

College Innovation Pilot Year 2 Update

- This paper updates the Committee on the progress of projects launched under the College Innovation Call for proposals in 2020.

Recommendations

- That the Committee notes the progress of the work of the suite of College Innovation Projects, especially in these challenging times.
- That the Committee notes the positive illustrations of colleges' contribution to our future net-zero carbon economy and further notes the learning that all of the pilot activities undertaken with the College Innovation Fund has contributed to SFC's consideration of the future of its innovation support across the tertiary system.

Financial implications

- There are no financial implications associated with this paper.

Update on College Innovation Projects - 2019-2021

Purpose

1. This paper updates the Committee on the progress of projects launched under Year two of the pilot College Innovation Fund in 2020.

Background

2. In March 2020, seven College Innovation projects were launched under year 2 of the pilot College Innovation Fund. College Innovation Vouchers were also funded.
3. Due to the current pandemic, all projects were given a no cost extension to allow their projects to be concluded.
4. This paper aims to give the Committee assurances that the funding has been purposefully used to the benefit of the colleges, students and business/industry partners involved and provides evidence regarding outcomes and impact. Furthermore, the paper aims to provide evidence to support us in the next phase of SFC's review as we seek to develop our future strategy and funding policy for 'innovation'.

Summary

5. The seven College Innovation projects were launched formally via a Ministerial announcement [College innovation pioneers share new £500,000 investment](#) just after the first lockdown was introduced in 2020. In spite of the lockdown, all projects have managed to deliver against their commissioned outcomes.
6. Two projects have completed and five projects have been granted no-cost extensions.
7. The projects have worked with multiple businesses and have secured successful collaborations with a total of over 55 SMEs and other organisations. This demonstrates the breadth of engagement with the business sector and the leverage of existing sectoral strengths in business/industry engagement.
8. The seven projects in total have leveraged an *additional £563,761* which in effect has doubled capacity and ability through the initial funding from the College Innovation fund.

Completed Projects – Pilot Year two

9. The Forth Valley College, *Digital Health & Care Induction Standards* and West College Scotland's, *The Critical Engineer* have both successfully launched and each has been able to use this one off funding as a platform to embed their courses within their current curriculum and serve the skills of students now and for the future.

Forth Valley College - Digital Health & Care Induction Standards

10. The Digital Health and Care Induction Standards course is a joint working approach between Time for You Care, Able Health Care, Clackmannanshire and Stirling Health & Social Care Partnership and Falkirk Health & Social Care Partnership, helping ensure digital skills are integrated into the training of care staff across the Forth Valley, providing upskilling opportunities for the workforce and responding to the changing demands of the sector.
11. The total investment of £64,744 from the College Innovation Fund has helped to support the development of the project and course coordinators. In addition this project also benefited from additional funding from Forth Valley College of £15,397, who recognised the opportunity to further enhance the project with additional institutional support. The Digital Skills Transforming Care Course will establish digital health and care as a key learning component for staff and aims to reach 3,200 'care at home' staff who are currently employed across the Forth Valley Region.
12. The unprecedented circumstances of the Covid-19 pandemic changed the way in which they communicated with their partners and meetings happened via email or on other digital platforms. Despite the restrictions placed on workplaces during this time the college project team were in a position to develop course content through the substantial groundwork completed with the partners in the initiation phases of the project.
13. The new online course aims to deal with the 'new normal' for healthcare which has evolved from the Coronavirus epidemic and lockdown. The course ensures that digital skills are integrated into the training of care staff across the Forth Valley area to meet the demands of a changing sector. FVC's project reported that the feedback on the course thus far has been very positive from both students and employers. They are forging partnerships with employers that have developed over the lifespan of the project which are invaluable for future partnership working.
14. As well as launching and delivering within the initial timescale, they also did so under the quoted budget. The SFC confirmed that this, admittedly small, underspend should be retained by FVC to help with future delivery and further

implementation.

15. This project has helped to create opportunities for FVC to work more closely with prominent local employers. The project team has built professional relationships with care sector managers and staff which have been utilised during the COVID 19 response to provide immediate employment opportunities for Forth Valley College students. The responsive nature of the project team in which they demonstrated an understanding of occupational pressures on partners presented by the current situation, evidences the mutual value of maintaining closer working relationships.

Quote from FVC Project:

Forth Valley College continues to offer the Digital Skills: Transforming Care online course to front line care workers through the flexible learning department and the feedback we have received thus far has been very positive from both students and employers. The partnerships with employers that were forged during the lifespan of the Innovation Project continue to grow stronger with many other areas of partnership working currently being looked at for the future.

West College Scotland – The Critical Engineer

16. The Critical Engineer project exceeded expectations and managed in spite of the backdrop of both the pandemic and Brexit to fulfil their mission of engaging with businesses around the importance of Meta skills in the work place. Due to the ongoing pandemic the project pivoted to online events instead of the three, in person, events they had planned for across Scotland.
17. An event was organised for January 2021 was broadcast live to YouTube. The Social media statistics from this event and the subsequent viewings it has had can be seen at **Annex D**.
18. The award has enabled the college to build an online platform, from which they can create a learning depository and resource toolkit which will be accessed by both participating organisations and the broader STEM business and academic community.
19. The Critical Engineer project was launched and supported by £136,060 from the College Innovation Fund. In addition they secured £50,000 from UFI Voch Tech Trust to deliver more Meta Skills training (to large companies) and to develop the online Critical Engineer Playbook to host the learning material from the training event. Furthermore, they received £370,000 from EDRF Advanced Manufacturing Challenge Fund and £100,000 from Renfrewshire Council to deliver business engagement and Manufacturing 4.0 training to local STEM SME's between, April 2020 – December 2022. In short, this project has almost tripled the original funding's value, allowing it to enhance and give the project a

broader reach beyond the initial target base of SMEs.

20. WCS has sought to capitalise on an area that is very relevant especially in these challenging times where working practices have developed considerably and the need for coherent communication and understanding is even more necessary. Through this project WCS engaged with NMIS, Euginuity, SMAS, CEED and Scottish Engineering. The project also helpfully created metrics of their business engagements and future work as well as Social Media coverage for the project activity which can be found at **Annex C**.

Highlights from ongoing Projects

21. Due to the pandemic and the restrictions that have been in place, it was not possible for all of the projects to be completed last AY. The following five projects have been given a no cost extension until July 2021.

Information on the original projects can be accessed at **Annex A: College Innovation Projects Pilot Year 2 - 2019-2020** . Updates, business engagement and co-levered funding on Pilot Year 2 Ongoing Projects can be found at **Annex B**.

Media coverage

22. A note of all recent blogs on the seven projects can be found at **Annex C**. We have worked with our Communications team to initiate a platform of future blogs to continue to highlight the work of the ongoing projects.

College Innovation Vouchers

23. Over AY2020/21 there has been a substantial increase in the number of College Innovation Vouchers (see Annex D). The table at **Annex D** demonstrates the engagement of the College sector in the Vouchers. Since March 2020 there have been a total of 15 College Innovation Vouchers approved. The table containing all Innovation Voucher Funding can be found at **Annex E**.

Building on success of current College Innovation projects

24. College Innovation projects over the past year have proven that even in the face of adversity, such as a global pandemic, they can be successful, relevant and can capitalise on areas that are highlighted in the strategic directions of SFC, Scottish Government and the Enterprise and Skills Strategic Board.
25. Projects funded from the 2019 Call are in the key areas of health, net zero, agriculture and digital access. In following the lead of these college projects there is value in giving them an opportunity to expand and build on their individual innovative projects. The projects initiated are as relevant today, if not

more so, than when they were first launched.

26. With resources in short supply and increasing demand it is crucial that, when we are able, we should encourage and invest in 'home grown' ideas that can be expanded on across the tertiary system. Funding in this way means that for a moderate sum, there will be long term benefits of resources made and services developed which can be bought to help students now and those of future years.
27. SFC has supported many such projects over the years and in light of the SFC Review, consideration should be given to how the Place agenda fits into the tertiary model. There is an opportunity to expand and drive attention to areas where work has engaged the college and community surrounding it, helping bring valuable jobs to an area.

Innovation Centres

28. Funding in Year one of the College Innovation Fund was targeted to demonstrate and promote Innovation Centre and College engagement and collaboration. This was achieved through the FUTUREquipped Project. (see **Annex A**).
29. In their submissions to the emergency year strand of SFC's review, the Innovation Centres have described their respective strategies to support Scotland's recovery and in many cases make active acknowledgment of the work they intend to undertake and ensure involvement with colleges.
30. In line with other thinking, i.e. the Cumberford Little Report and Colleges of the Future Report, we have welcomed the Innovation Centres' assurances that these organizations in the innovation ecosystem around colleges are playing an active role in the 'Team Scotland' approach that will be pivotal to the recovery following the pandemic.

Next steps

31. It is hoped that this paper has shone a light on the success of the pilot College Innovation Fund. As with any pilot we have sought to address a strategic question and, by learning from practice, consider how to develop our longer term strategy and funding policy. The Pilot has confirmed that college innovation should be incorporated into our thinking going forward. As stated in the review's phase-one report we must explore how we can bring colleges more into the innovation system. This paper, therefore, contains a wealth of useful background and context to support in this endeavour.

Risk assessment

32. There are no risks associated with this paper at this time.

Equality and diversity assessment

33. Each of the projects handled their own Equality and Diversity assessments and SFC were satisfied with these. In any future activities, projects would undertake the EIA assessments as part of proposal process and prior to the agreement of any funding for any initiatives that would be delivered.

Financial implications

34. There are no financial implications at this time.

Recommendations

35. The Committee is invited to:

- Note the progress of the work of the suite of College Innovation Projects, especially in these challenging times.
- Note the positive illustrations of colleges' contribution to our future net-zero carbon economy and further notes the learning that all of the pilot activities undertaken with the College Innovation Fund has contributed to SFC's consideration of the future of its innovation support across the tertiary system.

Publication

36. This paper will be published on the Council website.

Further information

37. Contact: Andrew Youngson, tel: 0131 313 6519, email: ayoungson@sfc.ac.uk or Morven Pritchard, tel: 0131 313 6665, email: mpritchard@sfc.ac.uk.

Annex A: College Innovation Projects – Pilot Year 2 2019-2020

The College Innovation Pilot Year has had 7 successful projects.

It was felt that there were some opportunities for projects in key priority areas to be enhanced, on a case by case basis, in discussion with the college project teams to enhance the impact and outcomes.

A Call for Proposals was launched on the 15 July 2019 [College Innovation Fund 2019-20 Call for Proposals](#) Colleges whose proposals fell within the Automotive sector, Edinburgh College, Glasgow Clyde and Dundee & Angus were felt by the panel to be of such importance strategically that they may benefit from further funding to enable their delivery and to help have a collective output for this important area, supporting key government priorities i.e. Carbon Emissions (see Programme for Government 2019, <https://www.gov.scot/publications/protecting-scotlands-future-governments-programme-scotland-2019-20/>). The three Colleges have since pulled together to create a joint Research Project on the EV sector. This is being led by Glasgow Clyde College.

The Proposal from Forth Valley College, The Digital Health and Care Induction Standards Course, was deemed by the Panel to also merit further funding from the residual finances to enhance and support the scope of their project. Which is in line with the aspirations in the Digital Health Care Strategy 2018 <https://www.digihealthcare.scot/wp-content/uploads/2018/04/25-April-2018-SCOTLANDS-DIGITAL-HEALTH-AND-CARE-STRATEGY-published.pdf>)

An outline of each of the projects and their objectives and spending are noted below;

<p>Dundee & Angus College</p> <p>Peter Beattie</p> <p>Chris Ditchburn</p>	<p>Landbased & Animal Care Project</p> <p>This project is a collaboration between an Agricultural Strategy Board, of comprising local businesses, schools and charities; DYW; and Dundee and Angus (D&A) College. The College Innovation Fund will support the purchase of innovative, high-tech precision farming and agricultural technology equipment for a revised and updated programme of Landbased courses. The deliverable will include:</p> <ol style="list-style-type: none"> 1. High-tech soil management 2. Precision farming hardware and software 3. Remote sensing, including weather and temperature sensing 4. A data platform to collate and view data from 1-3.
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	<p>All the items will be bought and installed by March 2019 and can be fully utilised immediately.</p> <p>The choice of equipment, its use and relevance to the industry is supported by East of Scotland high-tech businesses, who sit on the D&A College Agricultural Strategy Board.</p> <p>The courses and equipment will provide a focus for training the future workforce with skills, knowledge and experience that is relevant to the industry and addresses a current and forecasted shortage in skilled labour across the sector.</p> <p>This project seeks to address the need for new skills and knowledge required by the region to ensure that precision farming and agri-tech will be successful through the help of the hi-tech equipment and software that is required as an investment to help train the agricultural students of the future.</p>
<p>Borders College</p> <p>Kathrine Mathison Fiona Currie</p>	<p>Training Garage for the Sea</p> <p>The project is to develop a training hub that will provide training and apprenticeship opportunities in the east of the Scottish Borders. This will build on Border College’s DigiSkillScotland framework and will create a new learning hub in Eyemouth Marine Ltd.</p> <p>As ‘A Garage for the Sea’ the key focus at Eyemouth Marine Ltd is the repair and servicing of vessels. Offering a full range of trades including joinery, shipwright, composites, painting, hydraulics, plumbing, engineering, welding, electronics and fabrication Eyemouth Marine is a one-stop shop for all boat repair services. It is the project’s intention to work alongside their experienced team of Craftsmen and Engineers and provide on and off the job learning opportunities for local people.</p> <p>The project will develop on-line training materials in partnership with Argyll College which is also planning to deliver Boat Building Apprenticeships. The Eyemouth Marine Hub will be connected to the South of Scotland Digital Hub & Spoke Learning platform so that individuals in the East of the Region are able to access STEM master classes and short courses via the digital hub located at Eyemouth Marine.</p>
<p>Edinburgh College</p>	<p>Automotive Reskilling and Upskilling</p>

<p>Martin Smith</p>	<p>This project addresses a demand led requirement from the automotive industry to re-skill and upskill current and future workers. This need is in direct response to wider changes in society and specific Scottish and UK Government policies related to carbon reduction and green transport initiatives aimed at promoting the use of hybrid and electric only vehicles. The project aims to:</p> <ul style="list-style-type: none"> • Create new, current and industry relevant learning resources. • Develop a proof of concept utilising AV/VR focussed observational training methodology and materials. • Improve EV/Hybrid health and safety awareness in the automotive industry. • Provide new upskilling and re-skilling opportunities for the automotive sector, in particular for painting & bodywork and vehicle recovery staff. • Strengthen and develop existing partnerships with Heriot Watt University, UHI and Perth College addressing EV/Renewables agenda. • Strengthen and develop existing and new partnerships with the automotive sector to better understand and respond to, current and future skill needs and promote the range of work based learning opportunities that Edinburgh College and the wider college sector can provide.
<p>Dundee & Angus College</p> <p>Stephen Swinley</p>	<p>Automotive Skills</p> <p>In response to industry demand this project will begin the journey of creating a Scotland wide fully functioning Electric Vehicle and Hybrid Training Centre (Centre of Excellence).</p> <p>The Training Centre will deliver high quality, innovative, industry standard accredited courses to ensure Scotland’s Technicians and emerging Technicians are qualified to meet the needs of industry.</p> <p>This project will influence wider Scottish Government priorities such as climate change, health and well-being and business sustainability.</p> <p>The project will focus on the following:</p> <ul style="list-style-type: none"> • Inform the development of a Scotland wide Centre of

	<p>Excellence</p> <ul style="list-style-type: none"> • Create a work based training centre in partnership with industry and key stakeholders • Explore and develop diverse learning and teaching approaches to suit fully qualified technicians, apprentices and core students • Design, develop and pilot Hybrid and EV curriculum through IMI • Training pilot – train and assess new and existing generation of auto technicians to become familiar with electric drive vehicles • Evaluate and evaluate to inform phase 2 of developments.
<p>Glasgow Clyde College</p> <p>Jim Anderson David Innes – VP GCC</p>	<p>Automotive</p> <p>SmartSkills: Electric Vehicle Station Installer Power/Battery Wall Installer</p> <p>This project is about delivering the skills to people to help them contribute to the transformation of Scotland towards net zero carbon, to make them economically active and to help grow the economy through supporting Scottish business.</p> <p>A massive investment in infrastructure for electric vehicle charging will be necessary across the UK and Europe to cope with the scale of the transformation from fuel-burning cars to electric vehicles. This huge change requires the development of new skills and knowledge to allow the Scottish people and businesses to be economically included in the developments.</p> <p>The project will work in partnership between Glasgow Clyde College and Envevo (Private Sector Independent Connection Provider).</p> <p>The project aims to train mature employees and trainees (eg Modern Apprentices) in methods of development, connection, installation, maintenance and repair of Electric Vehicle Car Charging Stations and Power/Battery Wall Installations. It is recognised that for the Scottish Government to meet targets for Global Emissions targets that a drive in the installation and connection of these components is necessary. Due to the demand on electric cars and energy that is more efficient, it is</p>

	<p>well recorded that there is currently a shortage of charging stations and power wall installations to support the charging of electric vehicles. Even between the 2 major cities of Scotland (Edinburgh and Glasgow), there is a lack of charging stations to meet the growing popularity of electric cars.</p> <p>This project will create a new and innovative workshop in partnership with Envevo, that will help to address these needs. Glasgow Clyde College will provide the premises and a contribution towards the cost of the new set-up and Envevo will provide the consultancy expertise to identify the equipment and training involved, the college staff providing the training, through a demand-led innovative project to assist in the challenge faced through environmental issues and the massive scale of infrastructure needed to support the Government’s ambitious plans.</p> <p>The project also meets the demand of Home Charger Units, this becoming more apparent, again due to the new demand in electric cars, with homebuilders such as Cala Homes are now introducing Car Charging Stations as part of the standard build.</p>
<p>Forth Valley College</p> <p>Jane Muir Margaret McCracken Gordon Manson</p>	<p>Digital Health & Care Induction Standards Course</p> <p>The project proposal entitled “The Digital Health and Care Induction Standards Course” is a joint approach between Forth Valley College and local employers in the care sector to ensure digital skills are integrated into the training of care staff across the Forth Valley, providing upskilling opportunities for the workforce and responding to the changing demands of the sector.</p> <p>The development of the course will ensure that care staff across Forth Valley are committed to integrating the principles of national strategy into their role and will have a thorough understanding of how digital health can improve care for service users. It has the potential to reach 3,200 care at home staff and also could be replicated in other areas across Scotland – promoting digital skills development and sustainability of this innovative approach beyond the funding period of the project.</p>
<p>West College Scotland</p>	<p>The Critical Engineer</p>

Margaret Scott
Paul Fagan

‘Imagining the Critical Engineer’ Regional Hacks

Our project will conduct primary Research and Development (R&D) through the delivery and results from three, major hackathons in West, East and North Scotland. The result of our work will be to help 100 businesses identify the right conditions within their workplaces for employees to develop the skills necessary for businesses to prosper in a Manufacturing 4.0 environment.

Our hack events will **Inspire** -businesses to capitalise upon the opportunities available through Manufacturing 4.0; **Engage** - directly with business and place them at the heart of their workforce development journey; **Amplify** -through collating and disseminating our learning across Scotland’s manufacturing sector and use our research to unlock opportunities for future collaboration and investment.

Our Critical Engineer Concept

The Centre for Work-based Learning, Scotland’s agency advising government of future skills policy, has identified a suite of meta skills that workers will need to thrive in the near- future. They contend that, these skills need to be developed in the workplace.

West College Scotland has developed the concept of ‘The Critical Engineer’ to help businesses understand and prepare for Manufacturing 4.0. Our concept recognises that the changes that businesses will need to undertake are as much cultural, as technical. We have defined our concept to act as an ‘ideal’ engineer who will act as catalyst for change:

‘The Critical Engineer is someone already in your organisation. They have the capacity for continuous learning and thrive in an environment of exponential technological change and is central to helping your firm grow and prosper. The Critical Engineer accepts responsibility for their own behaviour and practice, demonstrates an awareness of others that enables her to mobilise and inspire individuals and groups; and they act as an agent of positive change’.

Glasgow Clyde College in partnership with Edinburgh College, and Dundee & Angus College propose to develop a piece of

	<p>research and evaluation work around the current 3 recently SFC Innovation Funded projects.</p> <p>Each project, although individually funded provide a degree of complementarity around Scottish Government Policy and procedure supporting the infrastructure of Electric Vehicle. The project will set out to support Scotland’s new National Transport Strategy (NTS2), which sets out an ambitious and compelling vision for our transport system for the next 20 years. Our Research will provide sustenance in support in meeting new and pending climate change targets.</p>
<p>Glasgow Clyde College in Collaboration with Dundee & Angus College and Edinburgh College</p> <p>Led by Jim Anderson (GCC)</p>	<p>The Research and bid intends to support and create evidence of:</p> <ul style="list-style-type: none"> • A Statement of Intent and the role of colleges in supporting the Scottish Governments zero carbon emissions by 2045. • A policy review to determine what the relevant policy drivers are and what resources are available to support the implantation of these policies. • And Identify any existing study that may already have been completed recently by organisations such as Energy Skills Partners, Scottish Future Trust, and Transport Scotland. This in itself could help establish a baseline in terms of current activity and future developments. • And Identify any potential funding opportunities to support the implementation of the Electric Vehicles and Charging stations/points, including in-kind industry contributions. • What is currently being done in this space as the three colleges and the deliverables each seek to achieve collectively and showcase this through the report. • The contact with the wider network of college partners to develop an understanding of their aspirations around Electric Vehicles and Charging station/points. • And establish a baseline of college staff skillset in this particular area and where this needs to be developed through training. • And establish a baseline of college resources in terms of Electric Vehicles and Charging stations/points. • And establish what qualifications currently support

	<p>this developing industry.</p> <ul style="list-style-type: none"> • Of a roadmap and recommendations for further and future engagement by the wider college sector in Scotland including identifying opportunities for colleges to link with industry partners.
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Funding allocation for each of the 8 projects

College	Proposal Title	Initial Request £	Final Allocation £
Borders College	Training Garage for the Sea	50,000	50,000
Edinburgh College	Automotive Reskilling and Upskilling	50,000	50,000
Dundee and Angus College	Landbased and Animal Care	49,996	£49,996
Dundee and Angus College	Automotive	50,000	50,000
Forth Valley College	The Digital Health and Care Induction Standards Course	39,387	64,744
Glasgow Clyde College	SmartSkills: Electric Vehicle Station Installer and Power/Battery Wall Installer	50,000	50,000
Glasgow Clyde College (Lead)	Joint Automotive Research Project (Money paid out in March 2020)		15,000
West College Scotland	The Critical Engineer	130,060	130,060
Total		£419,443	£459,800

Annex B: Pilot Year 2 Project Updates

The projects noted for Pilot Year 2 activity were due to be launched a week before the first COVID Lockdown and a soft launch via Media channels was made. [College innovation pioneers share new £500,000 investment](#)

Although projects have been stalled in terms of their ability to access sites to complete there have been achievements and these are highlighted below;

C I Projects	Achievements	Money Leveraged/Institution/ Business	Additional markers
<p>Dundee & Angus College Landbased & Animal Care</p>	<p>Course accreditation The project has achieved 1 NPA course approval with SQA.</p> <p>Student Engagement There has been a substantial increase in interest (8-fold) in local students participating in the agri-tech subjects. This is up from 6 – 48</p> <p>The award has allowed the College to purchase 3 years’ data and soil sampling provision meaning that students will be able to build upon this year’s initial baseline collection of information. This is particularly useful for teaching the concept of weather vs climate, crop rotation for soil enhancement and soil changes with time.</p> <p>Linking to precision farmers Initiated online seminars</p>	<p>Businesses engagement</p> <p>Mark Clark, Grampian Growers Ltd (Potatoes and bulbs)</p> <p>Archie Gibson, Agrico UK (Potatoes)</p> <p>Martin Lawrie, Mains of Arbirlot (Livestock and arable)</p> <p>Carol Littlewood, RHET ACI (Schools)</p> <p>Robert Ramsay, Soil Essentials Ltd (Precision farming and renewables)</p> <p>Hilary Roberts, DYW (Schools)</p>	<p>Additional Landbased KE Project</p> <p>10 month pilot knowledge exchange project aimed at Angus school students, parents and teachers. This is supported by Angus Council, DYW, the College and funders of Countryside Learning Scotland. CLS will be the main deliverer, creating links between schools, the College and rural Tayside businesses.</p> <p>Second phase - to bring students into contact with the College and rural businesses before students make subject or course</p>

	<p>from several local businesses, including this Monday, the UK's sheep farmer of the year, Neil MacGowan who is an advocate of Estimated Breeding Values (EBVs) and data use in sheep and cattle management. Again the data lessons from the AgriTech unit flow over into livestock production and make it much more understandable for students.</p>	<p>and Business)</p> <p>Gail Robertson, Ringlink (Machinery and pre-apprenticeships)</p> <p>Douglas Welch, RM Welch & Son Ltd (Grassland)</p>	<p>choices.</p>
<p>Borders College Training Garage for the Sea</p>	<p>Development of training facility</p> <p>Due to delays in redevelopment work at the Eyemouth Marine we have been unable to complete the physical training hub on site. We have purchased the equipment required for this and are ready to move forward with this as soon as the marine accommodation is ready.</p> <p>Course development</p> <p>Working with Argyll College to research and initiate the development of the Boat Building Apprenticeship. Collaborating with sectorial organisations e.g. British Marine to ensure the quality and</p>	<p>£11,864</p>	<p>Fostered new relationships with Energy Skills Partnerships Wind and Marine Network to provide expertise and support networks for the delivery of this training.</p>

	<p>scope of the learning opportunity. This is a specialised area with limited opportunities for learners to engage in the sector therefore collaboration and networking is essential.</p> <p>Training materials have continued to be developed within SMART VLE and further course materials within the ePortfolio. We are continuing to work with Argyll College on the development and delivery of the apprenticeship.</p>		
<p>Dundee & Angus College Automotive Skills</p>	<p>Course development Award has allowed D&A College to partner with Robert Lawson and Sons to create a state of the art electric/hybrid vehicle training centre.</p> <p>Course accreditation Development of, resources to deliver the Electric Vehicle courses. There were a total of 4 Level 1 awareness courses delivered to industry and the Fire Service. This has formed excellent working relationships with the automotive industry. Progress with the Scottish Fire service is on hold,</p>		<p>Robert Lawson & Sons</p> <p>Scottish Fire Services</p>

	due to a change in personnel, but this arm of the project hopes to resume shortly.		
Edinburgh College Automotive Reskilling and Upskilling	Progress has been slow due to Covid restrictions with only 25% of project delivered as reported in Feb 2020.	£5,000	
Glasgow Clyde College Automotive - SmartSkills: Electric Vehicle Station Installer Power/Battery Wall Installer	Development of training facility Specialised training facility - room stripped out and refurbished with the next step being the installation of the Electrical charging kit including the battery wall and solar panels. Access to college has hindered ordered items for delivery due to lack of access. Once the campuses the installation of the equipment should be completed in a timely manner.	£15,000	Working with Envevo - leading SME in the development and grid connection work.
Edinburgh College Dundee & Angus College Glasgow Clyde College Joint Automotive Project	Through the research around the EV Industry the project has engaged with 33 Businesses/Government organisations and other Colleges	£1500	Early research clearly identifies the need to embrace EV training and the need to accompany this training into already established curriculum such as SVQ apprenticeships and HNC Electrical Engineering

			<p>disciplines. Surveys carried out show that Electrical contractors are drawing on existing fundamental electrical skills from an already established knowledge base.</p> <p>However, findings clearly state that to ensure we meet current and future demand we must be installing 200% above our current capacity thus a significant impact of this data details the need for these employees to up skill.</p>
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Annex C: Blogs on College Innovation Projects

Why do we need Electric Vehicles?	http://www.sfc.ac.uk/news/blogs/Blog-81829.aspx	Published - 18 Sep 2020 Barry Faichnie, Lecturer in Electrical and Electronic Engineering at Glasgow Clyde College -
Nothing Stops College Innovation	http://www.sfc.ac.uk/news/blogs/Blog-82438.aspx	Published – 3 December 2020 – Morven Pritchard
The Critical Engineer: change through the lens of Covid	http://www.sfc.ac.uk/news/blogs/Blog-82444.aspx	Published – 8 December 2020 Paul Fagan West College Scotland
Oh, I do like learn beside the Seaside!	http://www.sfc.ac.uk/news/2020/news-81199.aspx	Published – 17 June 2020 Borders College
How college innovation is bringing online learning to health and social care workers	Blog on FVC Digital Health & Care Induction Standards Course	Published – 14 May 2020 Gordon Manson – Lecturer in Health and Social Care, Forth Valley College
Forth Valley College launches new Digital Skills Transforming Care Course	FVC Digital Health and Care Induction Standards Course Launch	Published – 16 June 2020 SFC

Annex D: West College Scotland – The Critical Engineer

Continued Infographic of Social Media Analytics in Annex D PDF

<https://www.thecriticalengineer.net/welcome> https://www.youtube.com/watch?v=E1u_B6laiz8&feature=youtu.be

Project	Activity	Number	Audience/Participants
Leadership Panel	East - Live or On Demand regional events with leading contributors from local area.	1	20
	North - Live or On Demand regional events with leading contributors from local area.	1	20
Meta Skills development	Teaching and Development staff from across the three colleges work collaboratively to select one of the Meta Skills (from one of the three classifications: self- management, social intelligence and innovation) https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf and co-design an online project that can be delivered to SMEs. Each course will be developed to be within the budget & scope of college offers to business through the Flexible Workforce Development Fund, other employer subsidies and commercial arrangements.	2	
Critical Engineer online Resources Guide	West: Create a quarterly guide for local SMEs on the training and funding resources available to support Advanced Manufacturing and Meta Skills (https://www.thecriticalengineer.net/resources)	1	30

	East: Create a quarterly guide for local SMEs on the training and funding resources available to support Advanced Manufacturing and Meta Skills (https://www.thecriticalengineer.net/resources)	1	30
	North: Create a quarterly guide for local SMEs on available training and funding in the area of Advanced Manufacturing and Meta Skills (including Wakelets)	1	30
Innovation Insight	Development and targeted distribution of an online 'Innovation Questionnaire' to enable colleges to help local businesses develop bespoke Innovation Toolkits (as a follow on from Discovery Sessions).	1	10
Other outputs	Website development and maintenance (Admin/Executive)	1	
	Ongoing licences (Youtube, LinkedIn, Streamyard etc.)		
	Training for College Teaching staff to deliver 4 online courses (in Stream-Yard)	4	
	Create a Meta Skills Assessment Framework (in liaison with SDS), including digital badges, for each course.	4	
	Placement of courses and resources within bespoke, online Critical Engineer Playbook.	1	

Outputs Schedule

Live 'Change through the Lens of Covid' online event	<ul style="list-style-type: none"> • January 21st 2021
Regional Leadership Panels	<ul style="list-style-type: none"> • By May 2021
Critical Engineer learning assets, including Youtube channel with on-demand content, created on website Resources page. https://www.thecriticalengineer.net/resources To be updated and distributed each month.	<ul style="list-style-type: none"> • Created January 2021. • Updated and distributed each month from February 2021.
Development of a suite of online Meta Skills courses	<ol style="list-style-type: none"> 1. Course for Meta Skill 1: Innovation/Critical Thinking (completed, November 2020) 2. Course for Meta Skill 2: Social Intelligence (to be completed by May 2021) 3. Course for Meta Skill 3: Self- Management (to be completed by May 2021) 4. Meta Skills 101: development of a two-day awareness course (completed by March 2021)
Training to deliver 4 online courses	<ul style="list-style-type: none"> • By June 2021
Development and distribution of Innovation Questionnaire and Toolkit	<ul style="list-style-type: none"> • By June 2021
Workshop to review Meta Skills Assessment Framework with SDS	<ul style="list-style-type: none"> • By June 2021

Annex E: College Innovation Voucher Activity - AY 2019 -2020 - AY 2020-2021

Academic Year AY 2019-20			
Mar-20			
Institution	Academic	Company	Amount
City of Glasgow College/GCRB	Linus Reichenbach	Fobgetmenot Prototype Project	£5,000.00
City of Glasgow College/GCRB	Demi Inglis	Martial Arts Heroes - Building a Globally Relevant Workforce	£5,000.00
Edinburgh College	Magda Wisniewska	3D Digital Twin for Offshore Renewable Integrity Management	£5,000.00
Moray College (payment made to UHI)	Dr Malcolm Clark	Moray Food Plus	£4,986.80
TOTAL [4 Innovation Vouchers]			£19,986.80

Academic Year AY2020-21			
Dec-20			
Institution	Academic	Company	Amount
City of Glasgow College/GCRB	Stewart McDowall	Big Burd Solutions	£5,000.00
City of Glasgow College/GCRB		Return of funds for Martial Arts Heroes project	-£888.00
TOTAL [1 Innovation Voucher]			£4,112.00
Feb-21			
Institution	Academic	Company	Amount
Moray College/UHI	Dr Malcolm Clark	Explosion Protection International Training Ltd	£4,994.40
Moray College/UHI	Dr Malcolm Clark	Invergordon Development Trust	£4,998.25
Moray College/UHI	Dr Malcolm Clark	Mesomorphic Ltd	£4,979.59
Moray College/UHI	Dr Malcolm Clark	The New Arc	£4,999.58

West Highland College/UHI (Graeme confirmed pay to UHI 28/01/21)	Dr Malcolm Clark	Equal Adventure	£5,000.00
TOTAL [5 College Vouchers]			£24,971.82
Mar-21			
Institution	Academic	Company	Amount
North Highland College/UHI	Dr Joe Irvine	Sustainable Thinking Scotland CIC	£4,937.50
City of Glasgow College/GCRB	Linus Reichenbach	Intelligent Façade Engineering	£5,000.00
Orkney College/UHI	Peter Martin	Orkney Craft Vinegar Ltd	£5,000.00
Moray College/UHI	Dr Malcolm Clark	Rural Housing Scotland	£4,980.91
West Highland College/UHI	Dr Sarah Morton	Climavore CIC	£3,347.56
TOTAL [5 College Vouchers]			£23,265.97