The Highland Council

Committee: **Education**

Date: **19 November 2025**

Report Title: **Delivery Plan Monitoring & Progress Update – My Highland Future Q2 25/26**

Report By: **Assistant Chief Executive – People**

1.   Purpose/Executive Summary

1.1   The Delivery Plan 2024-27 consists of 57 projects/programmes, managed through 6 Portfolio Boards. Each project is reported to a relevant committee for consideration and scrutiny in terms of the Portfolio Reporting Cycle agreed at Council on 15 May 2025. Exceptions to this general rule may apply when for example circumstances merit a standalone project/programme report to either committee or council. If exceptions apply this report will signpost to where the relevant reporting can be found.

1.2   This report provides financial, performance, risk and general information on the following Delivery Plan projects/Programme:
- School Curriculum & Business Links
- Digital School
- Foundation and Modern Apprenticeships
- Entrepreneur Development
- School-Based Interventions
- CLD & Employability Support
- Accelerated Degree Pathways

1.3   The content and structure of the report is intended to:
- assist Member scrutiny and performance management
- inform decision making and aid continuous improvement, and
- provide transparency and accessibility

2.   Recommendations

2.1   Members are asked to:

      i.   **Scrutinise** and **note** the Delivery Project updates provided in this report.

3.   Implications

3.1   Resource

There are no resource implications arising as a direct result of this report. Any resource implications (if any) for delivery plan projects or programmes will be detailed in the Financials sections of each of the project updates provided below.

3.2   Legal
This report contributes to the Council's statutory duties to report performance and secure best value in terms of Section 1(1)(a) of the Local Government Act 1992, and Section 1 of the Local Government in Scotland Act 2003, respectively.

3.4   Risk
There are no risk implications arising as a direct result of this report.
Project/Programme risks are identified via the Council risk management process and monitored through the Portfolio Boards and are reported by exception only in the relevant sections on Risk below for each project and at Section 12 for overall Portfolio Risks.

3.5   Health and Safety (risks arising from changes to plant, equipment, process, or people)
There are no implications arising as a direct result of this report.

3.6   Gaelic
There are no implications arising as a direct result of this report.

4.   Impacts

4.1   In Highland, all policies, strategies or service changes are subject to an integrated screening for impact for Equalities, Poverty and Human Rights, Children's Rights and Wellbeing, Climate Change, Islands and Mainland Rural Communities, and Data Protection. Where identified as required, a full impact assessment will be undertaken.

4.2   Considering impacts is a core part of the decision-making process and needs to inform the decision-making process. When taking any decision, Members must give due regard to the findings of any assessment.

4.3   This is a monitoring and update report and therefore an impact assessment is not required.

5.   School Curriculum & Business Links

5.1   <u>Overall RAG</u>

This project consists of three work packages:
- Develop and deliver an extensive campaign to allow schools and communities to better understand the scale of local opportunity
- Experiential Career Learning – curriculum review and support
- Social Value - review of community benefits process to enhance and expand experiential career learning

Phase 1 of the promotional campaign to raise awareness of workforce demands and opportunities in the area is being implemented with a Highland Workforce 'Call to Action' event on 26 November 2025. Around 100 local employers, all secondary school leaders and strategic partners are invited to consider and collaborate on Highland workforce challenges and opportunities.

The event objectives include:
- Raise awareness of Workforce North ambitions / plan
- Gain commitment to collaborative working to achieve shared ambitions
- Gather feedback to inform future delivery
- Promote Highland Council support platforms for sign up and support

Data gathering around school curriculum inputs to support experiential career learning has begun. A curriculum map of key inputs that support My Highland Future outcomes, including the entitlements of the Career Education Standard, has been issued to schools to support self-evaluation of current provision. Extensive surveys have been issued to different levels of school staff (senior leaders and teaching staff) and young people. These surveys aim to capture baseline information, identify good practice and inform priority areas to focus actions and support. Following collation of this qualitative data, triangulation and analysis will follow, with key messages and next steps communicated with school staff and partners at a planned DYW lead network meeting in November.

Education has collaborated closely with the Council's Community Benefits Team to establish a centrally coordinated model for managing events and distributing resources to schools. This approach ensures that funding received from industry through their contractual social value commitments is strategically directed to support educational priorities across the region.

Recent examples of this work include:

- **Creative Industries Workshop**: Pupils from a range of secondary schools attended a workshop led by the TV production company behind *The Traitors* (BBC). The session introduced learners to the variety of job roles within the creative industries, offering valuable insights into career pathways and skills development.
- **Early Years Curriculum Support**: Funding was used to purchase "Talking Tubs" – themed play equipment and books designed to enhance understanding of the construction industry and the green economy. These resources were centrally distributed to various Associated School Groups (ASGs), ensuring equitable access and alignment with early years learning goals.

This coordinated model strengthens the link between industry and education, maximising the impact of community benefit commitments and ensuring that learners across all stages benefit from enriched experiences and resources.

5.2	Key Milestones & Requests for Change

MILESTONES		CURRENT STATUS
Starts Jul25 / Completes Dec25	School & Business Links: WP1a Workforce North – Strategic approach for setting a regional vision for young people	M6 25/26 On Target
Starts Dec25 / Completes Sep26	School & Business Links: WP1b Workforce North – Develop and deliver a campaign of promotional packages	
Starts Jul25 / Completes Oct25	School & Business Links: WP2a Curriculum map, self evaluation planning & data mapping	M6 25/26 On Target
Starts Jul25 / Completes Oct25	School & Business Links: WP2b Issue school curriculum surveys for different sets of stakeholders	M6 25/26 On Target
Starts Sep25 / Completes Nov25	School & Business Links: WP2c Improved Work Related Learning and skills platforms	M6 25/26 On Target
Starts May25 / Completes Dec26	School & Business Links: WP2d Monitoring work experience data, target support in key sectors & geography	M6 25/26 On Target
Starts Oct25 / Completes Sep26	School & Business Links: WP2e Plan growth and embed experiential career learning (ECL) activity in school	
Starts Aug25 / Completes Dec25	School & Business Links: WP2f Pupil Aspirations	M6 25/26 On Target
Starts Jan26 / Completes Jun26	School & Business Links: WP2g Devise and roll out data dashboard for input and access for stakeholders to show all ECL activity	
Starts Jan26 / Completes Jun26	School & Business Links: WP2h Ensuring senior phase access to careers coaching and mentoring	
Starts Jul25 / Completes Dec25	School & Business Links: WP3b Workforce North – Create online portal [WBL]	M6 25/26 On Target
Starts Sep25 / Completes Nov25	School & Business Links: WP3c Devise a menu of options to be included in tender thresholds linked to community benefits	M6 25/26 On Target

5.3	Financial Summary

There are no Delivery Plan financial elements directly associated with this project.

5.4	Key Risks

Key risks associated with this project are currently being considered and assessed as this Portfolio was recently reconfigured. Any Key Risks identified will be assessed and scored in line with the Council's Corporate Risk Management Framework and will be set up in PRMS for ongoing monitoring by the relevant project Teams and the Portfolio Board.

5.5	Forward Plan

Next steps across this project will focus on consolidating feedback from the upcoming *Highland Workforce – Call to Action* event, which will inform planning for Phase 2 of the promotional campaign. This next phase will extend into schools, aiming to raise awareness of local opportunities and career pathways among young people, as well as those who support them — teachers, parents, and communities. In parallel, data gathered from leadership surveys on experiential career learning will be triangulated and analysed, with key findings shared at the school DYW lead network events in November to guide future actions.

	Preparatory work is also underway to scope a new work experience platform and a platform to track young people's skills which are scheduled for rollout in this school session. Both platforms will establish and streamlined planning and recording process for experiential career learning. In relation to community benefits, the next steps include developing a menu of educational inputs and programmes for schools. This menu will be shared with employers for consideration during contractual negotiations, helping to enhance and expand experiential career learning delivery in alignment with industry commitments and educational priorities. An update for all next steps will be provided in the next Delivery plan update towards the end of the school session.
6.	**Digital School**
6.1	<u>Overall RAG</u> The overall RAG status of this project is Amber. This project is Amber because although digital learning is being offered to schools across Highland, the number of courses has not increased this session. The corrective action that is required in order return this project to Green is to agree with the LNCT teachers panel clear guidelines on the delivery of online learning. Digital Learning has been developed during the past year to build on the work that was previously undertaken as part of the Highland Virtual Academy and Interrupted Learners. The Digital School aligns all the Highland offerings for Digital Learning into one work stream and aims to support equity of curriculum opportunities for pupils across the Highlands. It enables young people of secondary school age to access areas of the curriculum regardless of their geographic location or difficulties engaging with learning in school. Learning & teaching in the Digital School is delivered by real teachers in real time through online learning with active and collaborative experiences. Nearly all courses are entirely online with pupils joining lessons using Google Classroom. For the subjects where there are practical components, staff in the pupil's base school support the delivery of the practical components. Work is ongoing with the LNCT teacher panel to ensure that our approach to routine online learning is pedagogically sound and aligned with current local and national standards for teachers. Currently the online offering will not be expanded until an agreement is reached.

6.2	Key Milestones & Requests for Change

MILESTONES			**CURRENT STATUS**
Completed Feb24	Digital School: Online teachers and courses identified for small schools		M11 23/24 **Completed**
Starts April 24; Completes June 24	Digital School: Online courses launched for 24/25		M3 24/25 **Completed**
Starts Aug24 / Completes Mar25	Digital Schools: Comms plan		M12 24/25 **Completed**
Starts May25 / Completes Sept25	Digital Schools: All secondary offering digital courses 25/26		M6 25/26 **Completed**
Starts Sep25 / Completes Feb26	Digital Schools: Continue to develop better connected virtual & digital offers		M6 25/26 **Some Slippage**

To return to green, clear guidelines on the delivery of online learning is required to be agreed with the LNCT teachers panel.

6.3	Financial Summary

i)   Savings

£	Efficiency Savings: DSM adjustments and digital learning - FY 24-27	£ 1,300,000

DSM efficiency savings are reported within the My Highland Future Portfolio. These savings were agreed in the 2024-25 Council budget settlement and are on track too be delivered.

ii)   Investment

£	Digital School: Investment	£ 68,767

An investment of £330,000 directly supports delivery of the Digital School Project. This funding is being used to support management of the digital school and provide resources for delivery of online learning opportunities.

iii)   Mitigations Investment spend may slip due to current national level union negotiations impacting teaching staff linked to online delivery. This will be considered within on-going risk assessment of this project's delivery.

6.4	Key Risks

KEY RISKS ASSESSED / RESPONSE	CURRENT RISK RATING	RESPONSE
Digital School: Failure to successfully grow Digital School concept in Highland	2	Tolerate

	The online learning delivery cannot be expanded until a local LNCT that is aligned with current local and national standards for teachers. Constructive engagement is underway.	
6.5	Forward Plan • Local LNCT agreement on digital learning in place	
7.	**Foundation & Modern Apprenticeships**	
7.1	Overall RAG Project: Foundation & Modern Apprenticeships R ○ A ○ G ● C ○ Foundation Apprenticeship (FA) delivery in Highland schools continues to show strong growth, underpinned by a rising trend in enrolments since 2022. At that time, 6% of the Senior Phase cohort were enrolled in FA programmes — double the national average. This upward trajectory has continued, with current figures indicating that around 10% of the Senior Phase cohort are now participating in 10 out of the 15 available FA frameworks across SCQF levels 4, 5, and 6. Training provision is delivered through a diverse range of partners, including UHI and five private training providers. This multi-provider model enables flexible delivery approaches tailored to local contexts, supporting wider access and promoting equity across the region. Recent surveys issued to secondary schools have gathered feedback on access to FA programmes and identified potential gaps in curriculum provision. These findings will be discussed with schools and curriculum partners to explore what support is needed to further expand access and delivery. One example of recent expansion is the in-school delivery of the Construction FAs, supported by partner funding for materials and employer partnership linked to delivery of the work-based unit. From an initial pilot with one school in 2023, three schools are now supported to deliver this model in the current session. Modern Apprenticeship (MA) data has also been baselined, tracking year-on-year uptake supported by a gradual increase in funded SDS credits. This increase reflects growing SDS confidence in recruitment and completion rates within council-led MA delivery. Strategic planning is underway between Education and Learning & Development services to streamline pathways from school into council MA opportunities. This involves mapping MA frameworks to our workforce vacancies and skills gaps and providing clear routes and ECL opportunities in relation to these to young people through and beyond school.	

7.2	Key Milestones & Requests for Change

MILESTONES		CURRENT STATUS
Starts Aug25 / Completes Nov25	Foundation & Modern Apprenticeships: WP1a: Baseline and benchmark apprenticeship data	M6 25/26 On Target
Starts Aug25 / Completes Sep28	Foundation & Modern Apprenticeships: WP1b: Workforce North - Contribute to expanding Modern Apprenticeship programmes	M6 25/26 On Target
Starts Aug25 / Completes Sep28	Foundation & Modern Apprenticeships: WP1c: Workforce North - THC will continue to expand apprenticeship provision in sectors of labour market need	M6 25/26 On Target
Starts Sep25 / Completes Jun26	Foundation & Modern Apprenticeships: WP1d: Highland school pupils all have the chance to experience a vocational qualification as part of their senior phase	M6 25/26 On Target
Starts Sep25 / Completes Jun26	Foundation & Modern Apprenticeships: WP1e: Develop and launch a shared apprenticeship scheme	M6 25/26 On Target
Starts Sep25 / Completes Mar26	Foundation & Modern Apprenticeships: WP2: Workforce North - Promotion of work-based learning pathways and their benefits	M6 25/26 On Target
Starts Jan26 / Completes Jun26	Foundation & Modern Apprenticeships: WP3: Workforce North - Contribute to developing a system to support unsuccessful WBL applicants	

7.3	Financial Summary
	There are no Delivery Plan financial elements directly associated with this project.

7.4	Key Risks
	Key risks associated with this project are currently being considered and assessed as this Portfolio was recently reconfigured. Any Key Risks identified will be assessed and scored in line with the Council Corporate Risk Management Framework and will be set up in PRMS for ongoing monitoring by the relevant project Teams and the Portfolio Board.

7.5	Forward Plan
	In an attempt to expand the number of FAs beyond what the current funding provision allows, next steps will include discussions with additional schools to explore possibilities of an in-school delivery approach. This will include, where relevant, scoping to secure employer commitment and materials through community benefit contributions and employer partnership models. A Highland FA Steering Group is also being set up between Highland Council Education and Workforce North partners. The functions of this group will be to: • Provide strategic leadership in the development, growth, implementation and embedding of Foundation Apprenticeships at all levels across the Highlands. • Provide advice, support, and assistance during the implementation of Foundation Apprenticeships across the Highlands.

	• Support the promotion and raise awareness of Foundation Apprenticeships alongside other learning pathways, highlighting parity of esteem. • Report to Highland & Islands Regional Economic Partnership (HIREP)
8.	**Entrepreneur Development**
8.1	<u>Overall RAG</u> This is a new project in the My Highland Future portfolio. The first milestone, as noted below, is to review existing entrepreneur development activity available to enable people to access a pathway to feel confident to create businesses in Highland. This review is considering all ages, all stages – considering enterprise activities for young people in schools and post-school, and adults. The review is contacting both enterprise development providers and entrepreneurs, to help the project understand what is being provided, and also what would entrepreneurs have liked to help them that perhaps is not available. This work is scheduled to complete by the end of September 2025. However, this is an iterative process and as the project develops, contacts connected with the review will be revisited as appropriate, to ensure the projects remains informed and current, to meet entrepreneur development needs.
8.2	<u>Key Milestones & Requests for Change</u>

MILESTONES		CURRENT STATUS
Starts Jul25 / Completes Sep25	Entrepreneur Development: WP1: Review existing entrepreneur skills development activity, identify gaps & connections	**M6 25/26 On Target**
Starts Oct25 / Completes Jun26	Entrepreneur Development: WP2a: Develop programmes to support Entrepreneur & business start-up skills growth for Young people	
Starts Oct25 / Completes Jun26	Entrepreneur Development: WP2b: Develop programmes to support Entrepreneur & business start-up skills growth for Post-school/adults	
Starts Dec25 / Completes Feb26	Entrepreneur Development: WP3: Plan promotion of programmes of activity	

8.3	<u>Financial Summary</u> There are no Delivery Plan financial elements directly associated with this project. The staff delivering this project are budgeted through the investment allocated to the portfolio for Future Highland Workforce.

8.4	<u>Key Risks</u> Key risks associated with this project are currently being considered and assessed as this Portfolio was recently reconfigured. Any Key Risks identified will be assessed and scored in line with the Council Corporate Risk Management Framework and will be set up in PRMS for ongoing monitoring by the relevant project Teams and the Portfolio Board.
8.5	<u>Forward Plan</u> - Project plan fully developed once review of existing entrepreneur development activity is completed, this will require: - Identify gaps in entrepreneur skills development activity, to then; - Develop programmes to support entrepreneurial skills growth, also; - Considering resource requirements to support potential programmes. - Once programmes developed, plan promotion to roll-out programmes
9.	**School-Based Interventions**
9.1	<u>Overall RAG</u> This project provides additional, targeted support for a cohort of S2/3 pupils with attendance and engagement barriers. Funded by the UK Shared Prosperity Fund, this pilot initiative builds on successful practice identified by Education Scotland in Wick High School, where youth support interventions led to increased participation. The pilot, running in three of the most derived areas of Highland, employs six Youth Support Officers (YSOs) to work with young people experiencing 50–70% attendance, using informal education, youth work principles, and community partnerships to re-engage learners and support wellbeing. Key foundations of the project have been successfully established. Target pupils have been identified using attendance and contextual information, and all six YSOs have been recruited and inducted. The youth team has completed project planning, and training has been delivered to youth workers on the Youth Work Skills Framework and activity resources. Strategic meetings have taken place to align roles, timelines, and data-sharing protocols, ensuring a shared understanding of the barriers affecting attendance. With these initial actions completed, the project now moves into phase 2 with direct engagement with young people. Individual learning plans are being developed, and delivery of tailored support sessions is underway. This next phase will focus on building relationships, tracking progress using the Youth Work Framework, and evaluating impact to inform future strategic planning.

9.2	Key Milestones & Requests for Change

MILESTONES		CURRENT STATUS
Starts Oct25 / Completes Mar26	School Based Interventions: WP1a Gather and analyse post school service data	
Starts Jan26 / Completes Aug26	School Based Interventions: WP1b Plan pilot approaches to create closer links & streamline client process	
Starts Aug26 / Completes Jun27	School Based Interventions: WP1c Provide early intervention support in schools	
Starts Jan26 / Completes Jun26	School Based Interventions: WP2a Map out intervention approaches and programmes	
Starts Jun26 / Completes Oct26	School Based Interventions: WP2b Provide a platform to share interventions	
Starts Jun25 / Completes Jul25	School Based Interventions: WP3a Draft detailed project plan and budget plan	**M5 25/26 Completed**
Starts Aug25 / Completes Oct25	School Based Interventions: WP3b Recruit youth work officers	**M6 25/26 Completed**
Starts Oct25 / Completes Dec25	School Based Interventions: WP3c Phase 2 - Integrating support – school staff training	
Starts Jan26 / Completes Mar26	School Based Interventions: WP3d Evaluation and next steps	

| 9.3 | Financial Summary

There are no Delivery Plan financial elements directly associated with this project. |
|---|---|
| 9.4 | Key Risks

Key risks associated with this project are currently being considered and assessed as this Portfolio was recently reconfigured. Any Key Risks identified will be assessed and scored in line with the Council Corporate Risk Management Framework and will be set up in PRMS for ongoing monitoring by the relevant project Teams and the Portfolio Board. |
| 9.5 | Forward Plan

As the pilot moves into its delivery phase, Youth Support Officers (YSOs) will continue building relationships with targeted pupils through one-to-one and group sessions across a range of activities. These activities aim to foster confidence, improve attendance, and strengthen connections between young people and their learning environments.

Looking ahead, the project will focus on gathering and analysing baseline data to monitor progress and inform delivery. Termly practice-sharing events will support staff development and collaborative working, and links with partner agencies will be explored to offer sustained support. A formal evaluation will be conducted to assess impact, combining qualitative feedback and quantitative measures. The findings will be reported on towards the end of the school session and will guide future strategic planning in consideration of the role and scope of youthwork within schools. |

10.	**CLD & Employability Support**
10.1	<u>Overall RAG</u>

Project: CLD and Employability Support	R ● A ● G 🟢 C ●

This project was refreshed during the portfolio restructure.

New milestones have been developed supporting steps to align the work of the Employability and Community Learning and Development (CLD) team's service delivery to better connect a client's journey where appropriate.

The milestones supporting closer alignment of the work of these teams is being broken into focussed work packages to support changed approaches. At present the Youth Work team's planning and delivery is being reviewed and refreshed, taking into consideration how the team interact with school colleagues. This work supports this portfolio's ethos of delivering a future workforce through an all ages, all stages approach.

There is some slippage linked to these milestones due to the focus of resource and capacity required to update the governance associated with the restructure of the portfolio. However, initial research and workshops with staff took place late 2024 to inform this work. To now accelerate this work to bring back on target, a Manager post has been developed and was advertised in September 2025. Responses have been positive and it is hoped that recruitment will be successfully concluded very soon.

The portfolio project team have also been working closely with the Workforce North partnership to develop and align a regional roadmap. Part of the work of this roadmap aims to grow and raise awareness of employability support available in Highland.

Existing milestones regarding development of a new Employability delivery model have been completed. The Council's Employability Team, working with the Highland Employability Partnership (HEP), have designed and launched a new hybrid delivery model – details were shared with the Education Committee in August in the '<u>Employability Service Update</u>' report. The table below provides an overview of the hybrid model.

Diagram A: Highland Hybrid Employability Service		
A:Competitive Challenge Fund- all age/all stage	B:Framework of providers - bespoke provision *Procurement*	C:Partner direct delivery including, Key worker and Client Progression Packages *Direct delivery*

10.2	Key Milestones & Requests for Change

MILESTONES   **CURRENT STATUS**

Ongoing	CLD & Emp. Supp.: WP2a Workforce North - expand pre-employment schemes for those with barriers to employment	M6 25/26 On Target
Starts Sept25 / Completes Jun26	CLD & Emp. Supp.: WP2b Workforce North - increase availability of work experience linked to guaranteed job interviews	M6 25/26 On Target
Ongoing	CLD & Emp. Supp.: WP2c Workforce North - ensure employability support for all adults not in employment or training	M6 25/26 On Target
Starts Aug25 / Completes Oct25	CLD & Emp. Supp.: WP3a Develop strategic and operational plan supporting CLD/E-service delivery	M6 25/26 On Target
Starts Sep25 / Completes Mar26	CLD & Emp. Supp.: WP3b Develop client referral system connecting client movement between service teams	M6 25/26 Some Slippage
Starts Sep25 / Completes Jun26	CLD & Emp. Supp.: WP3c Identify areas where CLD and Employability can connect and improve client journey	M6 25/26 Some Slippage
Starts Jan25 / Completes Sep25	Tailored Employment Support: Design refreshed model	M6 25/26 Completed
Starts Jun25 / Completes Sep25	Tailored Employment Support: Full launch/ roll-out of model	M6 25/26 Completed
Starts / Completes Dec25	Tailored Employment Support: Review programme/ products 2025	
Starts / Completes Dec26	Tailored Employment Support: Review programme/ products 2026	

10.3	Financial Summary
	There are no Delivery Plan financial elements directly associated with this project. The staff delivering this project are budgeted through the investment allocated to the portfolio for Future Highland Workforce as well as existing service budgets.
10.4	Key Risks
	Key risks associated with this project are currently being considered and assessed as this Portfolio was recently reconfigured. Any Key Risks identified will be assessed and scored in line with the Council Corporate Risk Management Framework and will be set up in PRMS for ongoing monitoring by the relevant project Teams and the Portfolio Board.
10.5	Forward Plan
	Key activities in the next reporting period include:

- Continue to review and grow pre-employment schemes to meet the needs of those with barriers to employment, aligning to the roadmap developed by the Workforce North partnership and delivery of the Highland Employability Partnership Strategic Plan, building on:
  - Work experience linked to guaranteed interviews, if possible

	o Supporting those not in employment or training to have access to employability programmes in Highland • Continue to develop systems to support closer working connection between Employability and Community Learning and Development (CLD) teams to support aligned service delivery – through reviewed strategic and operational plans, identifying areas of connection that could improve a client's journey to engage with these teams for support. Key measures will be reported aligned to both financial year and academic year, depending in the measure and data involved. Details will be reported in PRMS.
11.	**Accelerated Degree Pathways**
11.1	Overall RAG Project: Accelerated Degree Pathways R ● A ● G ● C ● This project involves working with further education partners to support accelerated pathways into degree courses directly from school as well as upskilling/re-training pathways. In session 24/25 twenty young people studied and were successful in completing an HNC course at UHI Inverness while staying on at school for S6. 50% of these young people have progressed on to degree pathways with UHI this session, with the rest studying out with Highland or going into related employment. There has been an increase in enrolments for session 25/26 to 29 S6 pupils studying across ten different HNC courses at UHI Inverness.
11.2	Key Milestones & Requests for Change **MILESTONES** — **CURRENT STATUS** Starts Sep25 / Completes Sep26 — Acc. Degree Pathways: Workforce North - contribute to expanding Graduate Apprenticeship offer — M6 25/26 On Target Starts Sep25 / Completes Sep26 — Acc. Degree Pathways: Workforce North - developing pathways for young people incorporating HNC provision in S6 — M6 25/26 On Target
11.3	Financial Summary There are no Delivery Plan financial elements directly associated with this project.
11.4	Key Risks Key risks associated with this project are currently being considered and assessed as this Portfolio was recently reconfigured. Any Key Risks identified will be assessed and scored in line with the Council Corporate Risk Management Framework and will be set up in PRMS for ongoing monitoring by the relevant project Teams and the Portfolio Board.
11.5	Forward Plan

Discussions are planned with all UHI partners to explore the potential to increase access to this type of delivery. Alignment to undergraduate and graduate apprenticeships progression routes within UHI will also be considered to help retain young people to study in the Highlands.

12.	**Portfolio Risks**

The My Highland Future portfolio has identified cross-portfolio risks, these risks are also being reviewed and relate to:

Risk:	Update:
Staffing and Recruitment – Delay in securing required staff capacity to support delivery of the portfolio projects	Portfolio staff requirements initially planned and agreed have been fulfilled. However, the portfolio has grown from 5 to 9 projects. One additional staff resource has been added to the portfolio, with further review required.
Connected Communication – Disconnected cross-portfolio communication and engagement with stakeholders	Methods to improve connection of communication cross-portfolio have been researched and developed. Details have been shared with the team and training is to be delivered.
Data Sources – Lack of connected cross-portfolio data to create meaningful business intelligence to inform decisions, reporting and future targets	Data Analyst appointed in August 2025, this work is now being revisited. Data Sources being reviewed and prioritised for improvements.

Designation: Assistant Chief Executive - People

Date: 9 October 2025

Authors: Fiona Grant, Chief Officer Education (Secondary)
Beth Brown, Senior Lead Manager (Performance & Improvement)
Anna Templeton, Principal Project Manager (Resources)
Brian Scobie, Portfolio Manager
Laura Williamson – Corporate PMO & Performance Manager

Background Papers: N/A

Appendices: N/A