

REVIEW OF SCOTLAND'S COLLEGES
Transforming Lives, Transforming Scotland
An Overview by the Review's 'Core Group'

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Foreword by Cabinet Secretary

This Scottish Government will support learning for life – and learning throughout life.

We know that our teaching and learning are world class. People can and do take advantage of them to improve their life chances, but there are key challenges that we must address. We must make it clear that learning truly is for everyone. We must demonstrate how it can have a lasting and positive impact on many areas of life. And we must develop policies and processes that make things easy for everyone to understand and make use of Scotland's learning systems to improve their contribution to people's work, lives and communities.

The Review of Scotland's Colleges (RoSCo) has taken the closest ever look at where colleges sit, or could sit, in supporting Scotland's prosperity – both economic and social.

It has been a major undertaking. RoSCo has looked at what the college sector delivers for Scotland now, and what more it could do in the coming years. It has examined issues around the three key elements to successful learning – learners, staff and the places where learning occurs. The Review considered how we can support successful and accountable governance. It also looked further ahead in examining colleges' strategic future over the next 15 years or so.

I am therefore extremely pleased to introduce this overview report. It has been published along with five other RoSCo reports on behalf of the Core Group of stakeholders responsible for co-ordinating the Review.

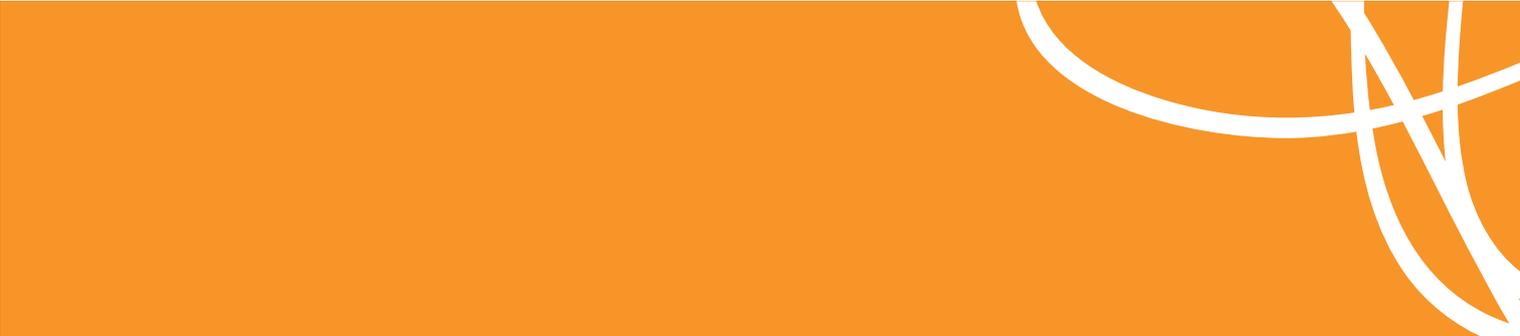
RoSCo was very much a stakeholder-led review. Given that so much of what the college sector delivers is done in partnership, it was fitting that the Review mirrored that approach.

I value the time and effort which stakeholders invested in the Review over the two years it was conducted. They were rightly at the heart of the process, driving RoSCo forward and examining issues in the Core Group and the Review's four working groups. Each of them brought a wealth of knowledge, experience and expertise to the Review. Their commitment was considerable, particularly for those stakeholders who chaired working groups.

Due to the constructive approach taken by stakeholders, this major piece of work is very much owned by them all. That, to me, has been one of RoSCo's great strengths.

I want to take this opportunity to thank everyone involved in the Review – the chairs of the Core Group and working groups, and the members of the groups and associated steering and sub-groups. I also want to thank the Reviews Team and the officials in the Executive that provided secretariat support for the groups. Finally, I want to thank the many college learners, staff, principals, board members and other individuals that participated in discussions during the course of the Review.

The collective advice contained in this and other RoSCo reports is very welcome. It could not come at a more opportune time as we look to the delivery of our strategic priorities and as we prepare for the forthcoming Spending Review.



Now it is the turn of Ministers to consider the reports' findings and recommendations carefully. Clearly I cannot commit myself at this stage to the recommendations. But I can certainly give an assurance that we will respond in due course to the Review and articulate how Scotland's colleges can help turn our plans for a learning nation into practice.



Fiona Hyslop MSP
Cabinet Secretary for Education and Lifelong Learning



Introduction

It is difficult to overstate the importance of Scotland's colleges to the hundreds of thousands of learners they serve each year and to the contribution they make to Scotland's economic and social well-being.

Colleges literally help transform lives. By helping learners acquire and develop skills, and through their work in fostering knowledge exchange, colleges have a crucial role in delivering the Scottish Government's central purpose to focus public services on creating a more successful country, delivering wider social, cultural and economic benefits for all of Scotland's people.

Scotland requires an effective and efficient college sector where each college strives to perform to the highest levels to maximise the undoubted positive difference they make to the lives of learners and potential learners and to our economy and society. Effective colleges have a greater beneficial impact on learners. So too do efficient ones because they enable more learners to benefit from the greater number of opportunities they can offer. Colleges are therefore rightly held to account to ensure that public receives best value for their investment.

Skills and knowledge coupled with positive attitudes and behaviours are key to unlocking opportunity. Learners attend college because they want to better their life in some way. They want to acquire skills either because those skills realise employment opportunities for them or because the skills themselves enhance the quality of their lives and those around them.

The difference that colleges make is founded on the diversity of the learners they serve and the range of learning opportunities that they provide.

Colleges cater for the needs of learners both in and out of employment at all stages in their lives from middle secondary school and earlier to retirement. They offer learning for life and learning throughout life. They provide opportunities at almost every level of the Scottish Credit and Qualifications Framework (SCQF), serving learners with the most basic educational needs, as well as providing courses up to and including higher education.

Colleges' curriculum spans much of the range of learning needs, from specialised vocational education and training (such as construction, hairdressing, engineering, information technology, hospitality, and health and social care) through to general educational programmes. The level of provision ranges from essential life skills and provision for students with learning difficulties through to higher national certificates (HNCs) and higher national diplomas (HNDs). In addition to delivering Higher National Courses, some colleges, including the colleges in the Highland and Islands that provide courses on behalf of UHI Millennium Institute, also deliver degrees and post-graduate qualifications. No other sector matches the range of courses that colleges deliver.

Basic employability and technical skills are central to the benefits learners derive from college, but they are far from being the only benefits. Other benefits can include enabling people to participate actively in society.

Colleges serve the needs of a wide range of learners with a diverse spectrum of needs and aspirations. College may be part of a learner's school-based curriculum. Learners could also be attending to acquire qualifications for work or for university entry. They could be obtaining the skills necessary to become self-employed. They could be in a job and be going to college to learn skills necessary to progress their career. They could be retraining as a result of a period of ill health or disability. They could be taking steps to regain control over their lives and build their confidence. They could be learning to speak English. They could be acquiring and developing skills to support volunteering and local community activities. They could be attending a course for personal development or purely for recreation and well-being.

There have been a number of important steps taken in recent years to widen participation that have enabled more people from all parts of society to access both further and higher education. In colleges, high proportions of learners from the most deprived areas, learners with disabilities and learners from ethnic minority backgrounds are participating at all levels.

Given that disabled people are more than twice as likely as non-disabled people to have no qualifications, and over a third of working-age disabled adults live in income poverty,¹ the contribution of colleges is vital in terms of personal potential and employability. Attendance at college can also be particularly beneficial for those who may not necessarily seek a qualification, such as those wishing to develop independent living skills.

Scotland needs more college places. The lives of many more people in Scotland could be transformed if they were given the right encouragement, opportunity and support to go to college.

Scotland's colleges can help deliver the Scottish Government's strategic priorities across the range of Executive responsibilities.

By providing high quality learning opportunities and by collaborating with businesses and other learning providers to foster knowledge exchange, Scotland's colleges make a key contribution to economic growth – the Executive's overarching priority. The opportunities they provide help tackle poverty and disadvantage. Their pivotal role in realising lifelong learning places them at the heart of our society. Through activities such as the promotion of Gaelic and support to creative industries, including the performing arts, colleges also enrich the cultural fabric of the nation. For all these reasons it makes intuitive sense to invest in them. However, more than that, we know we also receive an excellent economic return on our investment – on a very conservative analysis at least £3.20 is generated for the economy for every pound invested².

¹ Source: Skill Scotland

² Source: **Unlocking Opportunity**, which can be found on the Executive's website at <http://www.scotland.gov.uk/Publications/2006/10/02110410/0>



Colleges can help make Scotland **smarter, wealthier and fairer**.

Colleges' work, which includes supporting rural development, community regeneration and exploiting new business opportunities arising from the pursuit of sustainable development, can help make Scotland **safer and stronger and greener**.

As well as helping to developing Scotland's care and health sector workforce, they also provide opportunities for learners to become active members of their communities, helping them lead a more sustainable lifestyle, and improve their own health and well-being. Colleges can help make Scotland **healthier**.

The contribution that colleges make is often enhanced by working together with a range of partners across the education and training community, including employers and the voluntary sector. The success or otherwise of college partnerships can be key to the difference that they make.

All of Scotland's colleges have developed partnerships with learners and with organisations such as the Scottish Executive, the Scottish Funding Council, Scottish Enterprise, Highlands and Islands Enterprise, Careers Scotland and awarding bodies like the Scottish Qualifications Authority and City and Guilds.

Colleges also work closely with organisations represented on community learning and development partnerships such as local authority, Community Learning and Development services, voluntary and community organisations, police, health and social services. Their role in the community, working in partnership with other agencies, helps to promote social inclusion and encourages community activities. They can be an important community resource. Colleges also work with other partner agencies to provide support for learning, for example, Skill Scotland, and local counselling and support services.

In addition, colleges work closely together. For example, the Colleges Open Learning Exchange Group (COLEG) was established in January 1995 to develop learning opportunities through member colleges working together to generate, exchange and promote the use of high quality flexible learning materials. All of Scotland's colleges are also working with the Scottish Qualifications Authority to modernise Higher National qualifications in an unique partnership model of national curriculum change.

Review of Scotland's Colleges

Background

The Review of Scotland's Colleges - RoSCo - was announced in June 2005. It was rightly described at the time as the most comprehensive review of the sector since incorporation.

The Review has taken the closest ever look at where colleges sit, or could sit, in supporting Scotland's economic and social well-being. Given that so much of what the college sector does, it does in partnership, RoSCo was set up to mirror this. It was very much a stakeholder-led review. We - the 'Core Group' - are the group of stakeholders responsible for co-ordinating the Review.

Information about the Review, including its remit is at **Annex A**. Our membership, which can be found at **Annex B**, extends widely because of the broad range of interests in the work of colleges. Other publications issued as part of the Review are outlined in **Annex C**.

We adopted a partnership approach throughout the Review. That proved to be challenging, more challenging perhaps at some times than others. However, our approach was extremely worthwhile. We each brought our own distinct perspectives to bear, and while there are a few issues where we could not all fully come to a single view, that was very much the exception. We certainly believe we have delivered a better product because of the way in which the Review was conducted.

Overview

Colleges on the whole deliver learning consistently well. In making Scotland stronger economically and a world leader in promoting a truly inclusive society, there are high ambitions to do even more, and - in a culture of continuous improvement that already pervades the sector - to strive to do more, better.

We envisage that colleges will have to work increasingly closer together with other organisations, such as employers and other education and training bodies, and with each other, over the years ahead. It is a challenge for the sector and for others to work in partnership, while encouraging where relevant, healthy competition. The key to this is achieving efficient, effective delivery while maximising public value.

There is much we can do to enhance the difference colleges make to the lives of learners and to the economy and wider society. The recommendations of this Review therefore extend to the further outcomes the sector can deliver for Scotland as well as how we can raise performance levels to those of the best.

The Review took a thorough approach in pursuing its remit. The outcome has been a remarkable number of recommendations (in the region of one hundred). Some are broad, some are detailed. All, however, are aimed at showing how colleges can make an even greater impact, based on their significant potential and their proven expertise. And based on a track record which, by any standard, is highly impressive and acknowledged far beyond Scotland.



The Review questions whether Scotland will be capable of developing and maintaining the highly-skilled, productive, creative and innovative workforce required of a vibrant and dynamic knowledge economy without thriving and well-resourced colleges operating at the heart of that process driving faster and more sustainable economic growth.

It is 14 years since Scotland's colleges were re-constituted as independent institutions. In that time they have honed their reputation and expertise for attracting individuals into learning, particularly those for whom study does not come naturally. In so doing, our colleges have become providers of genuine opportunity, regardless of background or financial circumstances. And having encouraged people to take the all-important first step into learning, Scotland's colleges understand clearly their role in helping learners progress that journey, including to higher national and degree level study.

The Review found that many people in Scotland - be they learners, employers or Ministers - look instinctively to our colleges as key agents in our common quest to deliver the society which we want to see. Scotland's colleges are anchored in communities and were founded on an outlook which makes anyone and everyone welcome. Colleges want their doors to be open to all - including many who, in previous years, would have walked by without a second glance.

We are seeing the emergence of more confident and aspirational Scots across society. We see greater diversity within our population which in some ways is broadening our definition of a Scot. We are also experiencing an increased drive for tolerance and opportunity which comes from within our society but is heavily influenced by ever widening exposure to cultures from other parts of the world.

All of this is having a significant effect on the expectations and aspirations of learners within our colleges. We must work hard to maintain an understanding of what learners want and, in some ways, work even harder to keep up with their perceptions of society and how they engage with society in general and learning in particular.

We need to raise the status of vocational skills because Scotland requires well-trained individuals to operate at all levels of our workforce. Colleges offer vocational opportunities and active choices for all, based on individual aspirations and abilities. This is essential if we are to improve our productivity and deliver stronger, sustainable economic performance.

We are seeing vocational learning increasingly recognised as an important constituent of a balanced education for school pupils of all abilities. In 2007/08 Skills for Work courses will be available across the country. These new courses have been designed to encourage learning through practical experience and to help young people develop the skills and attitudes they need for the workplace. They are principally delivered through school and college partnerships. There are important capacity issues that need to be addressed if we are to meet the level of pupil interest the courses are likely to generate.

Scotland's colleges work to deliver programmes which are helping learners fulfil their potential. Colleges help to develop responsible and skilled citizens who can give of their most to our economy and our society. The quality of the provision offered by Scotland's college sector continues to improve. Colleges are becoming more adept at responding to employer and learner needs in a flexible way, though there remains room for progress to be made. The financial health of the sector - which only six years ago was causing significant concern - has similarly shown sustained improvement.

We know that Scotland's colleges face challenges. While they have benefited from improved funding in recent years, and have made significant efficiency gains, colleges still struggle to offer places to everyone who wishes to engage in learning. Unions are concerned about recruitment and retention of high quality staff. There are calls from employers for more action to address skills gaps and shortages. We know that colleges have an important contribution to make to that. At the same time, there are too many eager learners who are confined to waiting lists for courses.

There would be an unmistakeable irony in the prospect that pressure on college places was associated with the very success colleges have achieved, supported by recent increases in resources. Colleges are seen as the natural focus for many who wish to improve their prospects through learning. That focus has been sustained by deliberate initiatives targeted at stimulating demand from individuals.

Alongside this robust demand, we have seen the wholesale transformation of the college estate and facilities in recent years. People are naturally inspired to learn by world-class colleges and state-of-the-art new campuses and facilities. The dismay felt by colleges is understandable, then, at having to turn away potential learners before they reach the college gates. This inability to meet the demand is reported by many colleges and has been a theme throughout the Review. Research is currently underway to better understand the regional and curricular implications of this unmet demand.

We suggest, therefore, that there are very sound economic and social reasons for the funded expansion of the college sector. Such an approach would inevitably involve underpinning current funding levels, and introducing additional funded capacity which takes account of both teaching and infrastructure costs. In offering this view of the future, we have become convinced that the expertise and the potential of colleges is not being fully exploited.

Colleges can do much more, and they can do more, better. They are key to addressing the undoubted - and unrelenting - demand for learning, and which Scots from all backgrounds continue to show. **With the right support, colleges can make a bigger difference in transforming lives and in transforming Scotland.**

Reports of the Workstreams

We principally discharged our remit through the four Working Groups we established – one workstream for each distinct aspect of our remit.

We endorse all the reports of the Review's Working Groups and commend their recommendations to the Cabinet Secretary for Education and Lifelong Learning.

The costed funding requirements specifically identified by the Review are at **Annex G**. (Proposed growth in the current levels of college provision was not quantified by the Review.)

This Review is in our view the beginning of an ongoing process that will allow Scotland's colleges to deliver effective and sustainable outcomes for Scotland in the challenging years ahead. Nothing will be achieved in isolation. However, by acting collectively on our recommendations, and doing so in close partnership with the various Review partners, we believe we will be able to move from the good story of Scotland's colleges which we can tell today toward an excellent story in the coming years.

Difference Colleges Make

The Difference Colleges Make workstream was about articulating better what colleges deliver for Scotland.

The Working Group examined the difference that colleges make to learners, the economy and wider society, including conducting a ground-breaking piece of work that put a monetary value on the economic benefit of Scotland's college sector for the first time. The Group also considered what it is about colleges that make that difference.

This work culminated in the Working Group's report *Unlocking Opportunity*, published in October 2006. That report helped inform the work of the other Review workstreams as well as the Working Group's own next phase, which examined the bigger difference colleges could make over the next few years.

The Group's second report *Delivering a Smarter Scotland* presents 12 outcomes for Scotland toward which Scotland's colleges, working with key partners, can make a decisive contribution. These are all areas in which colleges can build upon existing activity and expertise. They are:

- Addressing Scotland's NEET Problem;
- Enhancing Vocational Education for Scotland's School Pupils;
- Improving the Flow of Knowledge Between Colleges and Business;
- Building Scotland's Skills Base;
- Developing Scotland's Care and Health Sector Workforce;
- Addressing Disadvantage in Scotland's Most Deprived Communities;
- Developing and Sustaining Scotland's Remote and Rural Communities;
- Delivering English Language Training for Scotland's Inward Migrants;
- Addressing Low Levels of Adult Literacy and Numeracy in Scotland;

- Nourishing Scotland's Culture of Enterprise and Entrepreneurship;
- Developing Community Hubs Across Scotland; and
- Promoting Volunteering Activities in Scotland.

In addition, the following financial pressures were identified by the Working Group that unless relieved could inhibit the future ability of colleges to make as much of a difference as they do now:

- Financial Sustainability;
- Reductions in European Funding;
- Increased Pension Costs; and
- Continued Investment in Estates.

The outcomes identified in the paper reflect the range of what can be achieved by a sector as diverse as our colleges. Clearly these outcomes may require additional future funding. However we would like to emphasise that, by developing as they have, Scotland's colleges have built the partnerships that would enable them to confidently approach such a wide ranging agenda.

Staffing, Learners and Learning Environments

As the Working Group's report *Inspiring Achievement* outlines, there are really three key elements to successful learning:

- the people who learn, i.e. the learners;
- the people who teach, and support learning and teaching, i.e. the staff; and
- the places where learning occurs, i.e. the learning environments.

The Staffing, Learners and Learning Environments Working Group therefore looked at all of these elements (both individually and collectively).

If we accept that Scotland's colleges have a key role in delivering objectives of national importance, then we must regard college staff as a national asset. Like any other national asset, college staff must be respected, protected and developed appropriately. This requires all staff having adequate opportunities to reflect on their practice, upgrade their skills and gain appropriate qualifications for their professional development. The Working Group makes a range of recommendations designed to achieve this through a partnership between unions, colleges and other key stakeholders including the Scottish Executive. These include:

- **all full-time staff in colleges should fulfil, as a minimum expectation, six days of Continuous Professional Development (CPD) a year, and that colleges should determine and implement appropriate proportionate expectations for part-time, fixed-term and temporary staff; and**

- **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.³**

Many of the recommendations seek specifically to address the challenge of an increasingly diverse mix of students in Scotland's colleges. In particular, the **Working Group recommends that colleges must continue to work hard to hear the varied voices of learners and to explore new ways of supporting the representation of learners.**

Investment in college estates over recent years has begun to transform perceptions of the college sector, as well as the learning and teaching it delivers. New purpose-built facilities have a fundamental beneficial impact on learners, staff and business interactions with colleges. This, in turn, has helped drive the sector's self-belief and ambition. All over Scotland new buildings are helping to reposition colleges at the centre of development and regeneration initiatives. As a result, the role of the college campus within our communities, towns and cities is being greatly enhanced.

The job of upgrading our college estates is only partially complete with significant further investment necessary to roll out the benefits of improved learning environments across the country. It is important, as we look ahead to such new estates developments, that we draw on what has already worked well within the sector while also seeking out fresh opportunities for collaboration with both public and private sector organisations to produce much more than new college buildings which exist in isolation. Well-designed estates can have far-reaching benefits for whole communities, through the shared use of amenities, such as libraries and leisure centres. **The Working Group recommends that capital investment is needed to support maintenance of old estates, new build and refurbishment, and to sustain new estates and refurbished campuses.**

The Working Group's recommendations are set out in full at Annex D.

Accountability and Governance

A review of governance and accountability in the college sector was initiated in 2002. When the review was complete in 2003, a further review was promised for two years later to consider the impact of the measures proposed. Two years on, RoSCo provided an opportunity to build on the earlier review within the context of a much wider look at the sector.

When isolated problems arise in individual colleges there is perhaps too much of a temptation to generalise about arrangements in the college sector as a whole. Things will inevitably go wrong in a college at some point – this is true of all institutions. That is not in itself a sign of governance failure. However, we need to be confident that when things do go wrong, they will be put right. We can't wait

³ Following the Scottish Executive's consultation in 2004 on the need for a professional body for staff in Scotland's colleges, a number of recommendations were made with regard to teacher training for new lecturers. Among other things it was recommended that permanent full-time lecturers should be required to gain a teaching qualification in further education (TQ(FE)) within three years of taking up appointment and permanent part-time lecturers should be required to gain a TQ(FE) within five years of taking up post.

for a crisis to test whether adequate arrangements are in place. The stakes are too high for learners, college staff and the communities and economies colleges serve. We therefore had to satisfy ourselves that the standard of college governance is commensurate with the high levels of public funds invested in the sector.

College boards must balance working effectively with their college management teams with the need to maintain a strong challenge function. The role of the board, and in particular the chair, in dealing with risk and crisis has been highlighted in a small number of high profile cases in recent years. Such cases are very much the exception. Nevertheless, it is important that, in all cases, boards of management consist of individuals with the skills and motivation required to perform their duties effectively. They must also have sufficient opportunities to draw on the successful experience of others in the sector.

While Scotland's colleges largely operate free from central control, they are far from unaccountable. Indeed, it would be wrong to see them as anything other than beholden to the interests of Scotland's communities and economy. This is reflected in the findings of the Working Group, which clearly demonstrates the importance of clear and strong lines of accountability.

During the course of the Review, the issue of Ministerial powers of intervention came into sharp focus as the Charities Bill was enacted. Ministers in 2006 took the view that, in order to protect the charitable status of colleges, they should relinquish their powers of intervention. Given the success of colleges as autonomous bodies, they felt that this change was unlikely to make any real difference to colleges except in the most extreme cases. However, they advised that the matter would be kept under review. Review partners are agreed that there should be no substantial further change to the powers of statutory or non-statutory intervention in the affairs of colleges.

As part of its work, the Working Group commissioned independent research. The researchers, DTZ Consulting & Research, described and evaluated practice within colleges in the areas identified in the *Good Governance Standard for Public Services*. They found that "*in general, the standard of accountability and governance in Scotland's colleges is good. However, practice has ranged from 'average' to the 'very good' and indeed 'exemplary' in some cases*".

The Working Group generally endorsed DTZ's recommendations. In its report *Supporting Successful, Accountable Governance*, **the Working Group makes a number of recommendations designed to enhance the capacity of board members, including improved induction and training, particularly in areas such as financial management and risk assessment; improved succession planning; and that chairs should review the training needs of members. Greater support to staff and student boards members is also specifically identified.**

Other recommendations include:

- **boards having in place arrangements for evaluating their own performance, including that of individual members, committees and the chair;**
- **the dissemination of guidance on ‘good practice’ on matters such as induction and training, risk management, board member engagement, recruitment and succession planning;**
- **the enhancement of information presented to boards;**
- **that board members should not be remunerated;**
- **that boards should continue to appoint their own members; and**
- **looking at the way the Scottish Funding Council oversees and intervenes with colleges.**

The Working Group’s recommendations are set out in full in Annex E.

Colleges’ Strategic Future

Colleges have evolved as the demands on them have evolved. And those demands will continue to evolve. While we cannot, with any certainty, predict the future for Scotland and its colleges, it is possible to look ahead and draw some sensible conclusions about the sort of attributes that will be important in ensuring we pursue strategies in the short and medium term that will achieve sustainability and effectiveness in the long term.

On the back of extensive discussions involving principals and chairs of colleges and other key stakeholders, the Working Group developed four plausible, realistic and challenging scenarios for how the world may look in 15 years and considered the strategic implications for the college sector. The scenarios were not intended to predict the future, but to provide different strategic contexts within which the colleges might have to respond. This enabled the Group to consider how we can ensure that Scotland’s colleges are well placed to meet the challenges they may face in 2021.

In its report *Developing Capability: How Our Colleges Can Respond to Future Challenges*, the Working Group makes a number of recommendations in five key areas for strategic action which emerged from consideration of the scenarios:

- positioning and role;
- leadership;
- collaboration and partnership;
- responsiveness to learners and employers; and
- modernising learning and teaching.

The Working Group's recommendations include:

- **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;**
- **Colleges should be regarded as key strategic partners in their communities alongside other local stakeholders; and**
- **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.**

The Group's recommendations are at a deliberately strategic level and are not as detailed as those in the other RoSCo workstreams. Many of the recommendations may have wider relevance beyond the college sector, but the identified issues are critically important to the future capacity of our colleges to meet future challenges and opportunities and deliver success for Scotland.

The Working Group's recommendations are set out in full in Annex F.

Annex A

Review of Scotland's Colleges

The Review of Scotland's Colleges was announced on 10 June 2005 at the Annual Conference of the Association of Scotland's Colleges.

The Review was co-ordinated by a 'Core Group' of stakeholder representatives supported by Scottish Executive officials. It comprised four workstreams, each led by different partners and drawing on input from a broad spectrum of relevant stakeholders.

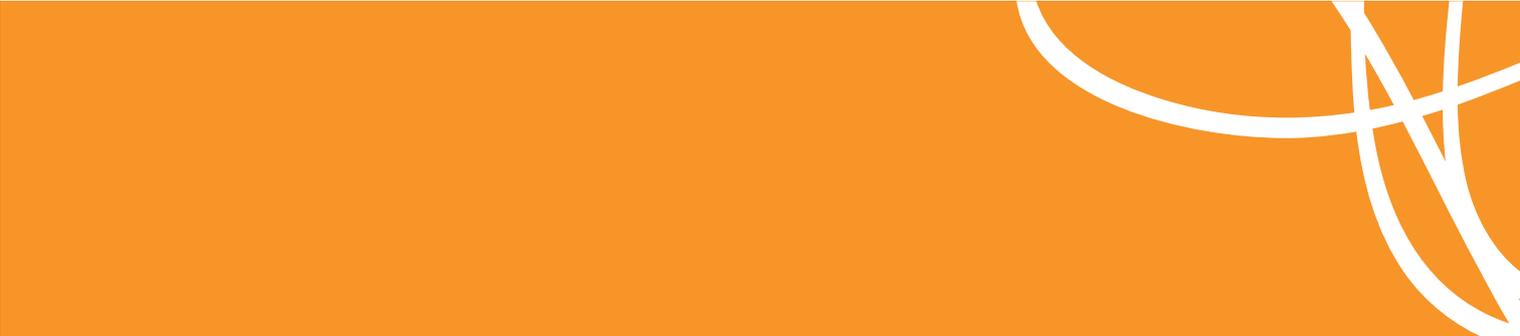
The remit of the Review was to:

"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'."

The Difference Colleges Make Working Group was chaired by **John Burt** of the Association of Scotland's Colleges.

The Accountability and Governance Working Group was chaired by **Aileen McKechnie** of the Scottish Executive.

The Staffing, Learners and Learning Environments Working Group was co-chaired by **James Alexander** of the National Union of Students Scotland¹ and **Marian Healy** of the Scottish Trades Union Congress.

The Strategic Future of Colleges Working Group was chaired by **Laurence Howells** of the Scottish Funding Council.

¹ James replaced **Melanie Ward** formerly of the National Union of Students Scotland during the course of the Review.

Annex B

Membership of Core Group

Mark Batho, Head of Lifelong Learning Group, Scottish Executive (Chair)

Victoria Beattie, Reviews Team, Scottish Executive (Secretariat)

Margaret McLachlan, Reviews Team, Scottish Executive (Secretariat) (replaced Victoria Beattie)

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Col Baird, Reviews Team, Scottish Executive

Riona Bell, Scottish Funding Council

Douglas Black, Scottish Trades Union Congress

Wray Bodys, Her Majesty's Inspectorate of Education

David Caldwell, Universities Scotland

Neil Cuthbert, Association of Scotland's Colleges (replaced Tom Kelly)

Gail Edwards, National Union of Students Scotland

Julie Hepburn, Federation of Small Businesses

Katie Hutton, Scottish Enterprise

John Ireson, SKILL Scotland

Tony Jakimciw, Association of Scotland's Colleges

Tom Kelly, Association of Scotland's Colleges

Brian Lister, Scottish Further Education Unit (replaced Alison Reid)

Colin MacBean, Analytical Services Division, Scottish Executive

Ian Macpherson, Association of Scotland's Colleges

Hugh McAloon, Higher Education and Learner Support, Scottish Executive

Aileen McKechnie, Further and Adult Education, Scottish Executive

Alan Mitchell, CBI Scotland

Charlene O'Conner, Scottish Enterprise (replaced Katie Hutton)

Sue Pinder, Association of Scotland's Colleges

Alison Reid, Scottish Further Education Unit

Mary Senior, Scottish Trades Union Congress

David Wann, Scottish Funding Council

Ken Wimber, Scottish Trades Union Congress

Claire Woodward-Nutt, Higher Education and Learner Support, Scottish Executive

John Young, Scottish Qualifications Authority



Annex C

Other publications of the Review of Scotland's Colleges

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/2007/02/05093435/0>

Accountability and Governance – Research Findings

<http://www.scotland.gov.uk/Publications/2007/02/05093416/0>

Scotland's Colleges: A Baseline Report (Scottish Funding Council publication)

http://www.sfc.ac.uk/publications/FE_baseline_Mar07.pdf

June 2007

Equalities Issues Report

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/Intro>

Delivering a Smarter Scotland

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/Intro>

Supporting Successful, Accountable Governance

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/Intro>

Inspiring Achievement

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/Intro>

Developing Capability

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/17135/RSC/Intro>

Annex D

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.
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.
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.
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.]
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.
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.

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

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).
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.
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).

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*.
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.

The Delegation of Functions Undertaken By The Scottish Executive's Transport and 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.

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.
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.
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.

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.

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.
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.

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.
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.
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.
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.

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.

Annex E

Recommendations on accountability and governance

Ministerial Powers of Intervention with Colleges

1. **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
2. **Other statutory and non-statutory interventions** 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).

Succession Planning

3. **Succession planning** Recommend that guidance on succession planning, drawing on good practice in colleges identified by DTZ, is disseminated by ASC to the college sector.
ACTION: ASC

Recruitment

4. **Remuneration of Board members** 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
5. **Nominations committee** Recommend that the Principal should not sit on the Nominations Committee.
ACTION: Scottish Executive, ASC
6. **Organisations should offer more than one candidate for the Board to choose from** Considered, but recommend no change. 'Good practice' however should be highlighted in ASC guidance.
ACTION: ASC
7. **Retain student and staff representation at current level** 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

8. **Tenure of Board members** 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
9. **Recruitment to Boards** Recommend Boards, in making appointments, should take account of full the range of criteria expected (eg skills, experience, equality, diversity).
ACTION: Scottish Executive, SFC, ASC
10. **Recruitment process** Recommend no change to current ability of Boards to appoint their own members, or to the procedure for appointing the Chair.

Induction

11. **Board induction arrangements** Recommend that good practice guidance be developed by the ASC as an integral element of a wider training and development framework.
ACTION: ASC

Training and Development

12. **Ongoing development of Board members** 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

Board Structure and Meetings

13. **Structure** 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
14. **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

15. **Role of staff and student members** Recommend that training arrangements should emphasise the role of student and staff members (ie full Board members with identical responsibilities to others).
ACTION: NUS Scotland, STUC, ASC
16. **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
17. **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
18. **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
19. **Information to Boards** 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

Board Performance

20. **Sharing good practice** 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
21. **Poor performance** 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
22. **Academic quality** 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

Risk Management

23. **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

24. **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

Financial Management

25. **Annual financial cycle** Recommend no change in annual financial cycle.

26. **Board member training** Recommend that Board members receive appropriate financial training.

ACTION: ASC

27. **Treatment of pension liabilities** Recommend that the Funding Council review the implications for colleges.

ACTION: SFC

Accountability

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

29. **Role of college Accountable Officers** Recommend that SFC issues clarification on the role of 'Accountable Officers'.

ACTION: SFC

Board Member Engagement

30. **Good practice** 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

31. **Visibility of Board members** 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

32. **Awareness of staff and student views** Recommend that events such as internal focus groups and conferences should involve Board member participation wherever appropriate.

ACTION: Scottish Executive, SFC, ASC

Student Representation on Boards

33. **Support for student Board member(s)** 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

34. **Integration of student members** 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

Staff Governance Standard

35. **Development of staff governance standard** Recommend that the issue be remitted to the Scottish Executive's Roundtable Forum.

ACTION: Scottish Executive

Annex F

Recommendations on the strategic future of colleges

Role & Positioning

1. 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.
2. 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.
3. 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.

Leadership

4. Colleges should lead by example, in their communities, by demonstrating clear strategic leadership.
5. Colleges, the Scottish Executive and Scottish Funding Council should promote and support the ongoing development of adaptive leadership capacity in the tertiary sector.
6. Colleges should continue to work together to develop a cohort of potential future leaders.
7. 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.

Collaboration and Partnership

8. Colleges should be regarded as key strategic partners in their communities alongside other local stakeholders.
9. 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.
10. 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.
11. Colleges and other relevant stakeholders should consider further opportunities to share data and infrastructure.



Responsiveness To Learners And Employers

12. 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.
13. 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.

Modernising Learning And Teaching

14. 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.
15. 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.
16. Colleges should continue to exploit the opportunities presented by information and communication technology to support a blended approach to learning and teaching.

General Recommendations

17. 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.
18. The Scottish Executive, colleges and key agencies should continue to use futures work as a strategic development tool.

Annex G

Costed funding requirements specifically identified by the review¹

Staffing

Continuing Professional Development	c.£33m (over 3 years)
Teacher Training for New Lecturers	c.£16m (over 3 years)

Learning Environments²

Backlog capital investment	c.£400-£450m - No timeline was identified for this spend, but it clearly extends beyond a number of Spending Review periods
Ongoing capital investment for maintenance and repair when Scotland's colleges are brought up to standard	c.£45m per annum when all of Scotland's colleges are all brought up to standard – less before then depending on how many have been brought up to standard

¹ Note that proposed growth in the current levels of college provision was not quantified by the Review.

² The Review recommends annual investment averaging around £150m for a number of years to clear the backlog and for ongoing maintenance and repair of other estates, both old and new. This is based on the estimates outlined above.

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