. <u>Organisations should offer more than one candidate for the Board to choose from</u> Considered, but recommend no change. 'Good practice' however should be highlighted in ASC guidance. (Action: ASC)

I agree. I invite the Association of Scotland's Colleges to include this in guidance by March 2008[6].

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5 *Review of Scotland's Colleges: Accountability and Governance* by DTZ Consulting and Research can be found on the Scottish Government's website at http://www.scotland.gov.uk/Publications/2007/05/30120006/0

6 This recommendation is at present only relevant to nominees from local enterprise companies. Its implementation may therefore be affected by the consideration of this issue as part of the review of schedule 2 to the Further and Higher Education (Scotland) Act 1992 (see response to recommendation 38) as a consequence of the reorganisation of the enterprise networks.

37. <u>Retain student and staff representation at current level</u> Recommend that the current level of student and staff representation (one academic staff, one support staff) remains unchanged [but see later recommendation on 'Support for student Board members']. Recommend that consideration be given to the development of a standard service level agreement for student sabbatical officers for those colleges that have them in order to establish a common understanding of the duties of a sabbatical officer. (Action: NUS Scotland, ASC)

I agree. I invite the National Union of Students Scotland and the Association of Scotland's Colleges to develop guidance on a model agreement by autumn 2008.

38. <u>Tenure of Board members</u> Recommend that the Funding Council, along with other stakeholders, continues to review the tenure of Board members, taking account of recent changes to policy on public appointments. This should take place alongside a comprehensive review, initiated by the Scottish Executive, aimed at simplifying Schedule 2 to the 1992 Act. Recommend that Boards be given more flexibility to appoint ordinary board members for a period less than four years. (Action: SFC, Scottish Executive, ASC, STUC, NUS Scotland)
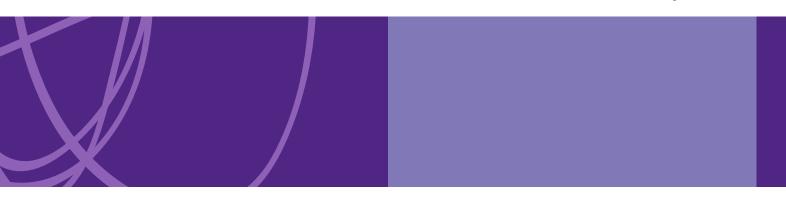
I agree. I invite the Scottish Funding Council by March 2008 to review with other relevant stakeholders the tenure of Board members, taking into account latest policy on public appointments.

Alongside this, the Scottish Government will initiate by the end of 2007 a review of schedule 2 to the Further and Higher Education (Scotland) Act 1992 with the aim of simplifying it. This review will, among other things, consider legislative changes that require to be made as a result of the reorganisation of the enterprise networks. In addition to considering whether Highlands and Islands Enterprise and the Scottish Enterprise regional operations[7] should assume responsibility for nominating college board members, this review will provide an opportunity to consider whether there should be other board nominees, for example from the relevant local authority or local community planning partnership.

The Scottish Government will in due course consult on whether to give college boards more flexibility to appoint ordinary board members for a period of less than four years in cases where a board considers that to be desirable.

39. <u>Recruitment to Boards</u> Recommend Boards, in making appointments, should take account of full the range of criteria expected (e.g. skills, experience, equality, diversity). (Action: Scottish Executive, SFC, ASC)

I agree. I invite colleges to ensure this and invite the Scottish Funding Council to support boards take account of the full range of criteria expected.

I invite the Association of Scotland's Colleges to include this in guidance by March 2008.

7   The Scottish Government announced on 26 September 2007 there will be six regional operations across Scotland in place of 21 separate local enterprise companies. The News Release is at http://www.scotland.gov.uk/News/Releases/2007/09/26143846

40. <u>Recruitment process</u> Recommend no change to current ability of Boards to appoint their own members, or to the procedure for appointing the Chair.

I agree.

<u>Induction</u>

41. <u>Board induction arrangements</u> Recommend that good practice guidance be developed by the ASC as an integral element of a wider training and development framework. (Action: ASC)

I agree. I invite the Association of Scotland's Colleges to develop this by March 2008.

Training and Development

42. <u>Ongoing development of Board members</u> Recommend development of a good practice framework by the ASC. Recommend that Chairs should have a role to review training needs of members. Recommend that SFC, working with other stakeholders and taking account of the success of SPARQS, develop a support mechanism for staff Board members building on, but avoiding duplication of, existing arrangements. (Action: SFC, working with ASC and STUC)

I agree. I will invite the Association of Scotland's Colleges to develop a framework by March 2008.

I invite colleges to ensure that chairs have a role to review the training needs of members. I invite the Association of Scotland's Colleges to include this in guidance by March 2008. I also note that the Scottish Funding Council now requires chairs to give a statement of assurance on board development activity in colleges' annual financial statement returns.

I invite the Scottish Funding Council to work with the Association of Scotland's Colleges and the Scottish Trades Union Congress to develop a support mechanism for staff Board members by March 2008. I invite the Association of Scotland's Colleges and the Scottish Trades Union Congress to work with the Scottish Funding Council on this.

<u>Board Structure and Meetings</u>

43. <u>Structure</u> Recommend that Boards be encouraged to review their structures and processes to optimise impact of members, noting that the contribution of members is voluntary and limited. (Action: Scottish Executive, SFC, ASC)

I agree. I invite colleges to review this.

I invite the Association of Scotland's Colleges to include this in guidance by March 2008.

44. Size and composition Recommend no change to current size. Recommend no change to requirement that 50% should have a commercial/professional etc background, but that the Scottish Executive give Boards clarification of the potentially wide interpretation of that provision (eg that it can include local authority sector, charity and community sector, etc). (Action: Scottish Executive)

I agree. The Scottish Government will write to colleges by December 2007 to provide this clarification.

I invite the Association of Scotland's Colleges to include this in guidance by March 2008.

45. Role of staff and student members Recommend that training arrangements should emphasise the role of student and staff members (i.e. full Board members with identical responsibilities to others). (Action: NUS Scotland, STUC, ASC)

I agree. I invite colleges, the Scottish Funding Council, the National Union of Students Scotland, the Scottish Trades Union Congress and the Association of Scotland's Colleges to emphasise this.

46. Training for staff Board members Recommend that all Boards should have a formal training programme for staff Board members, with a focus on core governance skills and behaviour. (Action: Scottish Executive, ASC, STUC)

I agree. I invite colleges to ensure this.

I invite the Association of Scotland's Colleges to include this in guidance by March 2008.
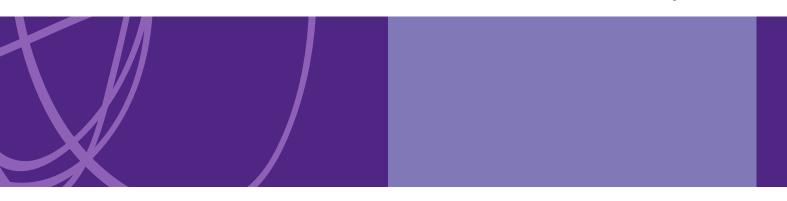
I invite the Scottish Trades Union Congress to support formal training programmes for staff Board members, where appropriate.

47. Restricted sessions at Board meetings Recommend that Boards should exclude members only in exceptional circumstances (consistent with the statement of Board member responsibilities). Recommend that guidance be issued on this issue. (Action: Scottish Executive)

I agree. The Scottish Government will write to colleges by December 2007 to provide this clarification.

I will invite the Association of Scotland's Colleges to include this in guidance by March 2008.

48. Encouragement of co-option Recommend that Boards be encouraged to make greater use of their ability to co-opt members to committees of the Board, including members of staff, with a view to improving succession planning, broadening representation, providing expertise and learning from other colleges. (Action: Scottish Executive)

I agree. I invite colleges to make greater use of their ability to co-opt members to committees of the Board.

I invite the Association of Scotland's Colleges to include this in guidance by March 2008.

49. <u>Information to Boards</u> Recommend that Boards seek to ensure the enhancement of the quality of information presented to boards, taking account of relevant issues identified in DTZ's report. (Action: Scottish Executive)

    I agree. I invite colleges to ensure the enhancement of the quality of information presented to boards, taking account of relevant issues identified in the report *Review of Scotland's Colleges: Accountability and Governance* by DTZ Consulting and Research.

<u>Board Performance</u>

50. <u>Sharing good practice</u> Recommend that ASC establishes a broad based 'community of practice'-style group for accountability and governance issues, tasked with the identification and sharing of good practice. [NOTE The STUC view is that the group should be established by the Scottish Executive rather than the ASC.] (Action: ASC)

    I agree. I invite the Association of Scotland's Colleges to establish such a group by March 2008 and to ensure that the National Union of Students Scotland and the Scottish Trades Union Congress are among those represented on the group.

    I invite the National Union of Students Scotland and the Scottish Trades Union Congress to participate in any such group.

51. <u>Poor performance</u> Recommend that Boards should have in place arrangements for evaluating their own performance, including that of individual members, committees and the Chair. (Action: Scottish Executive, SFC, ASC)

    I agree. I invite colleges to have such arrangements in place.

    I invite the Scottish Funding Council to support boards put such arrangements in place.

    I invite the Association of Scotland's Colleges to include guidance on arrangements for boards to evaluate their own performance by March 2008.

52. <u>Academic quality</u> Recommend that all Boards are closely involved in issues of academic quality, taking account of existing successful examples in other colleges and specifically in the approval and monitoring of quality assurance and improvement strategies. (Action: Scottish Executive)

    I agree. I invite colleges to ensure this.

    I invite the Association of Scotland's Colleges to include this in guidance by March 2008.

    I invite the Scottish Funding Council to encourage the involvement of Boards with quality issues and quality assurance.

Risk Management

53. Good practice Recommend that good practice in risk management be disseminated by the ASC, also highlighting the key role of the audit committee and other specialist committees. [NOTE The STUC consider that dissemination should be undertaken by the SFC or Audit Scotland, rather than the ASC.] (Action: ASC)

I agree. I invite the Scottish Funding Council and the Association of Scotland's Colleges to disseminate such good practice by March 2008.

54. Risk registers Recommend that Boards be encouraged to use a separate risk register for each significant capital project. Registers should also be kept under regular review. (Action: ASC, SFC)

I agree. I invite to colleges to pursue this.

I invite the Scottish Funding Council and the Association of Scotland's Colleges to include this in guidance.

Financial Management

55. Annual financial cycle Recommend no change in annual financial cycle.

I agree.

56. Board member training Recommend that Board members receive appropriate financial training. (Action: ASC)

I agree. I invite colleges, Scottish Funding Council and the Association of Scotland's Colleges to ensure this.
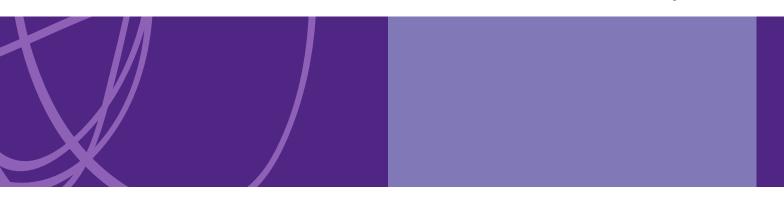
57. Treatment of pension liabilities Recommend that the Funding Council review the implications for colleges. (Action: SFC)

I agree. I note that the Scottish Funding Council has now reviewed the implications and included a statement on this point in its circular SFC/27/2007, dated 15 June 2007[8].

Accountability

58. Possible statutory designation of college Accountable Officers Recommend no change to current arrangements.

I agree.

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8   Review of colleges' 2005-06 financial statement can be found at
    http://www.sfc.ac.uk/information/info_circulars/sfc/2007/sfc2707/SFC272007.html

59. <u>Role of college Accountable Officers</u> Recommend that SFC issues clarification on the role of 'Accountable Officers'. (Action: SFC)

I agree. I note that the Scottish Funding Council has now published an explicit statement on this point in its circular SFC/10/2007, dated 16 February 2007[9].

<u>Board Member Engagement</u>

60. <u>Good practice</u> Recommend good practice be disseminated to colleges by the ASC, drawing on DTZ research evidence and the ROSCO desk research. [NOTE The STUC consider that all stakeholders should be involved in dissemination, and not solely the ASC.] (Action: ASC)

I agree. I invite the Association of Scotland's Colleges to disseminate good practice and to ensure that the Scottish Government, the Scottish Funding Council, the Scottish Trades Union Congress and the National Union of Students Scotland are among those involved in any sector-wide dissemination events.

I invite the Scottish Funding Council, the Scottish Trades Union Congress and the National Union of Students Scotland to participate in any such events.

61. <u>Visibility of Board members</u> To improve the connectedness and visibility of Board members to external and internal stakeholders, recommend that visits, events and other communication opportunities should be employed. (Action: Scottish Executive, SFC, ASC)

I agree. I invite colleges to pursue this.

The Scottish Government will review how we can better engage with board members. I invite the Scottish Funding Council and the Association of Scotland's Colleges to review how they too can better engage.

62. <u>Awareness of staff and student views</u> Recommend that events such as internal focus groups and conferences should involve Board member participation wherever appropriate. (Action: Scottish Executive, SFC, ASC)

I agree. I invite colleges to pursue this.

I invite the Association of Scotland's Colleges to include this in guidance by March 2008.

9   Governance and management matters can be found at
    http://www.sfc.ac.uk/information/info_circulars/sfc/2007/sfc1007/sfc1007.html

Student Representation on Boards

63. <u>Support for student Board member(s)</u> Recommend that Boards be encouraged to consider the creation of sabbatical posts. Recommend that Boards be encouraged to invite a second student nominee to attend Board meetings to provide support to the existing student Board member. Recommend Boards approve dedicated administrative support to the student association and its President. (Action: Scottish Executive, NUS Scotland, SFC, ASC)

I agree. I invite colleges to:

• consider the creation of a student sabbatical officer post;

• enable a second student nominee to attend Board meetings; and

• approve dedicated administrative support to the student association and its President.

I invite the Scottish Funding Council and the Association of Scotland's Colleges to issue guidance on supporting student board members by March 2008.

I invite the National Union of Students Scotland to assist affiliated colleges and their student associations to:

• consider whether to create student sabbatical officer posts; and

• establish, where appropriate, processes for such posts.

64. <u>Integration of student members</u> Acknowledging that student representatives have much shorter terms than other Board members, recommend that Boards bring the student member up to speed with all relevant issues as soon as possible. (Action: Scottish Executive, NUS Scotland)
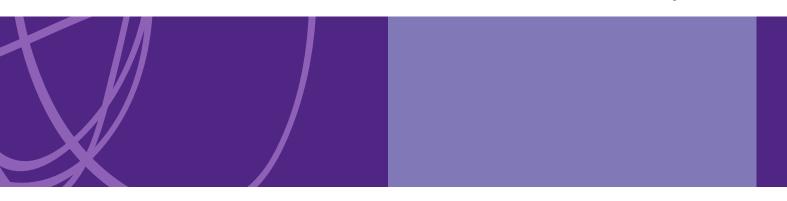
I agree. I invite colleges to pursue this.

I invite the National Union of Students Scotland to assist affiliated colleges to brief new student board members effectively.

Staff Governance Standard

65. <u>Development of staff governance standard</u> Recommend that the issue be remitted to the Scottish Executive's Roundtable Forum. (Action: Scottish Executive)

I want a staff governance standard for Scotland's colleges. I invite the Association of Scotland's Colleges and the Scottish Trades Union Congress to work together to develop such a standard and to report progress to the RoSCo Core Group[10] by June 2008. I invite colleges to adopt the standard once developed.

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10 Given the ongoing responsibilities I envisage for the Core Group in taking forward outcomes from the Review, I consider that it is a more appropriate forum than the Roundtable Forum.

Recommendations on the strategic future of colleges

Role & Positioning

66. Scotland's colleges, the Scottish Executive and Scottish Funding Council should aspire to make colleges vocational education and training providers of choice for learners and employers.

I agree. The Scottish Government will organise a conference of stakeholders, including colleges and the Scottish Funding Council, to explore, among other things, how colleges can develop this position.

I invite the RoSCo Core Group to consider the report of the conference and to make further recommendations to me by July 2008.

67. The key roles for Scotland's colleges should be to:

- provide vocational education and training related to employment in response to national, regional and local needs;
- provide positive and clear routes for learners into employment or into higher education institutions; and
- support learners to develop their knowledge and skills so that they can feel confident in their work and in their lives.

I agree that the above are key roles for colleges. Another key role for colleges is to **"encourage employer demand for skills and help employers better utilise the skills available to them, especially for small and medium sized enterprises"**.

The Scottish Government will organise a conference of stakeholders, including colleges and the Scottish Funding Council, to consider, among other things, how colleges' key roles may impact on the future positioning of the sector and how the college sector can best contribute to international lifelong learning.

I invite the RoSCo Core Group to consider the report of the conference and to make further recommendations to me by July 2008.

68. The Scottish Executive should work with stakeholders to more clearly define the roles and responsibilities of all stakeholders in the publicly funded tertiary education system. Funding and regulatory systems should then be aligned with these roles to enable colleges and other players to deliver.

I agree. The Scottish Government published its lifelong skills strategy on 10 September. In that strategy we defined the key roles and responsibilities of stakeholders in the skills community and provided a framework for funding and regulation.

Leadership

69. Colleges should lead by example, in their communities, by demonstrating clear strategic leadership.

I agree. I invite colleges to pursue this.

70. Colleges, the Scottish Executive and Scottish Funding Council should promote and support the ongoing development of adaptive leadership capacity in the tertiary sector.

I agree. I invite to the Scottish Funding Council and colleges to promote and support this.

I am aware that the Principals' Continuous Professional Development (CPD) Programme has identified 'appropriate leadership' as a topic of strategic interest for Scotland's colleges and that principals will jointly investigate a number of current and emerging models of ongoing leadership development that might be incorporated into the framework to support existing and prospective college leaders. I invite the CPD Programme to share its findings with the RoSCo Core Group by December 2007.

71. Colleges should continue to work together to develop a cohort of potential future leaders.

I agree. I invite colleges, the Association of Scotland's Colleges, the Scottish Funding Council and the Scottish Further Education Unit to pursue this.

72. Colleges, the Scottish Executive, Scottish Funding Council and other stakeholders should ensure that strategic, funding and regulatory regimes best support the development of adaptive leadership capacity in the tertiary sector.
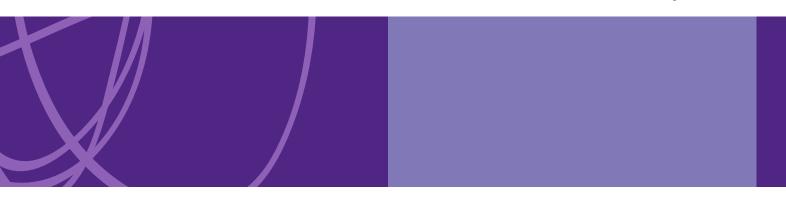
I agree. I invite the Scottish Funding Council, the Association of Scotland's Colleges and the Scottish Further Education Unit to also ensure that strategic, funding and regulatory regimes best support the development of leadership capacities.

Collaboration and Partnership

73. Colleges should be regarded as key strategic partners in their communities alongside other local stakeholders.

I agree. I invite colleges to acknowledge that they will best be regarded as key strategic partners by them demonstrating clear strategic leadership in their communities as outlined in Review recommendation 69.

In our lifelong skills strategy we articulated that local authorities need to ensure that all partners, including colleges and community based learning providers, are included in the production of Community Learning and Development strategies and that appropriate linkages are made to community planning. The Scottish Government will therefore obtain information from colleges and local authorities on their current level of engagement in community planning to help us consider whether action is required to ensure colleges are fully involved in the process.

74. The Scottish Executive should develop appropriate new models of partnership, adapt systems to support these new models, and clarify its expectations of those involved in partnerships.

I note this. The Scottish Government will organise a conference of stakeholders, including colleges and the Scottish Funding Council, to explore new models of partnership (among other things).

I invite the RoSCo Core Group to consider the report of the conference and to make further recommendations to me by July 2008.

The Scottish Government intends to achieve a simpler, smaller government in Scotland through de-cluttering and simplifying the public service landscape. Part of this approach will be to examine the range of local partnerships required by government to determine whether they still remain appropriate and ensure clarity about their role. Further details will be provided later this year on the detailed implications of the Government's approach.

75. Colleges and other stakeholders should strengthen their capacity to work in partnership and should continue to develop networks and work together to deliver their individual and collective aims and objectives. Organisations that support Scotland's colleges should promote this at a national level.

I agree. I want colleges and other learning providers to see themselves as part of a continuum of provision – links in a chain – of a single learning system to improve support for learning and promote successful transition and progression to and from college.

The Scottish Government will organise a conference of stakeholders, including colleges and the Scottish Funding Council, to explore, among other things, how the capacity of colleges and other stakeholders can be strengthened and supported.

I invite the RoSCo Core Group to consider the report of the conference and to make further recommendations to me by July 2008.

76. Colleges and other relevant stakeholders should consider further opportunities to share data and infrastructure.

I agree. Building on the work already being undertaken under the Efficient Government Initiative, I invite the Scottish Funding Council and other relevant stakeholders to:

• review this;

• examine the feasibility and benefits of other shared services for colleges, including backroom functions such as human resource management and finance; and

• make recommendations to the RoSCo Core Group by September 2008.

I invite the Core Group to make recommendations to me by December 2008.

Responsiveness To Learners And Employers

77. **Colleges should be aware of and respond to demand for learning from learners and employers and different segments of these markets, consistent with colleges' aims and objectives.**

   I agree. In the lifelong skills strategy we outline how we want colleges and other learning providers to ensure flexible provision which is increasingly responsive to the needs of individuals, employers and the wider economy

   The Scottish Government will organise a conference of stakeholders, including colleges and the Scottish Funding Council, to explore, among other things, how colleges can be more flexible and responsive.

   I invite the RoSCo Core Group to consider the report of the conference and to make further recommendations to me by July 2008.

78. **Further work should be undertaken to consider how best to improve the effectiveness and timeliness of market intelligence, including better local interpretation of national and regional data, to ensure more informed decisions by colleges and learners.**

   I agree. I invite the Scottish Funding Council to undertake this work.

Modernising Learning And Teaching

79. **Colleges should, within the resources available to them, provide attractive modern learning environments and ensure that the location, timing and method of learning meet the changing needs of future learners and employers.**

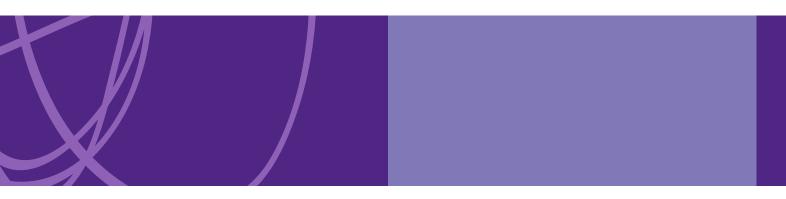   I agree. I invite the Scottish Funding Council and colleges to pursue this.

   We outline in our lifelong skills strategy that we need strong mechanisms for clearly articulating the skills that employers need now and what they may require in the future and we need providers, such as colleges, who can listen and who have the capacity to deliver. I invite colleges to work closely with employers and Sector Skills Councils to help understand - and respond to - the evolving needs of employers.

   We know that individuals need the right essential skills to access and succeed at work and that employers value these skills In the strategy we outline that colleges and other learning providers embed these skills – literacy, numeracy and other core skills, personal and learning skills, skills for employability and other transferable skills – at all levels of post-compulsory learning.

   I invite colleges to engage with developments arising from a *Curriculum for Excellence* in order to understand better the changing curriculum needs and aspirations of school pupils and school leavers.

80. **Colleges, supported by the Scottish Funding Council, should develop and evaluate their practices by capitalising on the ongoing development of research into the human mind and its implications for learning and teaching.**

   I agree. I invite the Scottish Funding Council and colleges to pursue this.

81. Colleges should continue to exploit the opportunities presented by information and communication technology to support a blended approach to learning and teaching.

I agree. I invite the Scottish Funding Council and colleges to pursue this.

General Recommendations

82. The Scottish Executive should initiate early work to: clarify the positioning and key roles of colleges and other stakeholders with an interest in the tertiary sector; develop regulatory and funding regimes to support this; and strengthen adaptive leadership capacity.

I agree. In our lifelong skills strategy we defined the key roles and responsibilities of stakeholders in the skills community and provided a framework for funding and regulation.

As mentioned above, I invite the Principals' CPD Programme to share its findings on leadership development with the RoSCo Core Group by December 2007.

83. The Scottish Executive, colleges and key agencies should continue to use futures work as a strategic development tool.

I agree. The Scottish Government will organise a conference of stakeholders, including colleges, to explore, through the use of scenarios developed as part of the Review, how best colleges can meet future opportunities and challenges in three key areas: role and positioning, collaboration and partnership and responsiveness to learners and employers.

I invite the Scottish Funding Council and the Association of Scotland's Colleges to consider whether to incorporate futures work in to the strategic planning processes for colleges.

More generally, the Scottish Government's Futures Project[11] is ongoing. The Project seeks to assess the key challenges and opportunities that Scotland might face over the next 20 years or so. Its purpose is to stimulate debate and to help ensure that all the aspects of government activity work effectively together to best position Scotland for the future.

11 http://www.scotland.gov.uk/Topics/Government/futures/introdufutures

Actions for individual organisations arising from the recommendations on staffing, learners and learning environments
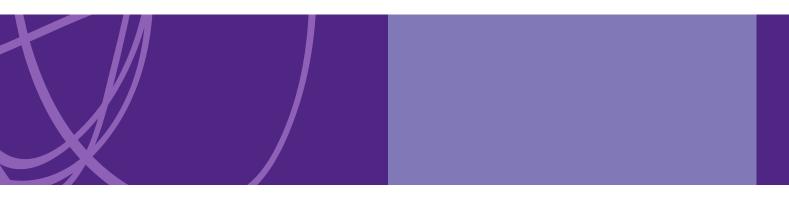
ANNEX D

Scottish Government

- Commission an independent review by the end of the year to make recommendations on the future oversight of staff development activity for all college staff.

- Frame statements arising from SLALE's consideration of CPD in terms of all staff, and do not emphasise distinctions between groups of staff with different professional responsibilities.

- Consider commissioning a systematic study of the impact of Union Learning Representatives once the scheme has become fully embedded.

- Continue, for the time being, to support the work of the Professional Development Forum and to approve TQ(FE) programmes.

- Note and make appropriate use of information on the current and projected future profile of college students with a view to ensuring colleges meet the challenge of Scotland's changing demographic profile and continue to serve effectively the needs of all sections of society.

RoSCo Core Group

- Monitor the roll out of Union Learning Representatives in colleges.

Scottish Funding Council

- Endorse the positive role which CPD can play in achieving broader objectives of quality improvement in colleges, through its impact on efficiency and effectiveness of college processes, on capacity building and promoting flexibility, and on the quality of students' learning experience.

- Adopt the following as shared goals for the sector:
  - all staff in Scotland's colleges engage in systematic reflection of how they contribute to the work of colleges in supporting learners;
  - all colleges provide appropriate opportunities for all members of staff to upgrade or improve their professional skills; and
  - all colleges provide opportunities for members of staff to gain appropriate qualifications relevant for their professional role.

- Adopt the practice of distributing any additional funding for staff training on an equitable basis, which ensures that colleges who have previously invested in staff development are entitled to funding for other staff development opportunities.

- Consider whether (and, if so, how) individualised staffing returns can be used to monitor and evaluate Initial Teacher Training and all staff CPD activity across the sector.

- Give due consideration to encouraging good practice in the effective deployment of CPD.
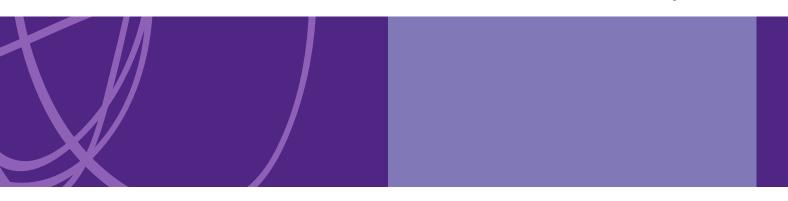
- Frame statements arising from SLALE's consideration of CPD in terms of all staff, and do not emphasise distinctions between groups of staff with different professional responsibilities.
- Circulate details of its vocational and professional updating for teaching staff pilot and of the Northern Ireland experience to colleges.
- Consider how the review of staffing data collection processes can best take full account of equalities issues, add value to workforce planning activity and reflect relevant aspects of the report *Current and Future Profile of Staff in Scotland's Colleges*.
- Work with colleges, the Association of Scotland's Colleges and the Scottish Trades Union Congress to co-ordinate a sectoral approach to equal pay audits.
- Commission a report by spring 2008 examining the major future (short and medium term) issues affecting learning and teaching within the college sector.
- Work together with the Association of Scotland's Colleges, the new skills body and other relevant stakeholders to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.
- Take full account of equalities issues in the review of data collection on learners.
- Note and make appropriate use of information on the current and projected future profile of college students with a view to ensuring colleges meet the challenge of Scotland's changing demographic profile and continue to serve effectively the needs of all sections of society.
- Investigate further the ways in which the aspirations of the Scottish Government's cross-departmental working group on gender stereotyping can be achieved.

Colleges
- Endorse the positive role which CPD can play in achieving broader objectives of quality improvement in colleges, through its impact on efficiency and effectiveness of college processes, on capacity building and promoting flexibility, and on the quality of students' learning experience.
- Adopt the following as shared goals for the sector:
  – all staff in Scotland's colleges engage in systematic reflection of how they contribute to the work of colleges in supporting learners;
  – all colleges provide appropriate opportunities for all members of staff to upgrade or improve their professional skills; and
  – all colleges provide opportunities for members of staff to gain appropriate qualifications relevant for their professional role
- Ensure that college full-time staff fulfil minimum expectation of six days CPD a year and determine and implement appropriate proportionate expectations for part-time, fixed-term and temporary staff in a way which does not disadvantage staff who are not on full-time permanent contracts.

- Frame statements arising from SLALE's consideration of CPD in terms of all staff, and do not emphasise distinctions between groups of staff with different professional responsibilities.
- Continue to examine the benefits of using external monitoring processes, such as Investors in People (IiP) or the European Foundation for Quality Management (EFQM) Excellence Model, as a means of reviewing the effectiveness of their policies on staff development and CPD.
- Develop and deploy CPD recording and monitoring procedures, if they are not already doing so.
- Consider ways of developing vocational and professional updating activity for teaching staff, taking into account the Scottish Funding Council pilot and the Northern Ireland experience.
- Continue to support existing staff to gain relevant Professional Development Awards (PDAs) and/or TQ (FE).
- Where appropriate, develop, and keep under review, some form of code of practice.
- Where colleges do decide to introduce or review a code of practice (or equivalent), consult with staff, trade unions, management and boards of management, and explicitly consider the importance of meeting the educational and welfare needs of learners.
- Evaluate in the light of the report *Current and Future Profile of Staff in Scotland's Colleges* the quality of strategic human resource management processes and take any necessary action.
- Work with the Scottish Funding Council, the Association of Scotland's Colleges and the Scottish Trades Union Congress in a co-ordinated sectoral approach to equal pay audits.
- Continue to improve the quality of service delivered to learners. In particular:
  - increase student, staff and board of management awareness of the benefits of effective student representation;
  - be aware of the factors which prevent learners from participating fully in college life, and seek to support learners to address them where they can;
  - attempt to foster a philosophy of inclusive learner development;
  - increase the assistance available to students to enable them to properly represent their fellow learners;
  - attempt to broaden awareness of the effective use of proper channels of communication throughout the college; and
  - attempt to broaden awareness of the effective use of feedback from learners.
- Use relevant information contained in RoSCo reports to ensure that learners are properly represented and continue to have a positive learning experience.
- Note and make appropriate use of information on the current and projected future profile of college students with a view to ensuring colleges meet the challenge of Scotland's changing demographic profile and continue to serve effectively the needs of all sections of society.
- Investigate further the ways in which the aspirations of the Scottish Government's cross-departmental working group on gender stereotyping can be achieved.

Association of Scotland's Colleges

- Adopt the following as shared goals for the sector:
  - all staff in Scotland's colleges engage in systematic reflection of how they contribute to the work of colleges in supporting learners;
  - all colleges provide appropriate opportunities for all members of staff to upgrade or improve their professional skills; and
  - all colleges provide opportunities for members of staff to gain appropriate qualifications relevant for their professional role.
- Frame statements arising from SLALE's consideration of CPD in terms of all staff, and do not emphasise distinctions between groups of staff with different professional responsibilities.
- Work with the Scottish Funding Council, colleges and the Scottish Trades Union Congress in a co-ordinated sectoral approach to equal pay audits.
- Work jointly with the Scottish Trades Union Congress to undertake annual surveys on qualitative measures of satisfaction of staff working in colleges.
- Use relevant information contained in RoSCo reports to ensure that learners are properly represented and continue to have a positive learning experience.
- Work together with the Scottish Funding Council, the new skills body and other relevant stakeholders to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.
- Note and make appropriate use of information on the current and projected future profile of college students with a view to ensuring colleges meet the challenge of Scotland's changing demographic profile and continue to serve effectively the needs of all sections of society.

Scottish Further Education Unit

- Endorse the positive role which CPD can play in achieving broader objectives of quality improvement in colleges, through its impact on efficiency and effectiveness of college processes, on capacity building and promoting flexibility, and on the quality of students' learning experience.
- Adopt the following as shared goals for the sector:
  - all staff in Scotland's colleges engage in systematic reflection of how they contribute to the work of colleges in supporting learners;
  - all colleges provide appropriate opportunities for all members of staff to upgrade or improve their professional skills; and
  - all colleges provide opportunities for members of staff to gain appropriate qualifications relevant for their professional role.
- Give due consideration to encouraging good practice in the effective deployment of CPD.
- Frame statements arising from SLALE's consideration of CPD in terms of all staff, and do not emphasise distinctions between groups of staff with different professional responsibilities.

- Invite relevant communities of practice to consider ways to measure and benchmark the contribution of informal CPD.

Scottish Trades Union Congress

- Adopt the following as shared goals for the sector:
  - all staff in Scotland's colleges engage in systematic reflection of how they contribute to the work of colleges in supporting learners;
  - all colleges provide appropriate opportunities for all members of staff to upgrade or improve their professional skills; and
  - all colleges provide opportunities for members of staff to gain appropriate qualifications relevant for their professional role.
- Frame statements arising from SLALE's consideration of CPD in terms of all staff, and do not emphasise distinctions between groups of staff with different professional responsibilities.
- Work with the Scottish Funding Council, colleges and the Association of Scotland's Colleges in a co-ordinated sectoral approach to equal pay audits.
- Work jointly with the Association of Scotland's Colleges to undertake annual surveys on qualitative measures of satisfaction of staff working in colleges.

National Union of Students Scotland

- Use relevant information contained in RoSCo reports to ensure that learners are properly represented and continue to have a positive learning experience.
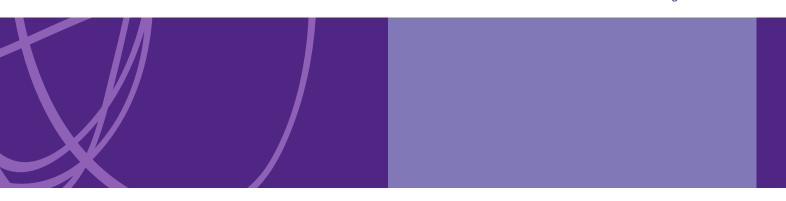
College Student Associations

- Use relevant information contained in RoSCo reports to ensure that learners are properly represented and continue to have a positive learning experience.

Her Majesty's Inspectorate of Education

- Give due consideration to encouraging good practice in the effective deployment of CPD.
- Encourage and support the focus on improving quality through its regular engagement with colleges.

Equality Forward

- Consider how best to assist the Scottish Funding Council and colleges best take full account of equalities issues in the review of staffing data collection processes and in a co-ordinated sectoral approach to equal pay audits.
- Consider how best to assist the Scottish Funding Council best take full account of equalities issues in the review of data collection on learners.

New Skills Body

- Work together with the Scottish Funding Council, the Association of Scotland's Colleges and other relevant stakeholders to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.

Scottish Qualifications Authority

- Investigate further the ways in which the aspirations of the Scottish Government's cross-departmental working group on gender stereotyping can be achieved.

Action for individual organisations arising from recommendations on accountability and governance
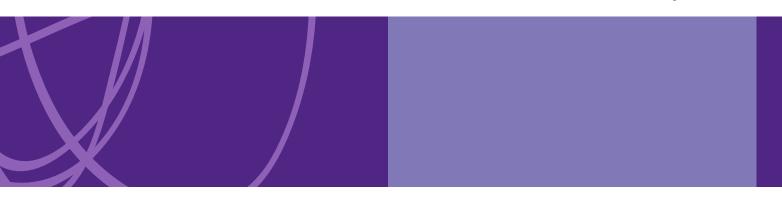
ANNEX E

Scottish Government

- Review by the end of the year the need to retain powers that permit Ministers to direct or otherwise control college activities.
- Prepare a discussion paper for the RoSCo Core Group on improving ways of rewarding and valuing Board members.
- Initiate review of schedule 2 to the Further and Higher Education (Scotland) Act 1992 by end of 2007.
- Consult in due course on whether to give college boards more flexibility to appoint ordinary board members for a period of less than four years.
- Provide clarification to colleges by December 2007 on the interpretation of the provision requiring boards to have 50% of members with a commercial/professional etc background and on the exclusion of members from board meetings in exceptional circumstances.
- Provide clarification to colleges by December 2007 on restricted sessions at Board meetings.
- Review how to better engage with board members.

RoSCo Core Group

- Report to the Cabinet Secretary by the end of 2008 on the impact of the removal in 2006 of Ministerial powers of direction.
- Make recommendations to the Cabinet Secretary by July 2008 on improving ways of rewarding and valuing Board members.
- Monitor progress towards the development of a staff governance standard for Scotland's colleges.

Scottish Funding Council

- Review the tenure of Board members by March 2008 with other relevant stakeholders.
- Support boards take account of the full range of criteria expected (e.g. skills, experience, equality, diversity) in making appointments.
- Develop a support mechanism for staff Board members with the Association of Scotland's Colleges and the Scottish Trades Union Congress by March 2008.
- Ensure that training arrangements emphasise the role of student and staff members (i.e. full Board members with identical responsibilities to others).
- Support boards put in place arrangements for evaluating their own performance, including that of individual members, committees and the Chair.
- Encourage the involvement of Boards with quality issues and quality assurance.
- Disseminate with the Association of Scotland's Colleges good practice on risk management, including the use of separate risk registers for significant capital projects and keeping registers under regular review.
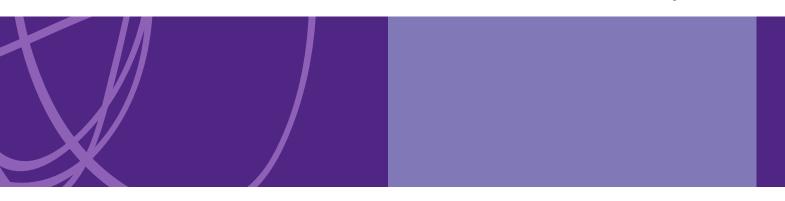
- Enable members to receive appropriate financial training.
- Review how to better engage with board members.
- Issue guidance by March 2008 with the Association of Scotland's Colleges on supporting student board members.

Colleges

- Ensure principals do not sit on Nomination Committees.
- In making appointments take into account the full the range of criteria expected (e.g. skills, experience, equality, diversity).
- Give chairs a role to review the training needs of members.
- Review structures and processes to optimise the impact of members.
- Ensure that training arrangements emphasise the role of student and staff members (i.e. full Board members with identical responsibilities to others).
- Have a formal training programme for staff Board members, with a focus on core governance skills and behaviour.
- Exclude members only in exceptional circumstances.
- Make greater use of their ability to co-opt members to committees of the Board.
- Enhance the quality of information presented to boards.
- Have in place arrangements for Boards to evaluate their own performance, including that of individual members, committees and the Chair.
- Involve boards closely in issues of academic quality.
- Use a separate risk register for each significant capital project and keep registers under regular review.
- Enable members to receive appropriate financial training.
- Improve the connectedness and visibility of Board members to external and internal stakeholders.
- Involve members in events such as internal focus groups and conferences wherever appropriate.
- Consider the creation of a student sabbatical officer post.
- Enable a second student nominee to attend Board meetings.
- Approve dedicated administrative support to the student association and its President.
- Bring student members up to speed with all relevant issues as soon as possible.

Association of Scotland's Colleges

- Issue guidance to colleges by March 2008 on:
  - succession planning;
  - Principals not sitting on Nominations Committees;
  - nominated members;
  - appointments taking into account the full the range of criteria expected (e.g. skills, experience, equality, diversity);
  - induction;
  - Chairs reviewing the training needs of members;
  - reviewing structures and process to optimise the impact of members;
  - requirement that 50% of members should have a commercial/professional, etc. background;
  - formal training programmes for staff members;
  - exclusion of members in exceptional circumstances;
  - co-option of members to Board committees;
  - evaluation of board performance;
  - involvement of boards in academic quality;
  - risk management and risk registers;
  - member engagement;
  - involvement of members in internal focus groups and conferences; and
  - supporting student members.
- Develop with the National Union of Students Scotland guidance on a model agreement for student sabbatical officers by autumn 2008.
- Develop a training and development framework by March 2008.
- Work with Scottish Funding Council and the Scottish Trades Union Congress to develop a support mechanism for staff Board members by March 2008.
- Ensure that training arrangements emphasise the role of student and staff members (i.e. full Board members with identical responsibilities to others).
- Establish a broad based 'community of practice'-style group for accountability and governance issues that includes the National Union of Students Scotland and the Scottish Trades Union Congress among those represented on the group.
- Enable members to receive appropriate financial training.
- Ensure that the Scottish Government, the Scottish Funding Council, the Scottish Trades Union Congress and the National Union of Students Scotland are among those involved in any sector-wide dissemination events on board member engagement.

- Review how to better engage with board members.
- Develop with the Scottish Trades Union Congress a staff governance standard and to report progress to the RoSCo Core Group by June 2008.

Scottish Trades Union Congress

- Work with Scottish Funding Council and the Association of Scotland's Colleges to develop a support mechanism for staff Board members by March 2008.
- Ensure that training arrangements emphasise the role of student and staff members (i.e. full Board members with identical responsibilities to others).
- Support formal training programmes for staff Board members, where appropriate.
- Participate in any broad based 'community of practice'-style group that is established for accountability and governance issues.
- Develop with the Association of Scotland's Colleges a staff governance standard and to report progress to the RoSCo Core Group by June 2008.

National Union of Students Scotland

- Develop with the Association of Scotland's Colleges guidance on a model agreement for student sabbatical officers by autumn 2008.
- Ensure that training arrangements emphasise the role of student and staff members (i.e. full Board members with identical responsibilities to others).
- Participate in any broad based 'community of practice'-style group that is established for accountability and governance issues.
- Assist affiliated colleges and their student associations to:
  - consider whether to create student sabbatical officer posts; and
  - establish where appropriate, processes for such posts.
- Assist affiliated colleges to brief new student board members effectively.

Actions for individual organisations arising from recommendations on the strategic future of colleges
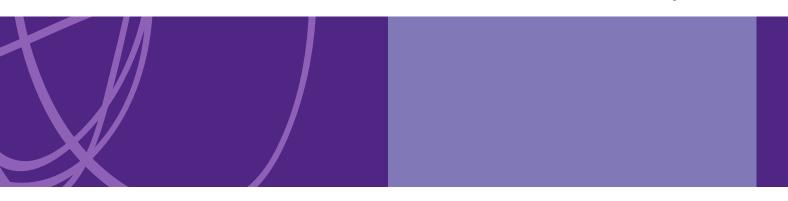
ANNEX F

Scottish Government

- Organise a conference of stakeholders, including colleges and the Scottish Funding Council, to explore:
  - how colleges can develop the position of vocational education and training providers of choice for learners and employers;
  - how the identified key roles of colleges may impact on the future positioning of the college sector[12];
  - how the college sector can best contribute to international lifelong learning;
  - new models of partnership;
  - how the capacity of colleges and other stakeholders can be strengthened; and
  - how colleges can be more flexible and responsive.
- Obtain information from colleges and local authorities on their current level of engagement in community planning.
- Examine the range of local partnerships required by government to determine whether they still remain appropriate and ensure clarity about their role.

RoSCo Core Group

- Consider the report of the stakeholder conference and make further recommendations to the Cabinet Secretary by July 2008.
- Consider the report from the Principals' Continuous Professional Development (CPD) Programme on 'appropriate leadership'.
- Consider the report on shared data, infrastructure and services and make recommendations to the Cabinet Secretary by December 2008.

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12 The key roles identified for Scotland's colleges are to:
- provide vocational education and training related to employment in response to national, regional and local needs;
- provide positive and clear routes for learners into employment or into higher education institutions;
- support learners to develop their knowledge and skills so that they can feel confident in their work and in their lives; and
- encourage employer demand for skills and help employers better utilise the skills available to them, especially for small and medium-sized enterprises.

Scottish Funding Council

- Promote and support the ongoing development of adaptive leadership capacity in the tertiary sector.
- Continue to work together to develop a cohort of potential future leaders.
- Ensure that strategic, funding and regulatory regimes best support the development of leadership capacities.
- Building on the work already undertaken under the Efficient Government Initiative, review with other relevant stakeholders further opportunities for colleges to share data and infrastructure; examine the feasibility and benefits of colleges sharing facilities and other services, including backroom functions such as human resource management and finance; and make recommendations to RoSCo Core Group by September 2008.
- Consider how best to improve the effectiveness and timeliness of market intelligence, including better local interpretation of national and regional data, to ensure more informed decisions by colleges and learners.
- Recognise that colleges should, within the resources available to them, provide attractive modern learning environments and ensure that the location, timing and method of learning meet the changing needs of future learners and employers.
- Support colleges to develop and evaluate their practices by capitalising on the ongoing development of research into the human mind and its implications for learning and teaching.
- Support colleges to continue to exploit the opportunities presented by information and communication technology to support a blended approach to learning and teaching.
- Consider whether to incorporate futures work in to the strategic planning processes for colleges.

Colleges

- Lead by example, in their communities, by demonstrating clear strategic leadership.
- Promote and support the ongoing development of adaptive leadership capacity in the tertiary sector.
- Continue to work together to develop a cohort of potential future leaders.
- Work closely with employers and the Sector Skills Councils to help understand – and respond to – the evolving needs of employers.
- Provide, within the resources available to them, modern learning environments and ensure that the location, timing and method of learning meet the changing needs of future learners and employers.
- Engage with developments arising from a *Curriculum for Excellence* in order to understand better the changing curriculum needs and aspirations of school pupils and school leavers.
- Supported by the Scottish Funding Council, develop and evaluate their practices by capitalising on the ongoing development of research into the human mind and its implications for learning and teaching.
- Continue to exploit the opportunities presented by information and communication technology to support a blended approach to learning and teaching.

Association of Scotland's Colleges

- Continue to work together to develop a cohort of potential future leaders.
- Ensure that strategic, funding and regulatory regimes best support the development of leadership capacities.
- Consider whether to incorporate futures work in to the strategic planning processes for colleges.

Scottish Further Education Unit

- Continue to work together to develop a cohort of potential future leaders.
- Ensure that strategic, funding and regulatory regimes best support the development of leadership capacities.

Principals' Continuous Professional Development (CPD) Programme

- Share its findings with the RoSCo Core Group on its investigation of a number of current and emerging models of ongoing leadership development by December 2007.

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