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Scottish Funding Council
Sent to: reviewsecretariat@sfc.ac.uk

Dear Scottish Funding Council

Call for Evidence: A Review of Coherent Provision and Sustainability in Further and Higher Education

Many thanks for the opportunity to contribute to Scottish Funding Council's Review of Coherent Provision and Sustainability in Further and Higher Education. This review, and the opportunity to participate in the review process, is welcomed by Glasgow Colleges' Regional Board.

The following is a response to the Call for Evidence request on behalf of GCRB. In it, I have sought to provide consideration of the direct questions relating to the Call for Evidence, while also providing commentary, in the final stage (Appendix One), on the current draft for a revised ROA approach.

It is intended that much of this commentary will come to form part of Glasgow Colleges' Regional Board future strategic direction of travel and feed directly into the revised ROA.

SECTION ONE QUESTION

(a) What do you think works well in the current further and higher education arrangements that we should keep in order to secure Scotland's inclusive social and economic recovery from the current pandemic? How can we best preserve and strengthen those features of education, research and innovation in Scotland that we most prize, in a very challenging funding environment?

Scotland's colleges' key roles which work well include:

Widened access to post-secondary education to the very broadest cross-section of Scotland's learners. This includes widened access, participation, qualifications, and support to **progress into employment** or HE for **students with particular learning needs**; physical and/or mental health issues; students from areas of deprivation; students with significant experience of 'ACEs'; students with care-experienced backgrounds; students for whom school education has not worked effectively; students for whom university is not an appropriate choice; students

with a particular interest in technical and vocational training; students for whom small class sizes provide an effective, nurturing learning environment; students seeking an effective balance of nurture, hands-on practical learning and social interaction.

- It should be seen as **vitaly important to protect these key outcomes** as they form the basis of the Scottish college at the very heart of its community, predominantly serving local people while allying this with national and international development in specific specialisms.
- Colleges have long been grounded in providing technical and vocational training, working in collaboration with employers to provide pre- and in-work training, work placements, real world experience and partnership delivery. At its best, this **partnership can be symbiotic**, allowing employers to shape courses and influence direction while colleges benefit from opportunities for shared facilities, expert input to delivery, course design, placements, assessment etc.
- In order to preserve the benefits above, *college education* needs to be primarily **rooted in an effective balance of employer needs** (requiring clear, effective, responsive **analysis of regional and national skills requirements**), alongside **student ambition** (providing qualifications which cover a full, coherent, progressive 'ladder' of SCQF levels from around SCQF4 to SCQF8 (and beyond, in partnership with universities)).
- At its most effective, this ladder of progression will include a **coherent whole-system ecosystem** of partnership delivery working to provide students with tailored, focused entry, progression to university or employment, and on-going lifelong learning opportunities.
- This **partnership** includes the **SCQF as levelling benchmarker**; the SQA (or other qualification providers) as qualification developer in partnership with education and industry; secondary education and local authorities for seamless transition or school-college partnership delivery; employers; university for seamless progression or shared delivery (such as in HEI models). In this **ecosystem** the **individual student** need is at the **centre** with an **ecosystem of partners** working in collaboration without competition to provide access to education and training throughout a citizen's lifetime, and across multiple careers.
- We can best encourage and maintain this optimal whole-system journey by focusing funding on the student, developing a system whereby they are able to use their own **'Lifelong Learning Account'** to access relevant education at the point of need, be it in full-time education straight after school; progression to degree; part-time learning while supporting a job or family; evening learning to re-skill or up-skill; adult returner learning to support transitioning to new skills following redundancy and in times of economic downturn; a stop-start learner journey necessitated by mental or physical health needs, or a combination of these. A **'Lifelong Learning Account'** could mean that a **student** is best

supported to **access education and training in more than one institution at a time; to experience transitional, continual learner journey** which may be stop-start or ever-evolving for a wide variety of reasons. Indeed, the learner account could be topped up following each 'graduation' or transition point to encourage progression and lifelong learning and training. This would create flexibility for individual learners to tailor their need throughout.

- There is a real opportunity in this **model not to peg funding to a single qualification** such as an HND or NQ or undergraduate degree, but to a **shared common denominator such as SCQF points**. There is potential that this outcome could reduce administration of 'awarding'. A student, over their learning journey, wouldn't necessarily work to obtain 'an HND' or 'an undergraduate degree' but a profile across the SCQF ladder, e.g. 120 points at SCQF6; 240 at SCQF7; 240 at SCQF8. They would be able to add to this 'Lifelong Learner Profile' at any time by undertaking further learning from any of the providers above. This would also create genuine flexibility for shared delivery across multiple organisations, for example, under the umbrella of one Regional Strategic Body.
- Perhaps at the most radical extent of this model, it could create a future where **students** are able to **'build their own'** qualification, making use of their **'Lifelong Learning Account'** to access elements from their local college, local university, the Open University, an online education resource and a private training provider, developing a genuine marketplace of diverse expertise and experiences which can best serve the diverse nature of the nation, its industries, and its citizens.
- It would also be possible to strengthen the benefits of college education, above, by more actively pegging access to funding with desired output – in terms of a series of key outcomes which deliver key Scottish Government strategies, e.g. **widened access from areas of deprivation; green outcomes;** specific capped funding for sectors (to more effectively drive delivery allied to regional skills analysis and sector intelligence on a region-by-region basis). This would likely be successful at a local or regional level rather than national, and crucially should follow the key driver that funding is a vehicle for providing access to education and training.
- It is also important in a time of significant economic challenge to ensure that **colleges' role in supporting the arts and culture** as well as third sector and broader community engagement, is not lost in the drive to provide a more utilitarian approach to training and industry job matching. Covid-19 has shown that the arts and culture are disproportionately impacted in a time of crisis while they provide a major portion of Scotland's economic output, growth, innovation, and also national cultural capital and identity. It is, therefore, vitally important that the review continues to protect and encourage Scotland's exceptionally strong college cohort across the **arts, creative industries, creativity** etc. These sectors are often key economic regeneration drivers, while also providing the types of skills required to flourish in our complex future.

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- The current funding focus on *STEM* has led to an **increasing divide and perception of a 'two-routes' education system** of *STEM* or arts. This is a significant opportunity to re-integrate these diverging systems, drawing on Scotland's long-standing tradition of a liberal humanities education system to deliver a unified 'STEAM' approach, within which the importance of the arts is re-articulated alongside the other vitally important sectors.
- Scotland's Creative Learning Plan (https://www.creativescotland.com/data/assets/pdf_file/0006/58191/Creative-Learning-At-A-Glance.pdf) in addition to the significant work that OECD continues to develop in this area, alongside the inclusion of Creativity in the revised PISA frameworks, means that Scotland's colleges should actively be seeking to establish themselves as global leaders in the development and delivery of creativity skills, driving a unique offering which directly and explicitly addresses the ability of individuals, organisations and nations to meet the certainty of change, global crises, and fast-changing environments.
- There is significant opportunity to show leadership here and better articulate a new USP for Scottish education which is built firmly on its history and traditions. A stronger articulation of our place in the global market allied to a coordinated response is required.

(b) What do you think colleges, universities and specialist institutions should stop doing, or do differently, in order to contribute effectively to an inclusive social and economic recovery? (You may wish to comment on teaching and skills development, sectoral and employer needs and employability, research, innovation and knowledge exchange, widening access and equalities issues.)

- Crucially, it first needs to be made easier to **actively stop doing things**. The sector has responded well over the years by embracing new initiatives, qualifications, changing jobs, changing student profiles etc. What has become **significantly more complex is stopping delivery**. With lecturers being the sector's most valuable, but also most expensive, resource, permanent, specialist lecturers tied to very specific industry roles mean that there is challenge to maintain specialists while achieving genuine agility to change – including changes to content at a course level all the way through to wholesale course removal and change at department, faculty or college level, as well as to mode of delivery etc.
- A focus on developing a **responsive, fast-paced, change-ready, agile system** is vitally important to ensuring that colleges are able to achieve genuinely tailored regional responses which flex annually to meet new and emerging challenges; the requirements of industry; focus on key Scottish Government strategies; while also providing individualised student experiences of a relevant high quality.

- The current focus on very specific sector qualifications, with funding allocated per Credit on, for example, an HND, means that qualifications are set up rigidly without significant flexibility for local or regional design, with no incentive to change. In addition, essentially all Credits are used specifically on training for one role, meaning there has been no coherent, whole-system method for a widened type of 21st century education which would better prepare students for the volatile, uncertain, complex and ambiguous workforce they are set to enter. In addition, the on-going impact of the fourth industrial revolution, automation, AI, and the changing nature of work, means that a **new type of educational approach is urgently needed** to best **prepare students and citizens to not only survive but to thrive** in our much-changed world.
- Therefore, there would be significant benefit in **funding models which influence course delivery to put '21st century skills' or 'metaskills' at the heart of all qualifications**. The 'common core' ability to innovate/use creativity will be central to effective human working in this **complex future**, and should be given a new focus in all qualifications, with recognition given to the fact that most students will be expected to enter a workforce within which they are not being trained for one 'job for life', but rather to navigate a **complex career** which will involve significant change. Those with the ability to create and innovate, work with others, and manage their own response, will thrive. We have not made the significant educational change required to fully address this, and the current model tends to drive funding via small units leading to a fragmented delivery model within which the best, coherent solutions are retrofitted rather than inherent. The current drive to 'micro-credentialisation' brings with it the inherent risk that learners are not prepared to 'join the dots' in an effective, flexible and coherent manner.
- One model of interest, amongst many, is the **Minerva Project based in San Francisco** (www.minervaproject.com) which has re-designed the university experience, and put **significant focus on the metaskill** element of student development, underlining these skills as key to future success. This would show a strong, coherent alignment into the Curriculum for Excellence strategy, providing a recognisable learning journey for CfE-experienced students, and providing a coherent route for its extension into and through FE and HE institutions.
- Ultimately, our ability to equip learners with the ability to not just survive but thrive through a complex career in a complex world is the new aim and ambition of education.

(c) How can colleges, universities and specialist institutions best support Scotland's international connectedness and competitiveness in the post-pandemic, post-EU membership environment?

- Colleges have developed useful and **effective international delivery** in specialist pockets of activity, and these have allowed colleges to diversify their income while also enhancing

international reputation. Our international delivery has generally been characterised as local responses based on income generation, and has lacked coordination or strategic purpose. The current Covid-19 crisis shows that this strategy is not without significant risks and inherent fragility, particularly for colleges who have done significant amounts of work in this area. Perhaps a **full-sector**, more **coherent approach** would be effective here while also mitigating risk. Therefore SFC support or seed funding would **set up one specific college or region** as the '**National Centre of Excellence**' in a particular industry or sector, allowing it be either the sole operator or lead operator in that sector. This would ensure that there is no internal competition within Scotland, while providing a coherent **Scottish strategy** for international work. Each '**National Centre of Excellence**' could then be partnered with a relevant university or universities to provide the lead Scottish international partnership for a sector. '**National Centre of Excellence**' status could be deferred for a set period of time and become a specific section of a revised ROA, providing a coherent overview of how Scotland is approaching international education in particular sectors. Funding could be directly bestowed or withheld to ensure that this is delivered regionally and to remove needless national competition. National Centres of Excellence could have 'twinning' or partnership potential both in Scotland between FE and HE providers, but internationally with other countries and their institutions. This would also have the potential benefit of driving international relations and loyalties for feeding HE international student places. Coherence and national strategic direction would provide a stronger, more robust and sustainable offering.

There remains opportunity for **effective online delivery** of education globally. A **national Scottish** approach to **online college delivery** would be an effective response to the **Scotland's College Digital Ambition** paper; create a consistent approach and experience for all learners; and create a strong, sellable proposition which could be branded and sold internationally. Ultimately, large national corporations such as Microsoft, Google and Apple have access to the key elements to deliver global, certificated education in the future – information, databases and transmission method. A fragmented response would quickly be drowned out in a global market.

- There is an opportunity for development of international learning experiences in **metaskills, 21st century skills and creativity**. Many nations will be looking for development of this expertise in years to come, and **Scotland's Creative Learning Plan** and various other projects provide an interesting foundation from which a completely new proposition could be developed, positioning **Scotland as a global leader** in areas such as creative learning and metaskills delivery. This is a significant **untapped area of potential**. Allied to national sector Centres of Excellence we would be able to offer a coherent whole-nation offering. Our nation and sector are too small to sustain internal competition, so funding should actively drive to strip it from the system.

(d) What opportunities and threats does the post-pandemic environment hold for colleges, universities and specialist institutions? For institutional leaders, how are you planning to address these challenges and opportunities?

- There is no doubt that the **current delivery model** is an **expensive** one which is **difficult to sustain**. The lecturer resource continues to grow as a proportion of cost without any associated, sustained growth in income sources. This cost base, lack of flexibility and agility are a significant threat. In the worst cases, this means that colleges which were already in difficult financial positions have seen that position significantly weaken.
- This is allied to the fact that almost all previous savings have been focused on staff reduction, meaning that there is little flexibility or space left in the system for continued cuts in this area without impact. The 'more for less' maxim is unlikely to continue to deliver positive outcomes. It is therefore **important** that the next **round of SFC funding** starts to ensure more innovative or wider change is driven from the centre. This may include:
 - o Strategic delivery of shared services regionally or nationally;
 - o Revised estates strategies to take into account potential for smaller footprint requirements in a blended, digital, post-Covid world;
 - o Consideration of national strategic approach to trainer/assessor roles in addition to lecturer roles;
 - o More effective shared use of physical space between all sections of education, as well as beyond, making significantly more annual use of the national college estate
- However, there remains significant opportunity to design a service which puts the needs of the **individual learner at its heart**; which drives strategic outcomes based on the principles of access and progress; which works coherently in a **whole-system ecosystem**; which supports an effective STEAM model rather than divergent delivery; which recognises Scotland's opportunity in **creativity and metaskills**.
- Ultimately, there is significant **opportunity** based on the idea that the traditional **model of education** developed in the 19th century and maintained through the 20th century, is **coming to an end**. A **new model** is evolving as we recognise that education is not about providing access to one job for life, but **providing the competencies to survive in a complex and fast-changing lifelong career of continual training, learning and evolving**. We must not prepare our learners for the 'new normal', but for the '**next normal**'. And the one after that, and so on.

(e) What forms of collaboration within the tertiary education eco-system would best enable a coherent and effective response to these challenges and opportunities?

- Where it works well, the partnership model of colleges and universities working in collaboration to deliver shared HEI qualifications is an effective model, both for degree and Graduate Apprenticeship delivery. It is, however, often, predominantly designed to meet university requirement rather than college, and perhaps a more formal requirement within a region would be beneficial. If universities (and other HE institutions) are required to take a certain percentage directly from HNDs within their region, there would be a stronger vested interest for the college, university and employers to work coherently to deliver shared outcomes. Successful completion of a 'full' SCQF level (eg. 120 SCQF Credit Points) should be a guarantee of progression to the next SCQF level rather than demands to repeat levels, which provides poor investment of public money and is a poor outcome for the student's own learner journey up the qualifications ladder. There is much debate to be had in this area, but ultimately it can, and should, be better and at heart requires to be learner centred and designed to remove unnecessary duplication or national cost.
- The '**Lifelong Learning Account**' model described above would potentially **change the relationship between student, college and university**, with the latter two becoming providers for part or all of the individual's tailored learner journey. Funding (and, by association, its KPIs) needs to better support individual learner need at different point on their lifelong learner journey rather than inadvertently driving college, or university, recruitment behaviours.

For example, the 118,000 student target was right and proper at the time, driving a focus on full-time, younger learners progressing from school into college and then into the workplace. The, perhaps **unintended**, consequence of this was that '**mature**' learners, **part-time learners, re-skilling and unemployed, or people in work looking for additional training, were all driven to the fringes of the college access ecosystem**. We are now in a time when we actively require to support older returning workers, reskilling and, in some cases, upskilling, part-time and flexible modes of attendance and delivery etc. Therefore measures now require to **cover all ages** impartially while actively **supporting** those from the most **deprived areas** who are furthest from success to be able to access education free at the point of need.

(f) How can SFC, alongside government and other enterprise, skills and education-focused agencies, best support colleges, universities and specialist institutions to make their full contribution to Scotland's inclusive, green and education-led recovery? In particular, you may wish to draw out:

- New activity should be developed in conjunction with **ambitious new targets** around both **inclusivity and green/environmental** impact. Developments should actively prove that they have a positive impact on both wherever possible. For example, the Covid-19 crisis saw colleges embrace remote working in a timescale which would otherwise have been impossible. While it has come with significant challenges and is not yet delivering fully-effective online or blended learning, the positives should be protected – students attend

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physical college spaces primarily for two things: practical hands-on experiential learning and social interaction (SQA HND Review 'HN Next Generation' 2018). Therefore, information dissemination, practice, research etc can be undertaken digitally. It is important to ensure that we continue to see 'blended learning' when delivered to a high standard, as an excellent student experience which best meets learner needs, allowing them to access learning and even assessment on demand while retaining the importance of physical, practical spaces.

- This would have the additional benefit of driving down **physical attendance**, reducing **physical space** requirement, reducing car parking requirement, reducing commuting etc, providing a **positive environmental** benefit as well as an **improved student experience** – if delivered effectively. The Colleges Scotland Digital Ambition project should be seen as an ideal driver for capturing the best balance here.

• ***How scarce public resources should be prioritised to drive recovery***

- **College buildings** are increasingly modern, multi-faceted and in strong locations to be community anchor institutions. They are often busy for a defined period 9am-4pm during the week. This leaves **significant periods in evenings, weekends and holidays when this public resource** could be the anchor host to a **wide range** of other organisations, more coherently **bringing the community directly into the building**. This could have benefits in further involving organisations with learning, improving access to organisations for staff and students, and opening up physical spaces so that educational spaces become open to all. While single large college campus buildings are often cheaper and easier to manage, they have not always delivered widened access or effectively built deep-rooted links with communities and business.

In addition, **public resources**, in the form of funding, need to be tied to **specific outcomes**, ie specific work with employers to meet an accurate, effective regional skills analysis; contributing to **future sustainability via metaskills, creativity and cultural output**; driving down emissions and improving green outcomes; supporting learners to the next step on the SQFC ladder or to employment. These key measures are often lost and overshadowed by early retention, retention and attainment. The true mark of success would be progression.

• ***Particular areas of collaboration between agencies that would best support the sectors' contributions***

- There remains **crossover in activity** between various agencies in Scotland, including Education Scotland, SQA and SDS. A review in the broadest sense would more effectively delineate so that, for example, multiple agencies are not developing similar awards at the same SCQF point creating a **crowded and confusing qualification marketplace** within which students, as well as parents and employers, find it **overly complex** to identify the best option. The suggestion above, removing qualification titles and simply awarding SCQF

Credit points and tying funding to this, would be one opportunity to remove this complex landscape and re-imagine education in Scotland.

- **Funding** which drives **effective collaboration** to support the learner journey is key – allowing the individual student to progress seamlessly up their own qualification ladder from school and into college(s) and university(ies). Anything which creates **duplicate activity** or creates internal ‘competition’ should be removed from the system.

Ultimately a successful college system:

- Understands its region’s employment, employer, skills and cultural needs;
- Has an open, agile system which flexes quickly to meet those needs;
- Provides seamless access to students (including understanding any learning or support needs they bring with them);
- Supports students to best meet their potential then to progress to the next stage on their journey, in FE, HE or employment;
- Remains open throughout the student’s lifelong journey for reskilling, upskilling, support and engagement;
- Successfully measures where the student came from, what they achieved, and where they went;
- Understands and articulates how that learner journey contributed to economic need, employer engagement, national strategy, widening access, green agenda;
- Is supported by all agencies in understanding these shared priorities.

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- ***Adaptations to SFC’s funding and accountability frameworks to promote agile and collaborative action by the sectors to build Scotland’s recovery***
 - ***How SFC’s funding and accountability frameworks should ensure that equality and wide access to educational opportunity are promoted as key elements of the recovery for younger people and adults***
 - ***What support SFC and government could give institutions to adapt to a changed environment?***
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- Accountability frameworks require to be generated and built from the ground up, aggregated by SFC then negotiated to fit budgets. The current process only allows us to say how we will cut the cake. Our ROA should be developed and agreed with strategic partners

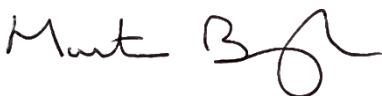
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locally, not negotiated with three colleges and SFC. If we can use proper outcomes developed in partnership, rather than activity measures, we will be much more effective.

- In the short term, some colleges and the overall offering, are likely to have to reduce in size to ensure that they achieve financial sustainability. This is likely to require support for Voluntary Severance schemes.
- Formalising a longer-term funding position, with more formal long-term planning would be extremely useful, particularly if that funding was built in with some of the strategic drivers mentioned above. One-year planning, allied to the year-on-year bidding process of SDS qualifications, makes coherent long-term strategic planning significantly more complex and more reactionary.
- Student-focused outcomes and KPIs are key in driving student-focused behaviours. The strong link to the student experience, outcomes and progression is vital. They should be aligned to community, employer and social outcomes.
- We should be cautious about wholeheartedly embracing an 'impact-based' rather than 'target-based' funding model as the unintended consequence of this may be that we end up taking fewer students at a time when the nation will have significant training and education needs. Equally, we need to be open to the idea that fewer students, more appropriated trained and progressed into jobs, is a strong outcome for the country. The requirement is perhaps around more flexibility of offering, delivery, model, type of student, demographic, rather than fully moving away from an important target. Key to strike an effective balance between light-touch agile, responsive sector and effective accountability for public funds and effectively meeting student and industry needs.

GCRB would be delighted to continue to engage with SFC and all other relevant bodies in working towards supporting Scotland to evolve an outstanding education system which meets the needs of individuals and employers, is genuinely sustainable, and which builds upon our long tradition of excellence. We look forward to further engagement.

Yours sincerely



Martin Boyle
GCRB Executive Director

Appendix One

Comment on Draft Outcome and Impact Framework

Outcomes for Students

Fair Access and Transition

- Broadly in favour of this student-centred approach to capturing outcomes and impact.
- In broadest terms, colleges should be able to capture where individual students come from; with what qualifications; what they achieve while in college; where they progress to over time.
- This information should be allied to effective, agile course, qualification and student-number decisions based on effective regional intelligence working as part of an ecosystem with schools, universities, local authorities and employers.
- Prior learning should not only be taken into account but rewarded – i.e. there should be significantly less repetition of SCQF levels across years, i.e. candidates completing SCQF7 120 Credits should not be repeating that in another institution under normal circumstances
- Distance travelled can equal progression up SCQF ladder plus additional experiences
- Access from school to college, and from college to university, should be frictionless – with significantly reduced ‘gatekeeping’, increased guaranteed places for transition stages
- Specific student data, for example on learning needs, should be portable to ensure ‘back to square one’ student experiences which often occur at most challenging transition points

Quality Learning and Teaching

- Welcome inclusion of ‘metaskills’ as an expectation, but needs to be explicitly called out in the ‘Indicators of success’, e.g. with all students experiencing ‘metaskills/21st century skills’ as an interwoven element of enriched learning and teaching. This would be a welcome replacement for the now-dated ‘Core Skills’, and better prepare students for a complex workforce and to deal with change. We should be pushing for SQA to deliver the ‘HN Next Gen’ project as soon as possible, and for SQA, SDS and other bodies to ensure effective metaskills in all courses at all levels – explicitly drawn out to ensure students can recognise and articulate why.

- Quality online and blended learning requires a national response and would be an area where a national, consistent clear approach for Scotland would benefit all, rather than fragmenting and creating a needlessly competitive internal market

Learning with Impact

- As above, metaskills ought to be key to allowing students to not just survive but thrive in education which ought to continue throughout their career, and to progress into and through employment
- A strong understanding of labour market needs is vital – this can be patchy, inaccurate, and sustained input from industry and employers can be difficult
- Balanced against this, there is importance in not being overly utilitarian in course offerings – ensuring that there remains space for SMEs, sole traders, the arts and culture to thrive within Scottish education

Participation

- In full agreement with all suggested elements.

Equalities and Inclusion

- As above, while being cognisant of GDPR and data, it is important that an individual's learning needs journey with them through their learning 'career', ensuring that appropriate assistance is frictionless and avoiding unnecessarily starting again in search for appropriate support.

Outcomes for Employers

Work-Ready

- Longer-term student data is required, so welcome the expectation of 15-month data, which should provide clearer evidence that courses are, or are not, meeting their stated aim. If they are not, it should be easier to remove them and change focus to meet regional requirements faster.

Responsive Institutions

- Employer associations etc. have a stronger voice to play in some sectors, providing clearer voices, access to information and data.
- Responsive should not mean 'bidding' to run courses. The SDS model of annual bidding for numbers creates massive uncertainty, takes strategic planning

opportunities out of the hands of colleges and into the hands of funder, and prevents long-term effective work with industry sectors in some cases

Research and Innovation Impact

- While most colleges will not have a direct research requirement, and lecturers will not be expected to contribute to research, partnership work should be explored by universities to better facilitate work in conjunction with colleges
- Work shadowing, exchange, knowledge exchange, co-delivery in each other's institutions, co-design of qualifications right up SCQF ladder, would all provide more coherent student experience
- There may be an argument that in some sectors SCQF7 and 8 delivery move wholly to colleges to create space to better focus universities at SCQF9+ and research
- Innovation should be captured via awards entered and won, an annual 'best practice' review etc.
- Learning and Teaching requires focus in terms of innovation – TQ(FE) and teacher training to be reviewed in light of inclusion of impact measures on:
 - o metaskills; creativity and creative learning
 - o Innovation
 - o Green and environmental impact
 - o Mental health and wellbeing
 - o Access and inclusion
 - o Online and blended learning/innovation in teaching practice
 - o Partnership work with industry and employers
 - o Course and assessment design