



20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Teams 4.30pm

AGENDA

		Publish on Web?	Type	Lead
1	Apologies, Declaration of Interests and Changes to Members' Register of Interest	N/A	Discussion	Lorna Dougall
2	Draft Minutes and Matters Arising of meeting of 28 November 2024	Yes	Approval	Lorna Dougall
3	Review of Action Tracker	Yes	Discussion	David Allison
4	PI Prediction Review Dashboard	Yes	Discussion	Sarah Higgins-Rollo
5	Student Journey/Activity	Yes	Discussion	David Allison
6	QAA Tertiary Quality Enhancement Review Update	Yes	Discussion	Sarah Higgins-Rollo
7	Student Learning Experience Strategy 2025-30	No	Discussion	Sarah Higgins-Rollo
(Paper 7 is withheld from publication on the Forth Valley College website under Section 25 Information Otherwise Accessible of the Freedom of Information (Scotland) Act 2002 – https://www.forthvalley.ac.uk/media/z3opgpi2/cm1421-student-learning-experience-strategy-25_30_digi_spreads.pdf)				
8	Future Agenda Items	Yes	Discussion	David Allison/Sarah Higgins-Rollo
9	Review of Risk	Yes	Discussion	All
10	Any Other Competent Business	Yes	Discussion	All



2. Draft Minutes of Meeting of 28 November 2024 For Approval

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Zoom (commencing at 4.30pm)

Present: Lorna Dougall (Chair)
Emma Meredith
Anna Fenge (co-optee)

Apologies: Anne Marie Harley
Jen Hogarth
Campbell Ure

In Attendance: David Allison, Vice Principal Infrastructure and Communications (VPIC)
Lyndsay Condie, Director of Operations (DOO)
Abhishek Agarwal, Chair (Observer)

The Chair highlighted that the meeting was not quorate and noted that, following the meeting, approval for those items requiring it would be sought electronically

L/24/001 Apologies, Declaration of Interests and Changes to Members' Register of Interest

None.

L/24/002 Draft Minutes and Matters Arising of meeting of 6 June 2024

Members did not have any suggested amendments and it was agreed to issue this for electronic approval.

L/24/003 Review of Action Tracker

The VPIC updated members on progress with recommendations. He highlighted that the first recommendation regarding presenting the College dashboard at the Board strategic session had not been possible owing to timing and would be brought to a future meeting.

He confirmed that the second recommendation was covered by a paper on the agenda for the meeting and that the external guidance relating to the third recommendation had only very recently been released and a paper on this would come to the next meeting of the Committee.

a) Members noted the content of the report

L/24/004 Outcome Agreement Self-Evaluation 2023/24

The VPIC presented members with the 2023/24 self-evaluation. He informed members that, owing to the changes in the ways in which Scottish Funding Council will be seeking performance information, this would be the last report in the current format.



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He outlined the main points in the document, confirming that the College had achieved its targeted 98% credits outcome for the year. He noted changes in the underlying figures and discussed some of the causes in these such as strike action.

He reported that overall the College was in a good position and also highlighted a 2% increase in relation to College experience, which was encouraging.

He highlighted key aspects of the accompanying narrative for members to be aware of, confirming the College felt it was important to report on key aspects of delivery and support.

Members welcomed the addition of the text as they agreed context was very helpful in giving a fuller picture.

Members also welcomed the inclusion of the case studies with the main document to highlight some of the key projects which have been taking place.

Members queried if the Board would see this document and the VPIC confirmed this would be the case.

a) Members recommended the report be issued electronically for approval

L/24/005

Outcomes Framework and Assurance Model

The VPIC provided members with an overview of the new approach which would replace the Outcome Agreement model in June 2025.

He reported that he had been to some workshops put on by SFC and it was clear that this was still a work in progress.

He outlined that the new model had 9 key outcomes but many of the measures in the Outcome Agreement were transferred across.

He highlighted that it was unclear at the moment where the College would be able to add context to the new figures and he would report back once more was known.

He discussed ongoing engagement and thematic reviews which was a different and interesting approach compared to the Outcome Agreement which was a fairly static document.

Members noted that it was important that the College was engaging positively with the process and could help to influence the direction. They also commented that the review should be strategic wherever possible.

The VPIC confirmed it did appear that they were trying to maintain this but that this still needed to be developed.



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Members agreed that future reports on this topic should be brought back to the Committee.

Members also requested that thought be given to how the Committee would monitor performance.

Members also commented on the innovation outcome appearing to be for Universities only and noted that it should be raised that there is still significant innovation within the Colleges, for example skills, workplace learning; and inclusion.

The VPIC confirmed this would be feedback.

a) Members noted the content of the report and requested future updates

L/24/006

Recruitment Update 2024/25

The DOO informed members that, with the use of dashboards, the decision had been taken to combine some key information.

She outlined the significant focus on on-boarding and that, while challenging, in some aspects there has been a clear increase in enrolment.

She also highlighted areas that were not performing to previous levels, owing to the overall landscape and the ending of the partnership degrees with University of Stirling. She outlined similar future activity which should hope to address this.

She provided an overview of 24/25 and noted that applications for 25/26 were open with over 800 applications to date.

She also discussed some lessons learned and additional measures to get applicants to engage.

She discussed the demographic breakdown of the students, as well as the continued rise in the number of students with additional support needs year on year. The early on-boarding helps with this increase as support staff can engage earlier and help students prepare for their course.

She informed members that funding had been secured from the ALF to fund a web developer to enhance the information links with schools to ensure we securely capture key additional support needs information.

She noted that retention rates continued to remain steady at this time.

She highlighted the benefit of early timetabling for students but noted that delays with guidance on bursary student funding continued to be released later in the process and that the College intend to request that guidance be released earlier.



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She reported on increased levels of participation in the open evenings which is an encouraging sign.

Members queried whether the demographic information for the college matches the wider community.

The VPIC agreed that this was an interesting point and that this would be something that would be included in future reports. He did confirm that, for some areas, the College was performing at higher percentage levels than the local area with some groups.

Members expressed support for the work to get earlier bursary guidance for the students.

The DOO also reported on a new approach launched this week to online application data to allow changes to the website in a more responsive manner.

a) Members noted the content of the report

L/24/007

QAA Tertiary Quality Enhancement Framework/Review

The VPIC presented the paper on behalf of the VPLSE who is absent.

He confirmed that FVC and St Andrews University are the two pilot projects going through this process.

He confirmed that the relationship with QAA is largely positive, with them being responsive to suggestions from the College.

He outlined the key dates for the reviews and reported that the Principal had pushed back on the intention not to provide verbal feedback after the review. It is hopeful that this would be changed.

He confirmed that the College is continuing the meet deadlines. He noted a significant amount of work and that this was in relation to the reviews being once every five years.

He confirmed this was a large review process and will continue to be fed back to the Committee.

Member asked for clarity on the scope of the review and the VPIC provided further information.

Members queried whether the College was aware of the members of the review team and it was confirmed this was known.

a) Members noted the content of the report



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L/24/008 PI Prediction Review Dashboard

The VPIC presented the report on the new cycle for the process. He outlined the quarterly meeting cycle to look at predictions.

He noted that the dashboard document had not been included in the papers and confirmed that this would be circulated to members.

He informed members that two of the three departments had had their first quarterly reviews. He outlined some key trends seen to date and noted that retention seemed to be improved and student engagement seems to have increased.

He commented that a new attendance monitoring system had been developed and deployed which was assisting curriculum managers with this.

a) Members noted the content of the report

L/24/009 Future Agenda Items

The VPIC presented this, noting that these were mostly standard but the requests from the meeting would be incorporated.

Members queried when the destination/satisfaction information would be in and that this should be brought to an in-person meeting of the Committee,

The VPIC confirmed he would speak to the relevant staff and add this to the future agendas.

It was also agreed a portal demonstration would be included at a relevant point after the new developments are incorporated

a) Members noted the content of the report

L/24/010 Review of Risk

Members noted the TQER and new outcome framework could develop risks as they progress but seem to be managed at this time.

L/24/011 Any Other Competent Business

None

Meeting	Date	Minute Ref	Action	Assigned to	Deadline to report?	Status	Output Required	Comment
LSE	8/2/24	L/23/025	Members asked that a demonstration of the College dashboard be made at the Board strategic session	David Allison	26/09/2024	Completed	Presented to Board on 20 February 2025	
LSE	6/6/24	L/23/040	Paper on new Outcome agreement arrangements to be brought to the next meeting of the committee	David Allison	28/11/2024	Completed	Paper went to November 2024 meeting	
LSE	6/6/24	L/23/040	Paper on Scot Gov changes to SQA to be brought at an appropriate time	Sarah Higgins	05/06/2025	In Progress	Paper to Committee	SQA shortly publishing more information on this topic



4. PI Prediction Review Dashboard For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

For members to review and discuss the PI Prediction Activity for delivery period 2 2024-25.

2. Recommendation

That members review and discuss the Full-Time PI Prediction Activity for Delivery Period 2 2024/25 and note the actions.

3. Background

This paper provides an analysis of full-time course PI predictions for DP 2 2024-25. Analysis includes an update from the CCI 3 meetings with each of the academic department that were completed in March 2025.

4. Key Considerations

4.1 PI Predictions DP 2 2023/24 vs 2024/25

Appendix 1 reflects that both High and Low 24/25 DP2 PI Predictions have improved for FE and HE in comparison to predictions for 23/24. Main points of movement within departments from 23/24 to 24/25 are:

- Care, Sport, Business and Communities: Both FE and HE has improved.
- Creative, Digital and Leisure: FE is broadly consistent and HE has improved.
- STEM & Construction: Both FE and HE has improved.
- The swing between High and Low PI predictions have improved across all areas.

Early retention for both FE & HE has remained consistent at 96% for 2024/25. CCI meetings 2 and 3 have reflected improved levels of scrutiny, reflection and action planning with most areas consistently evidencing actions related to challenging PI's.

Subject areas of concern included Sport & Fitness, HE Healthcare, Hair & Beauty and FE Science. All Curriculum Managers have appropriate action plans in place and challenges are predominantly due to inconsistent attendance and complex student needs.

Overall, students with ASN are currently predicted in line with college performance, however care-experience students predicted success has slightly improved from the same period in 23/24 however are less likely to achieve in comparison to mainstream.

Partial success action plans in relevant areas are being implemented. Evaluation of courses reflected that partial success was attributed to:

- Core Skills – need for contextualisation or integration
 - Course assessment scheduling: assessment demand need to be balanced across block 1 & 2.
 - Staff Absence: industrial action and staff sickness.
-



4. PI Prediction Review Dashboard For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

- High levels of contextualisation across a full course: fail in one unit can impact upon multiple.

Improvement plans are being implemented and shared across departments via CCI meetings.

Actions Implemented in DP 2 2024/25

- Enhanced Attendance and Engagement Monitoring Procedure – the new standardised approach has been well received and it impactful where being applied consistently. There is resistance from a few LDW's to embrace the new approach and the Directors of Curriculum will direct OM's to manage this.
- Supporting Student Success Working Group: Through the Strategic Impact Analysis (TQER Submission) it was reflected that there are numerous new approaches and processes that have been introduced over the past 3 years that are recognised as impactful in relation to protecting retention, specifically related to transition activity, exceptional entries and school leavers. However, there is a requirement to formalise these into a "learner journey" to improve clarity both internally and for school partners. The Supporting Student Success Working Group has started this process.

5. Resource Implications

Financial	Under recruitment and failure to retain students has an impact upon credit delivery. Close monitoring of curriculum planning, review and evaluation through CCI process is required to ensure efficiency and quality of curriculum delivery.
People	The Performance indicators predictions and CCI process requires resource across all academic departments, Learning and Quality and Inclusion and Student Services. Collaborative working across these departments is required to support continuous improvement and ensure quality student experience.
Estates	NA
Communication	PI prediction performance and additional analysis is communicated to relevant teas via the CCI process and evidenced through self-evaluation.

6. Equalities

Who does this impact? Student equalities information is an integral part of the PI prediction and CCI process. Academic departments have action plans in place to monitor and address differences in performance between priority groups and their peers.

7. Communities and Partners: The only Full-time course PI predictions that are shared with partners are for exceptional entries who are registered with school partners.

8. Risk and Impact



4. PI Prediction Review Dashboard For Discussion

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Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

Robust and continual monitoring of performance is critical for curriculum planning, review and evaluation in addition to supporting financial sustainability. Risks related to these processes include under recruitment, reducing interest from school stakeholders and sector performance.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		X
Low (2)	X	
Very Low (1)		

Total Risk Score – 6

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

BoM Risk Categories & Risk Appetite (Select one area only)			
Cautious <15	Open 15> <20	Eager >20	
Governance	Strategy	People	
Legal	Financial	Project/Programme	
Property	Reputational	X	
	Technology		

There is a reputational risk of poor performance, which is mitigated by a robust Continuous Curriculum Improvement process.

Is the score above the Board Risk Appetite level? No

Risk Owner – LMT

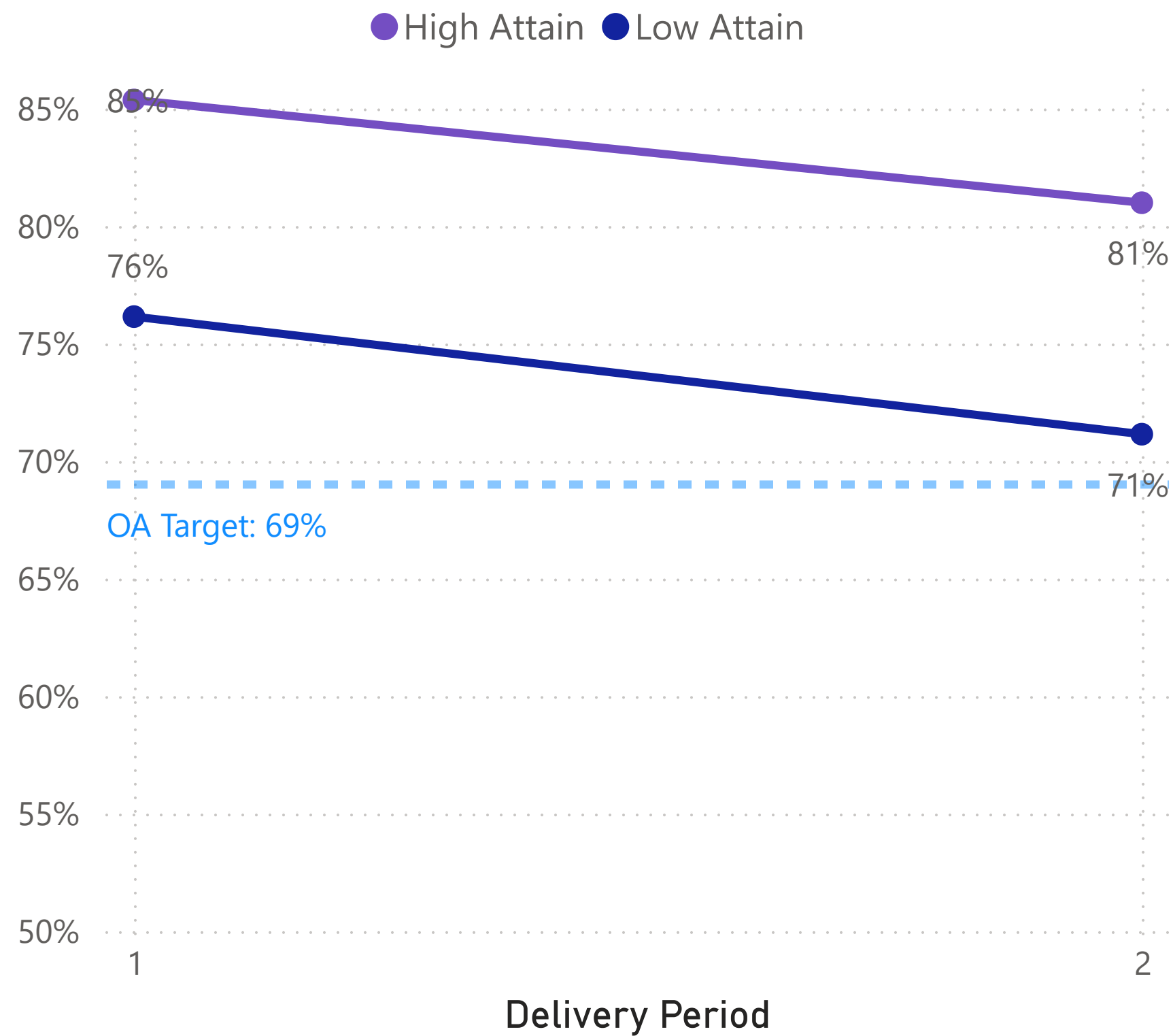
Action Owner – LMT

Paper Author – Sarah Higgins-Rollo

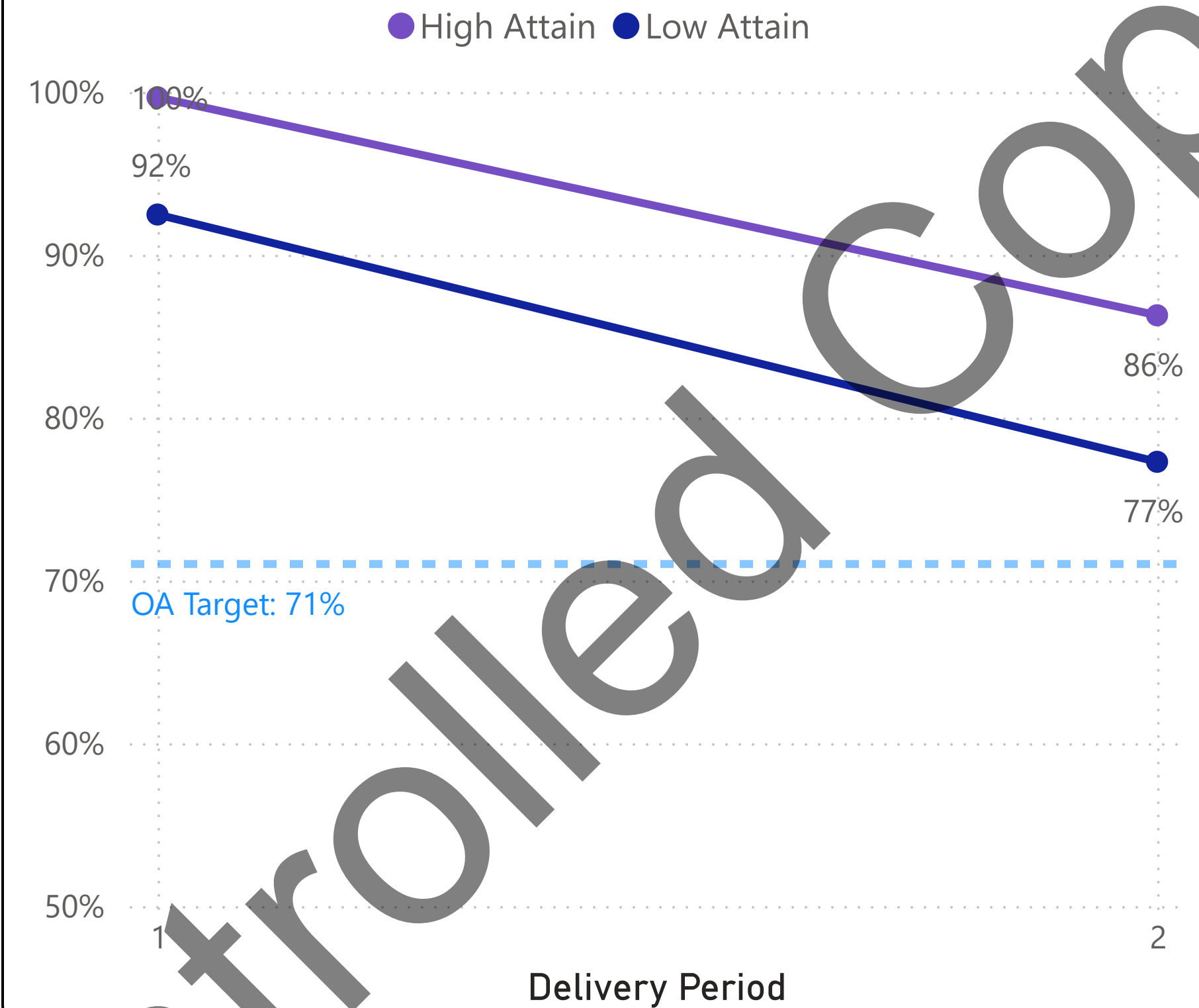
SMT Owner – Sarah Higgins-Rollo

Continuous Curriculum Improvement - PI Predictions Quarterly Update for Delivery Period 2 (DP2) Session 2024/25

Full Time FE High and Low Attainment by Delivery Period



Full Time HE High and Low Attainment by Delivery Period



Delivery Period 1: Aug to Oct
Delivery Period 2: Nov to Feb
Delivery Period 3: Mar to May

Review Meeting 5/1: Previous Year review and Year ahead target setting

Review Meeting 2: PI prediction Monitoring (DP1)
Review Meeting 3: PI prediction Monitoring (DP2)
Review Meeting 4: PI prediction Monitoring (DP3)

All Departments

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>78%</div>	<div><div></div>66%</div>	<div><div></div>81%</div>	<div><div></div>71%</div>
HE	<div><div></div>82%</div>	<div><div></div>69%</div>	<div><div></div>86%</div>	<div><div></div>77%</div>

Care, Sport, Business & Communities

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>75%</div>	<div><div></div>60%</div>	<div><div></div>82%</div>	<div><div></div>69%</div>
HE	<div><div></div>77%</div>	<div><div></div>64%</div>	<div><div></div>84%</div>	<div><div></div>75%</div>

Creative, Digital & Leisure Industries

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>75%</div>	<div><div></div>67%</div>	<div><div></div>74%</div>	<div><div></div>68%</div>
HE	<div><div></div>86%</div>	<div><div></div>75%</div>	<div><div></div>88%</div>	<div><div></div>79%</div>

STEM & Construction

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>86%</div>	<div><div></div>75%</div>	<div><div></div>87%</div>	<div><div></div>77%</div>
HE	<div><div></div>86%</div>	<div><div></div>69%</div>	<div><div></div>88%</div>	<div><div></div>77%</div>

Note: Each curriculum review meeting has been assigned a low attainment at-risk value which has been aligned with the predicted performance of courses as we move through the academic year, due to withdrawals and student progress. These at-risk values are reduced in sequence to meet the year-end OA targets for FT FE and HE attainment. Courses below the set value are deemed at risk and discussed at the review meetings.

The high attainment figures are based on those students that are identified as "will successfully complete" and "may successfully complete". The low attainment figures are based only on the worst-case scenario, which are only those students that "will successfully complete".



5. Student Journey/Activity For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To provide members with a student activity update for session 2024/25.

2. Recommendation

That LSE members review and discuss the content of the report.

3. Background

This paper provides an overview of our recruitment position for session 2024/25, the first key milestone in our recruitment cycle. It brings together key data from PowerBi and feedback from a range of cross-college departments and recognises the significant improvements made to stage one of the student journey to date.

4. Key Considerations

As you are aware, our recruitment landscape continues to be extremely challenging. However, for session 2024/25, we have seen a step change in our processes, with teams working more closely together to enhance our student onboarding and help us meet our SFC targets.

Figure 1 below provides an overview of each mode of attendance as of 6 March 2025, with live data available through the direct link to our PowerBi dashboards. Overall, there has been a 14% increase in enrolments compared to the last session at this time. Full-time enrolments are down by 6%, and this is predominately linked to the withdrawal of partnership degree courses by the University of Stirling. The biggest increase has been in Flexible/Distance Learning where a new suite of fully funded online courses have been launched to help the College meet its Credits target.

Figure 1 – Enrolment comparison by mode of attendance

Mode	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	1194	1032	162	16%
Evening	1170	1060	110	10%
Flexible/Distance Learning	1641	589	1052	179%
Full Time	2815	3009	-194	-6%
Part Time	6001	5538	463	8%
Total	12821	11228	1593	14%

Full-time January 2025

Full-time January recruitment has been healthy with eventual enrolments meeting target. The College set a date-driven application target double that of our enrolment target, and we received 124% of this target. We made offers to 117% of our enrolment target, and enrolled to 1% above target.

Full-time student profile

Figure 2 shows the profile of our full-time applicants, while Figure 3 shows the profile of full-time enrolments for Session 2024/25. 55% of full-time applicants are female, while 51% of enrolments are female. This small percentage variance can mainly be attributed to direct-entry (i.e. straight to enrolment) for our engineering courses which have a predominantly male profile. 16-19 year olds is the largest age-band both in terms of applicants and enrolments (both 62%). 7% of full-time applicants classify themselves as being from a Black or Minority Ethnicity, which drops to 5% for full-time enrolments, with both above the reported rate for Forth Valley (4%).

12% of both full-time applicants and enrolments come from the 10% most deprived postcodes, with 26% coming from the 20% most deprived postcodes. There is a consistent 9% of full-time applications and enrolments who have a disability, and also a consistent 8% of both applicants and enrolments who are care experienced. 6% of full-time applicants and 8% of full-time enrolments have caring responsibilities. What is considerably different between application and enrolments is the percentage of learners who have been identified as having Additional Support Needs, with this percentage rising from 17% of full-time applications to 29% of full-time enrolments.

Figure 2 – Full-time Applications Profile

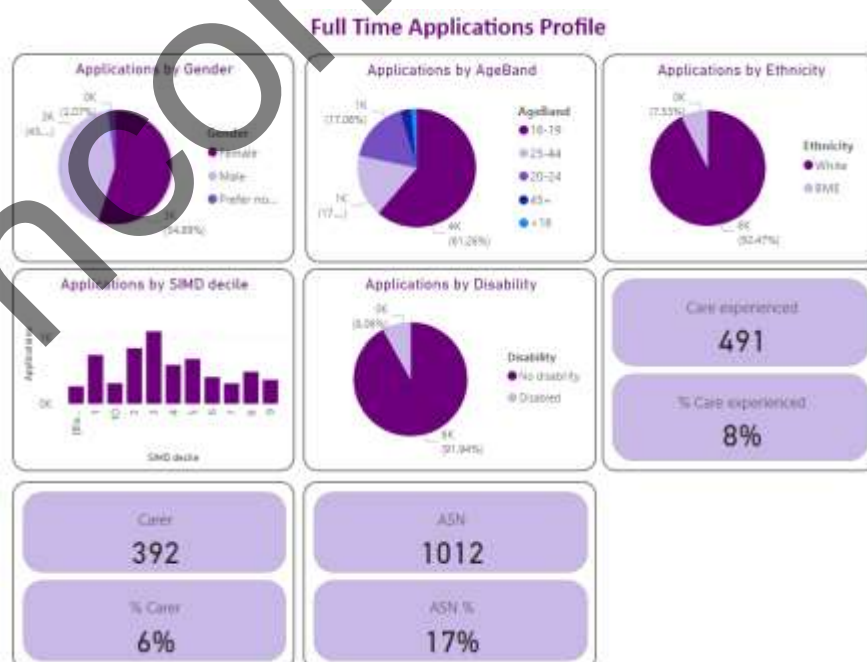


Figure 3 – Full-time Enrolment Profile

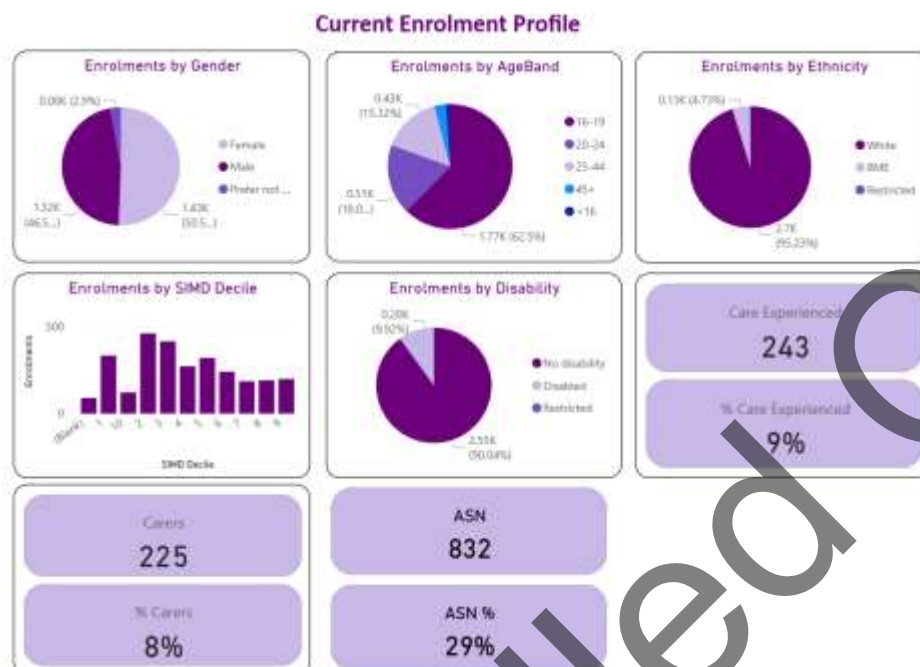


Figure 4 displays full-time HE recruitment trends over the last 5 sessions from Session 2020/21. Over this period, there has been a drop in applications, offers and enrolments, with the most telling trend being within enrolments. This time period is one where the College has through funding cuts reduced the volume of Credits that it delivers, however it also demonstrates that there are external pressures from universities to attract these students.

Although impacted by the overall reduction in Credits through funding cuts over the time period, full-time FE recruitment hasn't seen as noticeable a trend, with 2023-24 and 2024-25 enrolments being higher than Session 2022-23.

To support our recruitment activities, our Communications and Marketing activities continue to adopt an integrated approach using a mix of online and offline channels, including TV, radio, digital media including social (paid and organic), direct marketing, PR, recruitment events, press and outdoor advertising.

We delivered two Open Evenings in November 2024 and also two Open Evenings and Careers Events on 4 and 6 March 2025, as part of Apprenticeship Week. The most recent events were attended by over 210 prospective students.

Our activities all formed part of the national Choose College campaign, providing Scotland-wide reach across social media platforms.

Figure 4 – Full-time HE Recruitment Trends



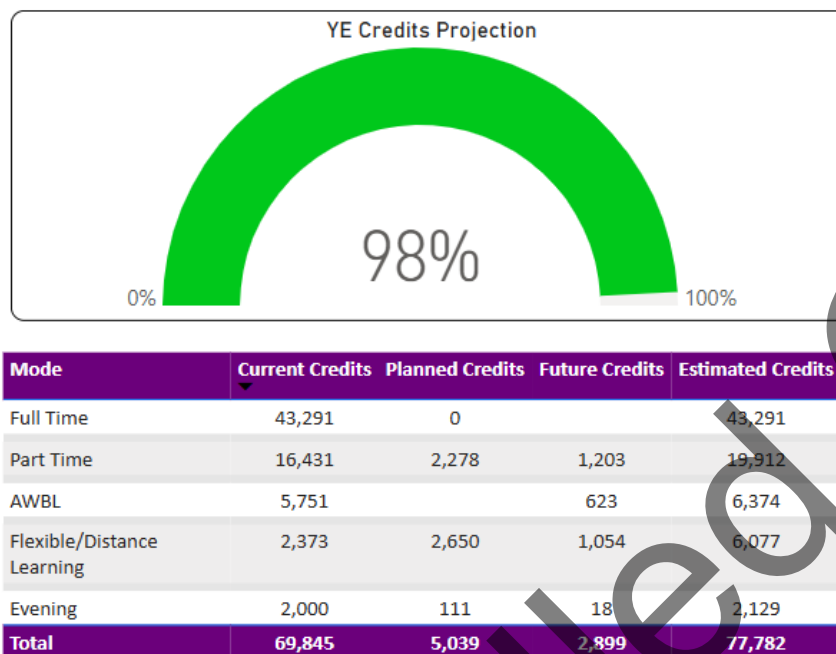
Recruitment and selection activities for full-time courses starting in August have commenced with onboarding of our FT students commencing from 28 April 2025.

Credits 2024/25

As a result of robust recruitment, Credits are currently on track to deliver to 98% of our overall planned target. However, this does rely on all planned courses and developments, including an additional 2,000 Credits from e-learning, coming to fruition. As such, a suite of fully funded on-line courses were launched in January 2025. The uptake on these courses has been excellent, and to date we have enrolled 1,158 students generating 1,035 Credits (52% of the 2,000 target). The suite of courses is being reviewed and added to, and we are confident of delivering to target.

The second page of the Student Activity Dashboard shows a comparison of Credits to date for this session compared to the same date last session, which shows almost an identical position overall, with a variance of only 6 Credits. Analysis by mode of attendance does show variances that reflect enrolment patterns with the most significant variance being a 52% increase in Flexible/Distance Learning Credits which is attributable to the new fully-funded online courses, as mentioned previously.

Figure 5 – Year End Credits Prediction



The Student Activity dashboard is added as an appendix, with the majority of content covered previously in the paper. Retention comparisons are encouraging. Draft FT FE Early retention is currently down by 2%, with Draft FT HE Early retention up by 1%. Current retention for both full-time FE and HE looks encouraging with both up this year compared to last.

Outcomes Framework Dashboard

Although the new Outcomes Framework process hasn't required the College to develop measure targets an appendix has been added to show how the College is performing against Outcome Agreement targets (set for Session 2024/25). Almost all targets are on track to be met, however the low predicted success rate for Full-Time FE is showing as amber at 71%, while the number of Senior Phase age pupils is currently below target at 398, and may not reach target even with May recruitment. If we had set targets for Session 2025/26 this is a target we would have lowered given the reduced uptake in Foundation Apprenticeships.

5. Resource Implications (Financial, People, Estates and Communications)

Financial	Must track data continuously to ensure we meet our SFC targets and support any in-year adjustments.
People	Recruitment demands a cross-college approach and session 2024/25 demonstrates a reduction in silo working.
Time	Digital processes take considerably more time to convert but allows the College to gain a better understanding of our recruitment position and allow us to enhance our marketing and recruitment efforts.



5. Student Journey/Activity For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Communications	Information to be cascaded to teams on the current recruitment position.
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6. Risk and Impact

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		x
Low (2)	x	
Very Low (1)		

Total Risk Score – 6

There is a risk of financial clawback if the College doesn't deliver to within 2% of our Credits threshold. This is being carefully monitored with actions in place to increase Credits to 98% of our Credits threshold.

BoM Risk Categories & Risk Appetite (Select one area only)					
Cautious <15		Open 15> <20		Eager >20	
Governance		Strategy		People	
Legal		Financial	x	Project/Programme	
Property		Reputational			
		Technology			

Is the score above the Board Risk Appetite level?

Risk Owner – David Allison

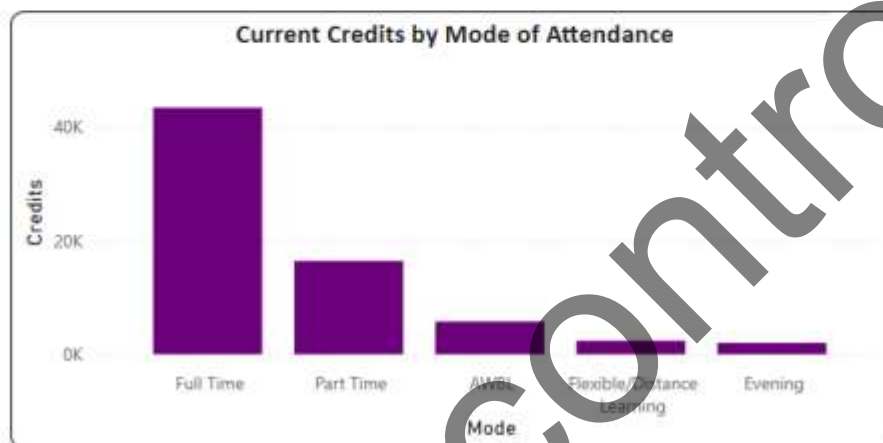
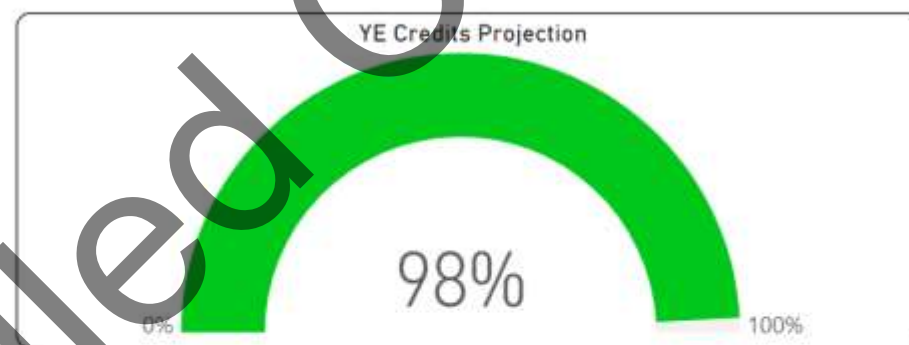
Action Owner – Lyndsay Condie

Paper Author – Lyndsay Condie

SMT Owner – David Allison

Appendix 1 - Student Activity Dashboard – March 25

To



Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	43,291	0		43,291
Part Time	16,431	2,278	1,203	19,912
AWBL	5,751		623	6,374
Flexible/Distance Learning	2,373	2,650	1,054	6,077
Evening	2,000	111	18	2,129
Total	69,845	5,039	2,899	77,782

Note: Planned Credits are derived from future planned courses. Future Credits are derived from estimated student enrolments on courses already commenced which have a flexible entry point.

Appendix 1 - Student Activity Dashboard – March 25



Mode	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	1194	1032	162	16%
Evening	1170	1060	110	10%
Flexible/Distance Learning	1641	589	1052	179%
Full Time	2815	3009	-194	-6%
Part Time	6001	5538	463	8%
Total	12821	11228	1593	14%

Mode	Current Credits	Previous Session Credits	Credits Session Variance	% Credits Session Variance
AWBL	5,751	5,365	386	7%
Evening	2,000	2,211	-211	-10%
Flexible/Distance Learning	2,373	1,566	807	52%
Full Time	43,291	45,874	-2,583	-6%
Part Time	16,431	14,835	1,596	11%
Total	69,845	69,851	-6	-0%

Current Session Retention











Previous Session Retention



Notes: Previous session data is taken from the same date last session.

Appendix 2 – Outcome Framework Dashboard

Outcome Framework Dashboard

No	OA Measure	Target	Feb 2025	Feb Progress	May 2025	May Progress	Aug 2025	Aug Progress
1	Core Credits Delivery	79107	77782					
2	Credits from SIMD10	10.50%	10.4%					
3	Care-experienced Credits	5.30%	6.00%					
4	Senior Phase age pupils	520	398					
5	Full Time FE Success (High)	69%	81%					
6	Full Time FE Success (Low)	69%	71%					
7	Full Time HE Success (High)	71%	86%					
8	Full Time HE Success (Low)	71%	77%					

Feb 2025 - Key Points

- > Core Credits are within the 98% threshold to avoid any financial claw-back.
- > High Success PI estimates for both FT FE and FT HE are above OA targets
- > Low Success PI estimates for FT HE is above target, however the FT FE rate is below where we would like to be at this time, but remains above our OA target. These figures will reflect some cautious estimates, however are being further analysed through the ongoing Continuous Curriculum Improvement review meetings.
- > The number of Senior Phase age pupils has dropped due to a reduction in the uptake of Foundation Apprenticeships.



6. QAA Tertiary Quality Enhancement Review Update For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

This paper seeks to update members about the upcoming Tertiary Quality Framework Review activity and the timescales associated with this.

2. Recommendation

That members note the preparation and plan leading up to the Initial and Full Review and consider the actions that this review will involve.

3. Background

Forth Valley College has agreed to be the first college in Scotland to take part in the newly devised cyclical Tertiary Quality Enhancement Review process. Since September 2024, the Vice Principal of Learning and Student Experience and the Head of Learning and Quality have been working with our appointed QAA Review Manager to support preparations for this activity.

4. Key Considerations

The key milestones of the review process are outlined below.

Activity	Date	Update
Scoping meeting	2 September 2024	
Advanced Information Set Submission	13 January 2025	The Advance Information Set was uploaded successfully with support from the project office. Over 400 documents were provided as supporting evidence.
Strategic Impact Analysis	13 January 2025	<p>The Strategic Impact Analysis is a full college self-evaluation of the past 4 years. The SIA provided an evidenced based response and evaluation to the 4 overarching questions.</p> <ol style="list-style-type: none">1. How effective is our approach for achieving excellence in learning, teaching and assessment, across all locations, subject areas and modes of delivery, and for assuring and maintaining academic standards?2. How effective are our arrangements for supporting student success?3. How effective is our approach to student engagement and partnership?4. How effective are we in embedding an enhancement and quality culture across our institution?
First meeting of the review team	27 February 2025	The review team have met to discuss their desk based analysis of the AIS and SIA and discuss potential lines of enquiry for the Initial Review Visit.



6. QAA Tertiary Quality Enhancement Review Update For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

		They have also confirmed the schedule for the Initial review visit and this was received on 4 th March.
Initial Review	24 & 25 March 2025	<p>Review team will meet with Principal, Senior Team and key quality staff, and also meet with 4 focus groups of students. Review team will cover all 3 campuses.</p> <p>Staff and student briefings have been planned for WB 10th March.</p> <p>Following the initial review visit, the team will review potential lines of enquiry and may request additional documentation/evidence to be uploaded before the final review visit.</p>
Full Review	13 - 16 May 2025	<p>The Full Review visit is similar to Education Scotland inspections, however there are no classroom observations. The review team will meet with students and staff throughout the week at all 3 campuses.</p> <p>The review team will also request to meet with key stakeholders including employers and schools.</p>
Report publication	4 August 2025	
Institution response to outcome	27 October 2025	

5. Resource Implications

Financial	No direct costs associated with TQER process although as preparation for full review progresses there may need to be a budget for additional hours. This will be monitored and communicated via LMT.
People	The TQER process is a full review of the student experience and will require contribution from all student facing departments.
Estates	During the initial review visit and the full review visit there will be a requirement to book and set up additional rooms. Room bookings and IT set ups will be arranged in advance.
Communication	Staff and student briefings are planned for week beginning 17 th March for the Initial review visit and will be scheduled for the full review visit. Updates will be communicated to the relevant departments and updates provided to LMT.



6. QAA Tertiary Quality Enhancement Review Update For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

6. Equalities

Assessment in Place? – No

If No, please explain why –

Please summarise any positive/negative impacts (noting mitigating actions) – N/A

7. Communities and Partners

The TQER process will invite contribution from key stakeholders and this could include schools and employers. School partners have already been informed of this and once confirmed, employers will be identified.

8. Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

If the paper is an approval, please reflect on whether the approval will have any direct or indirect impact for any other areas of operational activity internally or externally within the College.

The primary risk for TQER is that the model has not been tested and the review approach is very different to Education Scotland. The outcome judgement from the review is public and would have significant reputational impact if the college received a judgement of "Partial Effectiveness". This has been mitigated by engaging in regular dialogue with the Review Manager and significant investment of time in the submission of the SIA and AIS.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		X
Low (2)	x	
Very Low (1)		

Total Risk Score – 6



6. QAA Tertiary Quality Enhancement Review Update For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

BoM Risk Categories & Risk Appetite (Select one area only)		
Cautious <15	Open 15> <20	Eager >20
Governance	x Strategy	People
Legal	Financial	Project/Programme
Property	Reputational	x
	Technology	

There is a low risk to the reputation of the college as a result of this activity. Continued monitoring of workload and diligence in relation to deadlines will reduce this risk further.

Is the score above the Board Risk Appetite level? No

Risk Owner- Sarah Higgins-Rollo

Action Owner – Sarah Higgins-Rollo

Paper Author –Sarah Higgins-Rollo

SMT Owner – Sarah Higgins-Rollo



8. Future Agenda Items For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To present members with proposed future agenda items for Committee consideration.

2. Recommendation

That members discuss the future agenda items listed below and highlight any additional business they would like brought before the Committee.

3. Background

Not applicable

4. Key Considerations

Future Agenda Items

Meeting	Agenda Item	College Lead
June 2025	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey/Student Activity	Lyndsay Condie/David Allison
	TQER Outcome	Sarah Higgins-Rollo
	SQA Update	Sarah Higgins-Rollo
	Sector PIs	David Allison
November 2025	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey/Student Activity	Lyndsay Condie
	Outcome Framework 2025/26	Lyndsay Condie
	Outcome Framework Self Evaluation 2024/25	Lyndsay Condie/Sarah Higgins-Rollo
	TQEF SEAP 2025/26	Sarah Higgins-Rollo

5. Resource Implications (Financial, People, Estates and Communications)

Not applicable

6. Equalities

Assessment in Place? – Not applicable.

7. Communities and Partners

Not applicable



8. Future Agenda Items For Discussion

20 March 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

8. Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		
Low (2)		
Very Low (1)		

Total Risk Score – Not applicable

BoM Risk Categories & Risk Appetite (Select one area only)			
Cautious <15		Open 15> <20	Eager >20
Governance		Strategy	People
Legal		Financial	Project/Programme
Property		Reputational	
		Technology	

Is the score above the Board Risk Appetite level? No

Risk Owner – Not applicable

Action Owner – Not applicable

Paper Author – David Allison

SMT Owner – David Allison