Zoom 4.30pm

AGENDA

1.   Apologies for Absence

2.   Declarations of interest

FOR APPROVAL

3.   Minute of Meeting of 8 June 2023

4.   Matters Arising

      4.1 L/22/003 Matters Arising re Student Journey Dashboard
      4.2 L/22/003 Matters Arising re Student Activity Report
      4.3 L/22/006 Inclusion and Student Services Dashboard
      4.4 L/22/009 PI Prediction Dashboard

5.   Draft Outcome Agreement 2023/24   David Allison

(Paper 5 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.sfc.ac.uk/assurance-accountability/outcome-agreements-listing/outcome-agreements-listing-2/forth-valley-college-outcome-agreement-2023-24/

6.   Outcome Agreement 2022/23 Self Evaluation   David Allison

FOR DISCUSSION

7.   Education Scotland Annual Engagement Visit Feedback (Verbal) Rob McDermott

8.   Learning and Digital Skills Academy Ambition Dashboard   Laurence Ferguson

9.   Student Journey Dashboard   Lyndsay Condie

10.   PI Prediction Review Dashboard   David Allison/
                                                             Sarah Higgins-Rollo

11.   Review of Curriculum Review Process 2023/24   Sarah Higgins-Rollo

12.   Student Activity Dashboard   David Allison
13.   Future Agenda Items   David Allison/Sarah Higgins-Rollo

14.   Review of Risk

15.   Any Other Competent Business

FOR INFORMATION

Quality Internal Audit Report

Zoom (commencing at 4.30pm)

Present: Lorna Dougall (Chair)

Apologies: Emma Meredith
             Kat Graham

In Attendance: Anna Fenge Co-opted
                David Allison, Vice Principal Infrastructure and Communications (VPIC)
                Sarah Higgins-Rollo, Vice Principal Learning and Student Experience (VPLSE)
                Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
                Lyndsay Condie, Director of Operations (DOO)
                Laurence Ferguson, Learning and Digital Skills Manager (LDSM) for L/22/018

The Chair welcomed the new VPLSE, Sarah Higgins-Rollo, to her first meeting of the Committee.

L/22/014   Declarations of Interest

             None.

L/22/015   Minute of Meeting of 9 February 2023

             The Chair noted her approval for the minute and that Emma Meredith had given approval via email ahead of the meeting. It was agreed that Kat Graham would also be contacted to see if she approved the minute content.

L/22/016   Matters Arising

             4.1 L/22/003 Matters Arising re Student Journey Dashboard

             The Chair noted that she had had a look at the campus-m system and would be interested to ask the new student Board members their opinion of the system once they are appointed.

             4.2 L/22/003 Matters Arising re Student Activity Report

             The Chair noted that there was an action for her to meet with the CGPO and FVSA Sabbatical officers. Given the resignations of the Sabbaticals, this will be deferred until the new post holders are in place.

             4.3 L/22/006 Inclusion and Student Services Dashboard

             The Chair noted that this work was ongoing and would remain as a matters arising at this time.

4.4 L/22/009 PI Prediction Dashboard

The Chair commented that there had been discussion at the last meeting on whether there would be benefit in creating a college wide dashboard, noting that the Committee would only like to do so if there were wider benefits to the College.

The VPIC reported that initial discussions had taken place and this will be developed further.

L/22/017   **Update on Curriculum changes due to Consultation/re-coursing students (Verbal)**

The DOO provided members with an overview of the students who may be impacted as a result of the recent consultation. She reported that there were 133 students potentially effected and efforts had been made to re-route these students to alternatives, with 109 being offered to date. She confirmed that the Student Admissions team were doing a call round to catch the remaining students.

She informed members that, as a result of the consultation, 2 of the courses at risk had been added back to the curriculum.

Members noted the efforts to ensure students are not disadvantaged by changes resulting from the consultation and welcomed the student focussed approach. They also noted their thanks for the team's leading on this within the College.

The DOO confirmed that there had been communications with these students throughout the process to keep them up to date on developments.

a)   Members noted the content of the report

L/22/018   **Learning and Digital Skills Academy Ambition Dashboard**

The LDSM presented members with the standing update on the activities of the learning and digital skills academy.

He outlined the progress made to date, noting it was largely positive. He highlighted in particular the successful use of the digital skills self-assessment tool with students.

He discussed the recent uptick in instances of Artificial Intelligence (AI) use and confirmed to members that an AI short life working group was being convened to look at the new technology.

Members discussed the use of AI, noting other education bodies had seen an increase in academic disciplinary and queried whether the positive were also going to be reviewed.

The LDSM confirmed that this was the case, along with also addressing how to effectively utilise AI and appropriately upskill staff.

Members welcomed this approach and noted that AI may be a good topic to discuss at the next strategic Board meeting.

a) Members noted the content of the dashboard

L/22/019   **Student Journey Dashboard**

The DOO presented an overview of the dashboard provided to members.

She noted that there had been significant developments in relation to the student journey, highlighting new systems which have been implemented like Fresh Desk which is currently being used to track, escalate and close enquiries which come in via a range of methods including social media and which enables the sharing of mailboxes at key points in the process.

She indicated that this system will be brought to a future meeting of the Committee to demonstrate it to members.

She outlined progress in developing a recruitment policy, working with curriculum teams, to ensure there are no barriers to participation.

She outlined recruitment activity and confirmed that on boarding activity for 2023/24 students had commenced on 8 May 2023.

She highlighted a positive development in that timetables were likely to be ready to be shared with students earlier than normal. Given this, students will have more time to arrange childcare, speak to employers and engage with the on boarding process.

She discussed the development of the campus-m app, noting that students were now suggesting additional functionality and that this was being looked at. She also informed members that students were also being added to the testing group for app developments.

Members commented on the breadth of the activity and the speed with which it is being developed.

Members queried whether it would be possible to track the impact of the app on converting applications to enrolments.

The VPIC confirmed that this was being looked at.

a) Members noted the content of the report

L/22/020   **PI Prediction Review Dashboard**

The VPIC presented the dashboard which had been updated to reflect the third round of meetings in the academic year.

He noted that, while there was a slight downward trend in the figures as would be expected at this point in the year, it was encouraging to see that there had not been a drop off in delivery levels in period 3.

He highlighted some concerns regarding FE levels but noted this was tracking above last session at this period, so was confident of matching last session's PI.

He informed members that the change to have Learner Development Workers also support HE programmes has had a positive impact. He also noted the positive impact of the new Learner Improvement Facilitator roles.

Members welcomed the level of detail provided.

a) Members noted the content of the report

L/22/021   **Student Activity Report**

The VPIC presented the latest version of the report. He highlighted some key changes, noting that while full time enrolments had dipped, the part time and evening enrolments was up significantly.

He also discussed progress towards the credit target noting that, following discussions with SFC, the College intends to draw down the full allocation in line with other Colleges for Foundation Apprenticeships.

He discussed applications for the next academic year, informing members that 92% of places have been offered to date.

a) Members noted the content of the report

L/22/023   **Sector PIs – Session 2021-22**

The VPIC presented that annual report which is prepared by SFC.

He commented that the overall picture for the sector was not a good one and that SFC had gone into quite a level of detail to explain the figures in the report.

He noted that the College had had similar movement but not to the extent of the sector and that, overall, the College was significantly over the Scottish average and was at, or near, the top for most metrics.

Members queried if there was an underlying trend for those subject areas in the College that were not performing well. The VPIC noted that these were just slightly below the average and that the College was looking into trends.

a) Members noted the content of the report and recommended this go to the Board for information

L/22/024   **Future Agenda Items**

The VPIC presented the future agenda items paper.

Following consideration, members noted that there should also be an item on Labour Market Intelligence use.

a) Members noted the content of the report

L/22/025   **Review of Risk**

None

L/22/026   **Any Other Competent Business**

The DOO briefed members on an issue which had occurred with the Higher Psychology exam where the wrong paper had been issued in error by invigilators.

She outlined the steps taken to notify SQA and to secure and submit evidence of the work that the impacted students had completed over the course to allow for an appropriate grade to be awarded.

She also noted that the VPLSE had made direct contact with the students and they were being kept informed as matters developed.

She confirmed that there had been a complaint submitted and that the Principal was going to be writing directly to each of the students.

Members queried whether the information provided to SQA would be sufficient.

The DOO confirmed that the data being supplied was in response to instructions from SQA and that the College would keep in touch to ensure there were no other requirements to be met.

Members queried if there were any lessons to be learned to prevent a re-occurrence in the future. The DOO confirmed that an internal group was looking into this and that some suggestions had already been generated to prevent this happening again.

She also confirmed an update would be brought to the Committee.

1. **Purpose**

   For members to discuss and approve our Outcome Agreement Self Evaluation report for Session 2022-23, prior to submission to SFC.

2. **Recommendation**

   That members discuss and approve the College's Outcome Agreement Self Evaluation report for Session 2022-23.

3. **Background**

   SFC have requested that a short factual based Outcome Agreement Self Evaluation report be submitted by all colleges for Session 2022-23, similar to the previous 3 sessions. This replaces the need to produce an Evaluation Report and Enhancement Plan. Because of the impact of ASOS our achievement PIs are shown as a range, however we anticipate our final position being at the top end of these ranges provided.

4. **Key Considerations**

   Through their Outcome Agreement guidance for AY 2023-24, SFC has asked colleges to submit a brief factual report comprising of no more than 6 pages, which is a reflection on performance data against Outcome Agreement targets for Session 2022-23. The guidance also asks to provide a summary of early recruitment and challenges in Session 2023-24.

   The report is to be submitted to SFC by 31st October, alongside our Outcome Agreement for Session 2023-24. The report doesn't require Board sign-off, and will be included as an appendix to our 2023-24 Outcome Agreement which will be returned to SFC by this same date, following oversight and discussion at the Learning & Student Experience Committee.

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

   No resource implications.

6. **Equalities**

   Assessment in Place? – No

   This report contains PIs which relate to protected characteristics.

7. **Communities and Partners**

   Not applicable.

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)		**X**
Very Low (1)	**X**	

Total Risk Score – 2

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 – David Allison   **SMT Owner –** David Allison

Executive Summary

In Session 2022-23 Forth Valley College achieved its Core Credits target, delivering 84,343 Credits against a target of 84,218 Credits. The College also increased the number of Credits it delivered in Session 2022-23 for Foundation Apprentices compared to the previous session, however we fell short of our increased target for Session 2022-23. A key target for the College in Session 2022-23 was to continue our recent trend of maintaining or increasing Full Time achievement both at FE and HE levels, which before Session 2019-20 had been on a downward trend. Action Short of Strike (ASOS) is delaying us being in a position to accurately report on our achievement PIs, however we have reported a range for our PIs, and are confident of being towards the top end of these ranges for all achievement PIs. The percentage of students responded by survey to they are satisfied overall with their Forth Valley College experience has increased from 89% to 93%, exceeding our target of 90%.

College Performance

Achieving our core Credits target year on year is a key element in achieving funding sustainability for the College, and remains our key priority of the College's operational focus. In Session 2022-23 we have continued to achieve this goal and met our Core Credits target. Recruitment to Foundation Apprenticeship programmes was challenging, and despite increasing our Credits delivery for these courses from Session 2021-22 we fell short of our increased target, however overall the College delivered to over 99% of our overall Credits target. The proportion of Credits delivered to learners in the most deprived 10% postcode areas was 10.1% of our overall Credits, which was consistent with our delivery in Session 2021-22, and close to target.

The College delivered 3% of its Credits to students from an ethnic background, which matched the previous session's credit delivery. On disability we have delivered the same level of Credits as the previous session. Similarly, the College's age profile has remained consistent to the previous session, with only small percentage changes. The proportion of Credits delivered to Care Experienced learners has increased slightly, which is slightly above our target, and represents the highest number of Credits we have delivered in a Session to Care Experienced learners.

The number of senior phase age pupils studying vocational qualifications at the College is close to target, and down on previous sessions. Discussion around further vocational programme pathways is now taking place, looking to further utilise existing qualifications across the SCQF levels 3-8 to create a coherent pathway that offers opportunities for entry and exit at stages throughout. A thorough review of the offer, the delivery model as well as the systems that support this is taking place.

The proportion of full-time FE qualifiers from Session 2021-22 who had a positive destination was 92.2%, which exceeded target, while the HE rate was 89.6%, which also exceeded target, with both figures showing an increase from Session 2020-21. From our Student Satisfaction

survey 93% of students stated that overall they were satisfied with their college experience in Session 2022-23, which is an increase on last session.

Attainment

As previously mentioned, one of the key targets that the College had for Session 2022-23 was to continue to improve our full time PIs, where prior to Session 2019-20 there had been a downward trend. The College continued with the application of an in-year PI Prediction-tracking process that splits the academic year into Curriculum/PI review and delivery periods in order to understand, track and turnaround the downturn in Full Time PI performance across the College. To improve the tracking and review process each round of PI Prediction-tracking and Curriculum Review meetings have 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, to reflect withdrawals and student progress. These at-risk values are reduced in sequence to support curriculum teams meeting attainment targets. Courses below the set value are deemed at risk and discussed at the review meetings. Because of ASOS it is currently challenging to accurately assess how successful we have been in meeting our goals, however this report provided a predicted range, and with the tracking system that has been established we are confident of landing towards the top end of these prediction ranges.

Across College full time programmes for 2022/23 retention is up by 2.9% on 2021/22 figures: FE up by 1% and HE up by 6%. Retention for part time programmes at both FE and HE level have increased, with FE up by one percentage point, and HE up by two percentage points.

We are predicting that Full time FE achievement will be in a range from 66% to 69%, which will be close to our high performance from last year of 68%, and OA target of 69%. We are also predicting that our Full time HE achievement will be in a range from 67% to 71%, and likely to be close to our performance of last session of 69%.

We are predicting that Part time FE achievement will be in a range from 83% to 87%, which will be close to our high performance from last year, and OA target of 85%. We are also predicting that our Part time HE achievement will be in a range from 84% to 89%, and likely to be close to our performance of last session, and OA target of 87%.

As part of the College's PI Prediction Tracking tool there is an emphasis on identifying and monitoring students who are from the 10% most deprived postcode areas, are Care Experienced, or who have interacted with the College's Student Support System. The College's Student Support System (Triple S) was planned, built, piloted and through Session 2019-20 was rolled out across all areas. Triple S is a system designed to allow the capturing of all support being provided to a student in one place, and allows staff to access this information in an easy and timeous manner.

The key aims of this system are to streamline the existing support infrastructure available to students, and to make this vital information more accessible to all relevant staff. The College had processes in place to capture various support needs of our students, however because of the disparate nature of the services provided, and also because these processes were predominantly paper based, students could be asked to disclose information multiple times, as they access different functions of the support service. With the introduction of Triple S, information disclosed from students is captured once within the central system. As Triple S captures this information centrally, it offers the opportunity to present this information back in a very accessible way to staff, which helps ensure that all staff who are in contact with a

student are aware of any support needs and ongoing concerns and issues. This information is available real-time, with icons developed and integrated with other systems, such as Enquirer for attendance and results recording, to quickly signpost to staff that a student has support needs, and provide quick and easy access to this information, to help ensure that our students are effectively supported.

Appendix 1 is included to show progress against all Outcome Agreement targets for Session 2022-23.

Key Highlights for Session 2022-23

It has been a very positive year as we returned to a more normal student experience and move beyond the impact of the pandemic. The College is in the mid-phase of its 2022-25 Strategic Plan, and will soon begin to prepare for the next strategic phase from 2025 to 2030.

At the end of session 2022-23 the College saw a change in leadership with Professor Ken Thomson OBE retiring from the College after 10 years as Principal and Chief Executive. Ken leaves a significant legacy in terms of college performance and estates. Kenny MacInnes took over the role of Principal on 1st May, having been with Forth Valley College for 16 years and previously held the post of Vice Principal Learning and Student Experience.

Learning and Digital Skills Academy (LDSA)

The dedicated team of staff of the LDSA continue to make significant impact on digital skills development throughout the entire organisation providing digital pedagogy support across all curriculum departments. The LDSA play a key role in taking the College's Learning and Digital Skills Ambitions forward. The LDSA have also continued with our flagship Learning and Teaching Enhancement programme, where mentors are deployed to work with and support lecturing staff to focus and reflect on aspects of their teaching practice to make enhancements in their delivery. The LDSA have also created a digital tool kit and designed programmes to enhance professional practice and learning theory design.

With LDSA funding coming to an end in June 2024, the team are developing a legacy plan to ensure that the work and impact of the LDSA is sustainable through college practice and processes.

Continuous Curriculum review: Performance Indicator Prediction-tracking and Curriculum Review meeting format

The College is now entering into its sixth year of Performance Indicator (PI) prediction-tracking monitoring that splits the academic year into four Curriculum/PI review delivery periods to help curriculum teams better understand, track and improve PI performance across the College. This continuous review and improvement process is now firmly embedded within our Quality Assurance and Curriculum Planning procedures. The continued application of the PI Prediction Tool in conjunction with detailed analysis and evaluation of our student recruitment, disclosures, withdrawals and partial success data continues to support curriculum teams to drive forward improvement plans to address the continuing impact on attainment performance against the backdrop of the changing profile of our student population and the financial challenges facing the FE sector. The College continues to be sector leading in the creation of cutting edge performance support tools with the introduction of analytics tool in 2020-21 that help teaching departments analyse the effectiveness of their curriculum. These tools came into their own in terms of shaping the curriculum through 2021-22 & 2022-23 to deliver financial

stability. The tools have supported senior managers working through the College's consultation process in being able to proactively identify curriculum that was under performing and that was removed from the College's portfolio to generate savings to off-set funding cuts to core grant-in-aid. This then allowed managers to identify the required staffing reductions.

The PI prediction tool further supported students who were affected by Action Short of Strike (ASOS) at the end of term 2022-23. Where results were unknown, the college supported transition to university by being able to provide positive progress and attendance data that strongly supported where students were on track to succeed. All students who were impacted by ASOS secured their university place and are able to attend FVC graduation in October 2023.

Student Journey Project

The aim of the Student Journey project is to ensure FVC continues to be the destination of choice for education and training by delivering the best student experience from application to achievement. This project covers all modes of attendance from full-time to training courses. The dedicated student portal, which allows students to complete their induction and enrolment online, was rolled out effectively for our 2022-23 full-time students, providing them with early access to their student email system, first day information and important updates from the College to ensure the best possible start to their studies. This work will continue with school-college students and Modern Apprentices in 2023-24, and will include part-time students from 2024-25.

We have also launched a Digital Campus App for our students using Campus M. Once enrolled, this provides students with access to their timetable, digital Student ID Card and other essential information to support their studies. The app links to Moodle to support students in accessing course resource via mobile devices. Looking ahead, our plan to further enhance our student journey through real-time data supported through Power Bi will ensure we continue to make evidence-based decisions to help and support students at every stage of their journey.

Learning and Inclusion Facilitators /Learning Development Workers

Building on the success of the restructuring of the Student Support Services in to the Inclusion and Student Services team, the college introduced the Learning and Inclusion Facilitator (LIF) role, developing within academic teams an additional resource that supports student.

The LIF role is an academic staff member who provides the critical link between course delivery and Inclusion and Student Support Services. LIF's work with students on an individual and group basis and play an integral role in proactively anticipating the support needs of students to enable a more systematic approach to their support.

The LIF post plays a critical role in ensuring a student receives the support they require, in the most efficient and effective manner possible, using live Student Support Data via the College Data Dashboard to provide reports to Managers regarding the forthcoming/current student cohort. Information such as; ASN disclosures, Protected Characteristics, Priority Access Groups e.g., Care Experience, Caring status, Estranged, SIMD10 etc. The LIF role is very much seen as a 'bridging' role between the relevant Curriculum Programme Teams and the Inclusion & Student Support team, to help maximise the support provided to students.

The LIF role has worked best when working cohesively with the department Learners Development Worker (LDW) role. Since the role out of LDW to HE learners, feedback from

Curriculum Teams has confirmed that these roles are impacting positively on retention and attainment.

Making use of our support services, teaching staff and our systems, like Triple S, we have a team of people around our students who understand each other's roles and who can work cohesively to ensure the best outcomes for them. Students can move between these teams, depending on need, and shared systems mean that the student does not have to 'tell their story' to every staff member they interact with within Inclusion and Student Services as well as lecturing staff

Strategic Initiatives with Key Stakeholders

As we move forward, the College continues to be at the forefront of economic planning and development within our communities, working with key partners to build the talent pipeline for all relevant sectors that our local economy requires both now and in the future. The main economic initiatives that the College are involved in include:

Falkirk and Grangemouth Investment Zone

Forth Valley College have been an active member of the Falkirk Economic Partnership since its inception in 2016. The key activity of the Partnership has been to develop the case for the Falkirk and Grangemouth Investment Zone through the Growth Deal. A formal agreement referred to as "Heads of Terms" was officially signed on 21 December 2021 between the Council, UK and Scottish Government for delivery of the £80m growth deal and £10m of associated investments. One project, agreed within the Heads of Terms and subsequently going forward in the Strategic Outline Case, is FVC's "Innovation Skills Transition Centre". This is a Project which seeks an initial £4m investment from the growth deal. The strategic proposal is to create space within the FVC Falkirk campus that is a national focus for innovation and skills as we transition to Net Zero. The outline business case for this proposal id now with Scottish Government for review.

Forth Valley University College NHS Partnership

In October 2022 Forth Valley College hosted the launch of the first formal regional partnership between a health board, university and college in Scotland - Forth Valley University College NHS Partnership (FVUCNHSP). The College is a key partner in this ambitious new partnership which is set to pave the way for improved patient care and treatment for communities across the region for years to come. Building on a long-standing relationship between the College, the University of Stirling and NHS Forth Valley, it will work across three priority areas: Education and Skills, Career Pathways and Research and Innovation. The partnership aims to deliver transformational change to the health and social care of the area through the delivery of new learning and development opportunities for students and staff, and become a nerve centre for world-class research and innovation developed to directly respond to the needs of local people. Since its launch, the partnership has already successfully delivered on a number of outcomes that will support young people in preparing for and progressing to sustainable employment within NHS Forth Valley. A portfolio of skills boost online flexible courses was launched in January 2023 to support school pupils and career changers in their transition to further and higher education or employment within health and social care. FVC now has an accredited learning pathway from SCQF level 4-7 that supports school pupils in engaging in health and social care education from S3. Going forward into 2023-24, the partnership will establish the Alloa Campus as a Health and Social Care Centre of Excellence. The campus will deliver on learning and skills development from SCQF level 4-7 and include full-time, January Start and pre-employment programs. A proposal is being scoped out to create a Care Simulation Skills Suite which would provide a multi-purpose space to support scenario and simulation based training.

Progress towards Net Zero

Towards the end of Session 2021-22 the College recharged its sustainability committee following a hiatus over the pandemic. This committee led the development of the College's 2023-27 Net Zero Plan which will launch in October 2023.

In response to meeting the target of achieving Net Zero by 2040, the College joined with Borders College and West Lothian College to form the Central & South Scotland College Partnership (CSSCP), supported by EAUC Scotland (The Alliance for Sustainability Leadership in Education).

Being without staff dedicated exclusively to sustainability, the three colleges developed a new approach to secure additional support. In 2022 the partnership secured a dedicated sustainability resource by hiring a Sustainability Project Manager, whose time and costs are shared by the colleges.

By providing additional resource and knowledge, the Sustainability Project Manager has helped guide sustainability practice and policy at the colleges and to expand this in scope and ambition. This has included securing funding for campus decarbonisation projects through the Scottish Green Public Sector Estate Decarbonisation Scheme and developing updated strategies such as Net Zero Plans.

The partnership's work across multiple institutions has been particularly beneficial as this has allowed for experience and knowledge to be shared, whilst making use of resources efficiently. Based on its success CSSCP are planning to continue the partnership and EAUC are exploring similar partnerships with other institutions.

As part of the CSSCP the College has won a Green Apple sustainability award, and is nominated for a Green Gown award, along with a CDN award for sustainability.

The College has successfully secured two funding grants from the Scottish Green Public Sector Estate Decarbonisation Scheme at pre-capital stage, and has submitted an application to fund the first phase of our decarbonisation programme.

Session 2023-24

Recruitment for Session 2023-24 has been challenging, with full time enrolment numbers being down on last session as expected with a reduction in our Credits target, particularly in relation to HE, where expected enrolments haven't materialised with students being offered places at Universities. Evening enrolments are down on last session as due to our cut in Credits the College took the decision to not offer evening provision at Alloa and reduce to two nights delivery per week at Falkirk and Stirling. However, part time enrolments are healthy, and are up on last session, so overall our enrolments are slightly down on last session, but are where we expected to be as a result in the reduction in Credits. Early retention figures have also been encouraging with withdrawal rates consistent with last session.

College Outcome Agreement Impact Framework: Supporting Data

|					Actuals					Targets	Actual
Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2022-23
A	Credits Delivered (Core)	87,584	84,041	84,047	84,931	84,202	84,657	88,196	84,243	84,218	84,343
	Credits Delivered (Deferred Students)								1,636		
	Credits Delivered (Foundation Apprenticeships)								2,379	3,679	2,753
	Credits Delivered (ESF)	0	2,231	2,249	2,045	1,898	1,860	2,175	2,493		
	Credits Delivered (Core + Deferred + Foundation Apprenticeships + ESF)	87,584	86,272	86,296	86,976	86,100	86,517	90,371	90,751	87,897	87,096
B	Volume of Credits Delivered to 10% most deprived postcode areas	9,068	9,808	9,052	9,381	9,146	9,163	9,548	9,185	9,195	8,771
	Proportion of Credits delivered to 10% most deprived postcode areas	10.4%	11.4%	10.5%	10.8%	10.6%	10.6%	10.6%	10.1%	10.5%	10.1%
C	Volume of credits delivered to care-experienced learners	1,578	1,616	1,903	2,196	3,558	4,183	4,301	4,447	4,275	4,627
	Proportion of credits delivered to care-experienced learners	1.8%	1.9%	2.2%	2.5%	4.1%	4.8%	4.8%	4.9%	4.9%	5.3%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	157	218	322	354	495	764	846	794	570	526
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	70.4%	69.4%	73.5%	71.4%	69.2%	70.1%	67.9%	67.6%	69.0%	66% - 69%*
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	1,470	1,405	1,521	1,364	1,379	1,326	1,130	1,126	1,138	
	Total number of FTFE students	2,088	2,025	2,070	1,911	1,994	1,892	1,665	1,658	1,650	
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	91.4%	90.9%	93.1%	91.6%	89.6%	89.4%	77.2%	85.0%	85.0%	83% - 87%*
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	4,829	4,808	6,268	4,588	4,706	3,417	3,002	3,271	3,289	
	Total number of PTFE students	5,286	5,289	6,734	5,008	5,254	3,824	3,891	3,849	3,870	
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	78.5%	74.7%	70.3%	70.9%	70.0%	70.9%	71.0%	69.3%	72.0%	67% - 71%*
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,015	1,040	930	932	942	934	916	794	756	
	Total number of FTHE students	1,293	1,392	1,322	1,315	1,345	1,317	1,291	1,119	1,050	
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	88.9%	87.6%	86.8%	86.6%	84.6%	92.1%	83.6%	87.0%	87.0%	84% - 89%*
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	772	752	943	1,109	823	781	717	1,302	1,044	
	Total number of PTHE students	868	858	1,087	1,280	973	848	858	1,495	1,200	
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	168	202	205	187	202	239	N/A	240	N/A
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	69	111	101	95	93	109	N/A	111	N/A
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	41.1%	55.0%	49.3%	50.8%	46.0%	45.6%	N/A	46.3%	N/A
G	Total number of full-time FE college qualifiers (in confirmed destinations)	1,167	1,012	1,040	980	1,019	866	875	N/A	850	N/A
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	1,089	958	967	917	969	807	807	N/A	773	N/A
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	93.3%	94.7%	93.0%	93.6%	95.1%	93.2%	92.2%	N/A	91.0%	N/A
	Total number of full-time HE college qualifiers (in confirmed destinations)	519	524	332	435	509	442	566	N/A	648	N/A
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	490	496	302	413	490	416	507	N/A	590	N/A
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	94.4%	94.7%	91.0%	94.9%	96.3%	94.1%	89.6%	N/A	87.0%	N/A
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	94.9%	95.1%	see note	93.5%	-	85.3%	89.2%	90.0%	93.0%

* Results for Session 2022-23 are currently impacted by Action Short of Strike (ASOS)

Forth Valley College — Learning and Digital Skills Academy — Making Learning Work

Key Milestones Linked to Ambition (year 3)

	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Comments
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Hybrid Learning	🟢	🟢	🟢	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Learning Needs Analysis meetings with CMs started
EnableFVC Online Delivery Targets	🔴	🔴	🔴	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Increased Hybrid / Online Delivery / FVC Branded
Learning and Teaching Enhancement Programme	🟢	🟢	🟢	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Learning Needs Analysis meetings with CMs started
Digital Skills Self-Assessment Tool	🟠	🟠	🟠	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Refreshed progress reporting and AI Element Nov 23
Moodle Continuous Improvement Plan	🟢	🟢	🟢	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	4.1v Moodle Hosting and Plug In Review
Accessibility (Brickfield Labs)	🟢	🟢	🟢	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Embedded in Moodle – Requires Community 'Leads'
Online Assessment	🟢	🟢	🟢	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Updated – Safe Browser Assessment process
Use of Analytics	🟠	🟠	🟠	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Moodle 4.1 Analytics diluted without PlugIn
Student Digital Skills Development	🟢	🟢	🟢	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Digital Skills iLearn. AI/VR Training 23/24
Digital Skills Baseline – Corporate Service Staff	🟢	🟢	🟢	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	Increase engagement & bespoke development

Looking ahead - Critical Activities linked to Key Milestones

	Aug	Sept	Oct	Nov	Dec	Jan

- Digital Skills Self-Assessment Tool – Ongoing engagement review - updated baseline
- Support and Case Study Commercial Moodle – NxGen Standard / Accessibility / Online Delivery
- Support Arlo Moodle Plug In for e-learning catalogue
- Mentor Support & Pedagogy training for staff delivering online / Virtual Environments
- LDSA Legacy Action drafted and reviewed - Sustainable LTE Transition & Community Practice
- Moodle 4.1 – proposing enhanced analytic data pull using Intelliboard / Power BI
- Mapping Enable Full Time FE Online Targets and NxGen Moodle Standards
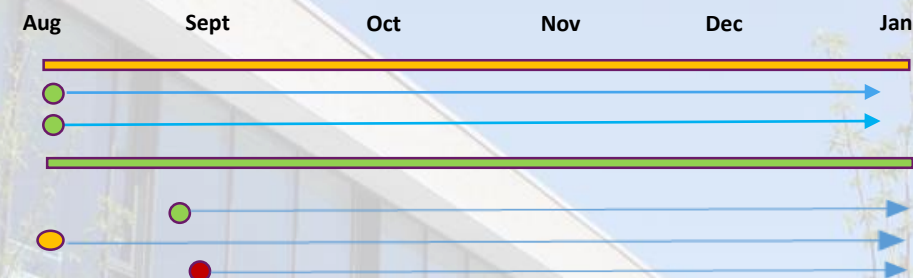
Highlights

- IDEAS Project nominated for Digital Learning Award at CDN Awards – Nov 2023
- Academic Staff Development Aug 23– two sessions facilitated by LDSA and CDN. The Changing Learner and AI Learning
- First CDN Professional Development Network meeting of 23/24 academic year held (Jennifer Nisbet of LDSA as Chair)
- LDSA learning sessions facilitated in August to support Moodle 4.1 platform upgrade
- Mentor resource identified to support Sustainable Learning / MetaSkill audit and learning content development
- LDSA Supporting lead of Trauma Informed Practice training and college wide approach 23/24
- LDSA leading AI@FVC Group, action research on AI in Assessment and staff workshop session for New Lanarkshire College
- Moodle App has almost 1500 users in first session

Top Risks, Issues and Dependencies

- AI detection limitations impacting approaches to assessment and staff practice in 23/24 session.
- Staff pattern insufficient time in CPD & class cover mentor cancellation.
- Digital Skills Discovery Tools staff vs student engagement risk
- Cost effective resource to host Moodle VLE and Commercial Moodle
- Future Moodle hosting and VLE analytics needs funding resource review.
- Mentor resource reduction impacts LDSA Milestones and PDA Support
- Mandatory engagement and mapping of Community practice / GTCS Standards / professional reflective practice

Forth Valley College — Learning and Digital Skills Academy — *Making Learning Work*

Digital Skills	LTE Q1	Current Dept Split	Length of Service	LDSA Support Split

1484 Students Moodle App

1484 people have used the Moodle App to access learning.

Most popular day is a Tuesday.

50 Academic Staff Mentored

Current Dept Split: Co Ser 7, STEMC 8, CDLI 12, CSBC 10

Length of Service: Staff Over 1Yr 42, New Staff 8

LDSA Support Split
L&T Practice – 25
TQFE – 9
PDA – 10
BAPD – 2
Corp Serv - 4

Discovery Tool

Staff
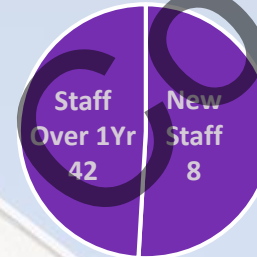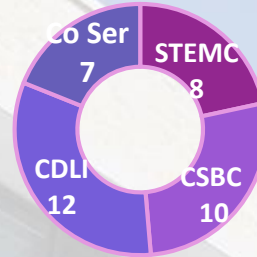6 users, all Care, Sport, Business & Communities. 11 quizzes completed. 97% average confidence

Services
2 users- HR & Other. 40 quizzes have been completed. 43% average confidence

Students
They will be directed from iLearn to Digital Skills Discovery tool from 30/10 onwards

34 staff currently engaging with LDSA mentoring in October 2023

Experience Split
New staff (year 1 and under) – 8
Staff (over 1 year) – 42 (including all staff undertaking professional development qualifications)

Activities/Support Split
General practice mentoring up to 50 individuals
Teaching practice, pedagogy, coaching, digital tools, Prof Standards, GTCS, ad hoc mentoring support etc: 25

TQFE: 9
PDA: 10
BAPD: 2
Corp Serv: 4

Ongoing Department Split
STEMC – 8
CSBC -10
CDLI – 12
Corp Serv - 4

All mentees are participating in LTE mentoring cycle of activities including critical reflection, practice observation and/or professional discussion to identify learning needs and development actions with mentors and modify teaching and professional practice

STUDENT JOURNEY UPDATE OCTOBER 2023

Forth Valley College

FULL-TIME
(BASED ON FT AUGUST-START EXCLUDING MAS & HEI)

- FT Applications **5249**
- FT Active Enrolments **2095**
- Application to Enrolment Conversion rate: **45%**
- Application to Offer Conversion rate: **59%**
- Offer to Enrolment Conversion rate: **77%**

EVENING

- Evening Active Enrolments **810**
- Evening Budget Against Target **£116,037 achieved to date**

SCHOOL PARTNERSHIP

- SCP Applications **586**
- SCP Active enrolments **490**

MODERN APPRENTICESHIPS

MA Framework	Live Total
Administration & Related	6
Chemicals & Biotechnology Related	5
Construction & Related	73
Other Services	1
Engineering & Energy	155
Hospitality & Tourism	4
Management	3
Food & Drink	1
Sport, Health & Social Care	25
Overall Total No of Starts	**273**

DIGITAL CAMPUS

- Total Registered Users **4753**
- Average Notification Engagement **19%**

PROJECT HIGHLIGHTS

- Reduction in FT application withdrawals by 2%
- Delivery of a successful evening information event
- Timetables and first day information available by early August
- Mapping of each stages of the student journey for all modes of attendance - **60% complete**
- Face to face monthly support sessions to support the on boarding process
- Digital on boarding in place for FT, Evening and SCP Courses

SYSTEM DEVELOPMENTS

- Website successfully moved to Factory 73
- Good progress on the build of Online Services and on track for the launch of our 24/25 courses

NEXT STEPS

- January start courses go live on **Tuesday 17 October**
- FT courses 24/25 go live **31 October**
- Online Teacher Event **2 Nov 2023**
- Open Evenings
  - **7 Nov** Stirling Campus
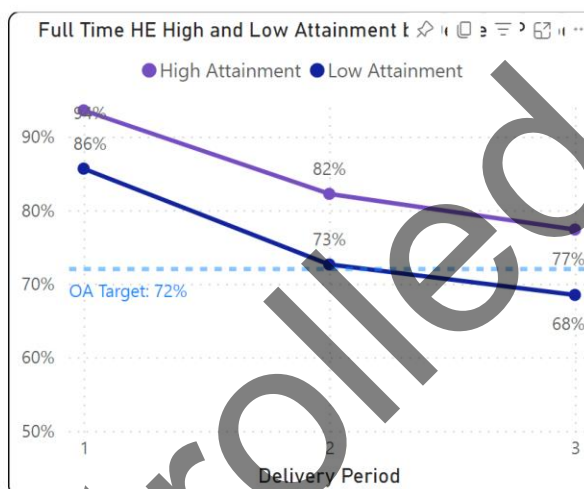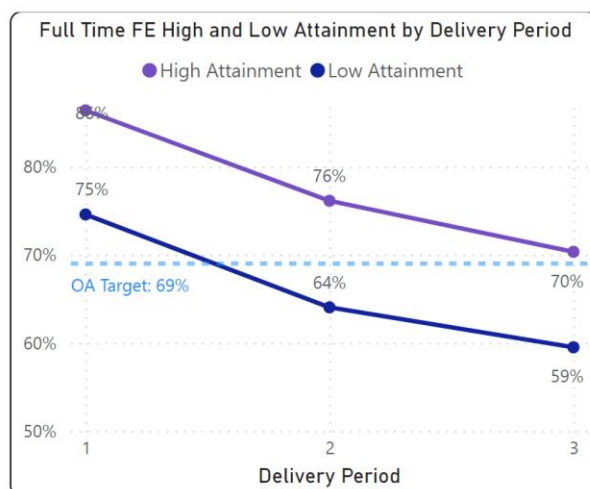 - **9 Nov** Falkirk Campus
- MA digital on boarding

CM1208

Continuous Curriculum Improvement - PI Predictions Quarterly Update for Delivery Period 3 (DP3) Session 2022/23

Full Time FE High and Low Attainment by Delivery Period
- High Attainment: 86%, 76%, 70%
- Low Attainment: 75%, 64%, 59%
- OA Target: 69%

Full Time HE High and Low Attainment by Delivery Period
- High Attainment: 91%, 82%, 77%
- Low Attainment: 86%, 73%, 68%
- OA Target: 72%

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)

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".

All Departments

Session	2021		2022	
Level	High	Low	High	Low
HE	14% 🔴	13% 🔴	77% 🟢	68% 🔴
FE	10% 🔴	9% 🔴	70% 🟡	59% 🔴

Care, Sport, Business & Communities

Session	2021		2022	
Level ▲	High	Low	High	Low
FE	19% 🔴	17% 🔴	71% 🟡	57% 🔴
HE	32% 🔴	29% 🔴	72% 🟡	63% 🔴

Creative, Digital & Leisure Industries

Session	2021		2022	
Level	High	Low	High	Low
HE	37% 🔴	34% 🔴	85% 🟢	78% 🟢
FE	35% 🔴	32% 🔴	67% 🔴	60% 🔴

STEM & Contruction

Session	2021		2022	
Level	High	Low	High	Low
HE	67% 🔴	62% 🔴	74% 🟡	62% 🔴
FE	50% 🔴	45% 🔴	73% 🟡	63% 🔴

Key Highlights & Considerations for DP3 2022/23
> Full Time recruitment down by 8% overall on 21/22. FE recruitment has performed better than HE.
> 22/23 Retention for FE is 78%, up 2%. HE is 81% up 2% on 21/22. A review of withdrawal reasons has not identified any stand out reasons with personal circumstances most cited. Employment is buoyant and cost of living may be influencing student decisions to leave for employment.
> Attendance is the same for both 21/22 and 22/23 at 81%.
> DP3 prediction figures are improved on DP3 21/22 prediction figures.
> LDW Engagement now extended to HE and is gaining positive feedback.
> Learning Improvement Facilitators are now supporting full time programmes with very positive feedback.
> Low attainment predictions for some FE courses have been driven by caution across curriculum teams due to sporadic attendance. LDWs tasked with engaging those students with sporadic attendance.

Opportunities
> Aligning College timetable with school timetable for 23/24.
> Schools PI Prediction now launched.
> Access to Nursing with UoS now launched.
> Work progressing on Access to Health and Social Care centre of excellence for Alloa campus.
> Reviewing interview process to achieve quicker place offerings and remove process waste and workload.
> Reviewing withdrawal criteria to ensure information is identifying meaningful reasons for withdrawal.

1. **Purpose**

   To inform the Learning & Student Experience Committee of the updated Continuous Curriculum Improvement Process for 23/24.

2. **Recommendation**

   That members note and discuss the updated Continuous Curriculum Improvement Process for 23/24.

3. **Background**

   The College is now entering into its sixth year of Performance Indicator (PI) prediction-tracking monitoring that splits the academic year into four Curriculum/PI review delivery periods to help curriculum teams better understand, track and improve PI performance across the College. This Continuous Curriculum Review Process is now firmly embedded within our Quality Assurance and Curriculum Planning procedures.

   The CCI meetings ensure consistent and regular review of course progress in conjunction with detailed analysis and evaluation of our student recruitment, disclosures, withdrawals and partial success data. This reflection and evaluation drives forward improvement plans to address curriculum, department and organisational level challenges.

   In addition to improving student experience, retention, attainment and supporting efficient allocation of resources, this process has been critical in recent years in terms of shaping the curriculum. Through 2021/22 & 22/23 the CCI analysis and evidence supported the colleges efforts to deliver financial stability. The tools have supported senior managers working through the College's consultation process in being able to proactively identify curriculum that was under performing. This process has further supported students who were affected by Action Short of Strike (ASOS) at the end of term 22/23. Where results were unknown, the college supported transition to university by being able to provide positive progress and attendance data that strongly supported where students were on track to succeed.

   The CCI process is valued across academic and corporate services departments and the proposed improvements for 23/24 aim to maintain the rigour, analysis and action planning whilst including additional internal and external drivers which are key considerations of the curriculum planning process.

4. **Key Considerations**

   As we strive to ensure our processes are rigorous and innovative, our Continuous Curriculum Improvement cycle will be enhanced for 23/24 (See Appendix 1 – Presentation CCI meeting 5/1 September 23). The meeting format will now be led by Curriculum Team improvement plans that are based upon the performance indicators, team evaluations and listening to learner feedback. PI Analysis and attention to individual student tracking will be the focus of department management meetings and action plans will be updated from these. The Director of Curriculum contribution will lead on analysis of key internal and external drivers that will impact upon curriculum planning including:

- Equalities Data, EQIA's, Analysis of ASN
- Widening Participation
- Labour Market Intelligence and Regional Skills Requirements
- Stakeholder and Partnerships

The CCI meetings will also be used to facilitate quality approval processes relating to new or significant changes to course delivery. Curriculum teams will still be required to complete all quality approval documentation but initial proposals should be raised via the CCI meetings.

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

    No resource implications.

6. **Equalities**

    Assessment in Place? – Yes

    The updated CCI process will now include specific consideration of equalities across all college courses. There will now be a requirement for departments to consider equalities impact of curriculum planning and review decisions. These will be reflected in an EQIA.

7. **Communities and Partners**

    Departments will now formally include and consider stakeholder and partner feedback within the curriculum planning process. It is acknowledged that departments have done this in the past but the process did not record this.

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)	X	X

    Total Risk Score – 1

    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

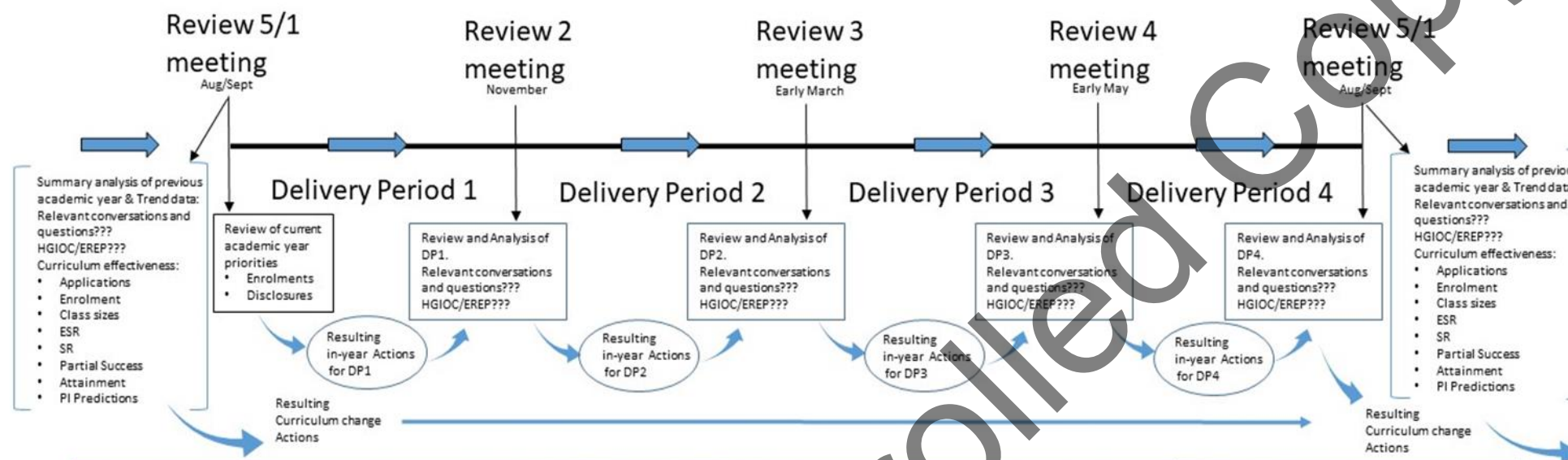# Continuous Curriculum Improvement Process 23/24

Making Learning Work

- **Making Learning Work** is our Vision
- **Deliver the right learning at the right time in the right way** is our purpose
- Underpinned by our **values** – Respectful, Innovative, Trust & Excellent
- Our actions are based on our **strategic objectives**:
  - Leading on the Economic Recovery
  - Creating a Thriving College Community
  - Delivering a Successful Student Journey
  - Driving a Sustainable Future

Continuous Curriculum Improvement

How good is the quality of the provision and services we deliver?
How good are we at ensuring the best possible outcomes for all our learners?

Review 5/1 meeting — Aug/Sept
Review 2 meeting — November
Review 3 meeting — Early March
Review 4 meeting — Early May
Review 5/1 meeting — Aug/Sept

Delivery Period 1 | **Delivery Period 2** | **Delivery Period 3** | **Delivery Period 4**

Summary analysis of previous academic year & Trend data:
Relevant conversations and questions???
HGIOC/EREP???
Curriculum effectiveness:
- Applications
- Enrolment
- Class sizes
- ESR
- SR
- Partial Success
- Attainment
- PI Predictions

Review of current academic year priorities
- Enrolments
- Disclosures

Review and Analysis of DP1. Relevant conversations and questions??? HGIOC/EREP???

Review and Analysis of DP2. Relevant conversations and questions??? HGIOC/EREP???

Review and Analysis of DP3. Relevant conversations and questions??? HGIOC/EREP???

Review and Analysis of DP4. Relevant conversations and questions??? HGIOC/EREP???

Summary analysis of previous academic year & Trend data. Relevant conversations and questions???
HGIOC/EREP???
Curriculum effectiveness:
- Applications
- Enrolment
- Class sizes
- ESR
- SR
- Partial Success
- Attainment
- PI Predictions

Resulting in-year Actions for DP1
Resulting in-year Actions for DP2
Resulting in-year Actions for DP3
Resulting in-year Actions for DP4

Resulting Curriculum change Actions

Resulting Curriculum change Actions

Information to be captured from Review meetings of CCI process for HIGIOC/EREP	Delivery of learning and services to support learning — How good is the quality of the provision and services we deliver?				Outcomes and Impact — How good are we at ensuring the best possible outcomes for all our learners?
2.2 Curriculum	2.3 Learning, teaching and assessment	2.4 Services to support learning	2.5 Transitions	2.6 Partnerships	3.2 Equity, attainment and achievement of all learners
Rationale, design and Development R5/1	Learning and engagement R5/1 R2 R3 R4	Management of services to support Learning R2 R3 R4	Collaborative planning and delivery R5/1	Collaborative arrangements R5/1 R2 R3 R4	Learner success over time R5/1 R2 R3 R4
Effectiveness and appropriateness of the curriculum R5/1	Teaching R5/1 R2 R3 R4	Services which contribute to achievement, attainment and progression R2 R3 R4	Arrangements to support learners R5/1 R2 R3 R4	Responsiveness to the needs of External stakeholders R5/1	Essential skills including skills for life and work R5/1 R2 R3 R4
Skills for learning, life and work R5/1	Assessment R5/1 R2 R3 R4 (loading)	Services which contribute to progression to a positive destination R5/1			Equity for learners R5/1 R2 R3 R4
Learning pathways R5/1	Evaluation of the learning experience R5/1				

Making Learning Work

Forth Valley College

Continuous Curriculum Review 23/24

- Taking on board feedback from teaching departments and Work Task Analysis project. We want to provide a meeting structure that provides opportunity to:

- Engage in Strategic Level Discussion

- Highlights Excellence in Learning and Teaching Practices

- Considers the broader direction of curriculum and the drivers that influence

- Ensures that we are putting student experience at the centre

- Mindful of equalities and the impact of curriculum review decisions on vulnerable groups.

Continuous Curriculum Review 23/24

Review Meeting	Curriculum Manager	Director of Curriculum
5/1	• Team Action Plan and Reflections on Previous Year • Update on Course Recruitment • Actions to protect early retention • New Approaches for the coming year (evidenced on action plan and linked to improvement plan) • Approval for New Courses – following year	• Department Improvement Plan (from 24/25) • Consideration of LIF Hours and Support Requirements of newly enrolled students.
2	• Update on Team Action Plan • Consider High/Low PI Swing • Consideration of skills requirements for team • Examples of Excellent Practice	• Regional Skills Requirements • Labour Market Intelligence • Impact on broad curriculum offering
3	• Update on team action plan • Consider High/Low PI Swing • Review of equalities data relating to retention and predicted achievement • Examples of Excellent Practice	• High level equalities data for department • Areas of potential risk in curriculum planning in relation to an EQIA
4	• Update on team action plan • Proposals for new approaches to delivery for following year	• Presentation of curriculum plan for following year • Impact upon regional skills, external stakeholders, partners, equalities considerations etc

Forth Valley College: The future

Future horizons

Organisational sustainability →

Horizon 3 2030 to 2035 Strategy

Strategy design & testing phase

Launch & delivery phase

Horizon 3
- New strategy beyond 2030
- New national priorities - Lead in lifelong skills
- Create new opportunities – entrepreneurial
- Meeting the demands of an ever-changing economy and society

Horizon 2 2025 to 2030 Strategy

Strategy design & testing phase

Launch & delivery phase

Horizon 2
- New strategy beyond 2025: Sustainable future
- National priorities – NSET; Withers' Report; Hayward Review; SFC's Purpose and Principles; Tertiary landscape
- Emerging opportunities: Regional / National / International
- Lead in regional economy and lead in skilled workforce development
- City Deals, Ind 4.0, Future skills; Green Free Port skills, Net Zero, Digital network, NHS

Horizon 1 2022-2025 Strategy

Strategy design & testing phase

Launch & delivery phase

Horizon 1
- Review current strategy against current environment and financial position
- Regional/National landscape – priorities
- Sustainable future: Funding; balanced budget 2023 to 2025
  - Income; Commercial; Culture; Behaviours; Performance

Time →

Scottish College Sector Performance 2021/22

Scottish College Sector Performance Indicator for 2021-22	FVC PI	Sector Average PI	Sector position
Full-time Further Education	67.7%	59%	1st
Full-time Higher Education	69.3%	62.5%	2nd
Part-time Further Education	84.3%	76.3	3rd
Part Time Higher education	82.8%	76.3%	4th

The College is also performing above the sector average in all of the SFC key groups:

- All enrolments over 160 hours
- 10% most deprived postcode areas
- 20% most deprived postcode areas
- Care experienced
- Disability
- Ethnic minority
- Fees paid by employers
- Year of study greater than first year

Curriculum Improvement Plan Themes for 23/24

	Operational Improvement Priorities	Actions
1	**CCI Process Review and Progress**	Inclusion of: • **Regional Skills Planning** • **Widening Participation** • **Equalities Analysis and Actions**
2	**Performance Indicators**	• **Use PI's to ensure curriculum model and assessment planning promotes maximum achievement** • **Planning of resources** • **Action Plan focussed**
3	**Widening Participation**	• **Strategy Approved** • **Use staff contributions and student data to identify priority areas for staff learning and target resource effectively for maximum impact.** • **Transitions: Continue to develop a suite of enhancement activities and interventions that will contribute to improved outcomes for students from WP backgrounds**
4	**College Culture**	• **Culture Survey** • **Work Task Analysis** • **Ceannas Data**
5	**Net Zero Plan 23-27**	• **Strategy Launch: Sept 23** • **Activities around learning and teaching: curriculum opportunities/identifying good practice** • **Global Goals Teach In: March 24**
6	**Regional Economic Engagement**	• **Employers, Skills Gaps, Skills Priorities, Learning Pathways from Schools, City Deals, Regional Centre of Excellence in Health & Social Care, University College NHS Partnership Green Free Port; Renewable skills/Net Zero** • **Skills Transition Centre – Falkirk Growth Deal, International opportunities**
7	**Alloa Campus**	• **Proposal for Simulation Skills Centre** • **Community Engagement** • **Additional Courses for January 24**
8	**Partnerships**	• **IDP's, universities, schools, associate students status, community engagement**

Forth Valley College

79,107	62,412	-16,695		77,961	-1,146
Credits Target	Current Credits	Current Credits Variance		Estimated Credits	Estimated Credit Variance

% Credits Progress

0% 79% 100%

% Estimated Credits

0% 99% 100%
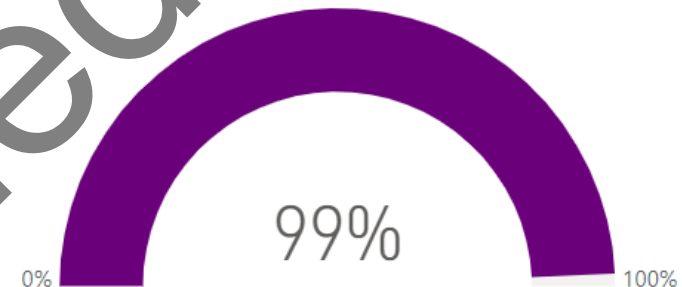
Current Credits by Mode of Attendance
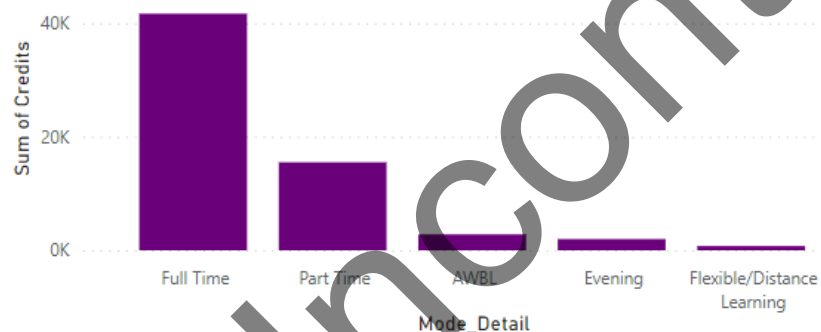
Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	41,503	3,780		45,283
Part Time	15,446	4,706	3,287	23,439
AWBL	2,799		1,201	4,000
Evening	1,924	463		2,387
Flexible/Distance Learning	740	651	1,460	2,851
Total	**62,412**	**9,600**	**5,949**	**77,961**

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.

-252	**-3%**
Enrolment Variance	% Enrolment Variance

965	**2%**
Credits Variance	% Credits Variance

Mode ▲	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	726	490	236	48%
Evening	789	1148	-359	-31%
Flexible/Distance Learning	316	245	71	29%
Full Time	2613	2617	-4	-0%
Part Time	2958	3154	-196	-6%
Total	**7402**	**7654**	**-252**	**-3%**

Mode	Current Credits	Previous Session Credits	Credits Session Variance	% Credits Session Variance
AWBL	2,799	2,616	183	7%
Evening	1,924	2,415	-491	-20%
Flexible/Distance Learning	740	603	136	23%
Full Time	41,503	40,539	964	2%
Part Time	15,446	15,273	173	1%
Total	**62,412**	**61,447**	**965**	**2%**

Current Session Retention

97%	**97%**
FT FE Early Retention	FT HE Early Retention

96%	**96%**
FT FE Current Retention	FT HE Current Retention

Previous Session Retention

92%	**95%**
FT FE Early Retention	FT HE Early Retention

94%	**96%**
FT FE Current Retention	FT HE Current Retenti...

Notes: Previous session data is taken from the same date last session.
The required date for FT courses in Session 2023/24 is 5 weeks from the course start date, compared to 1st Nov in the previous session.

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
Feb 2024	Learning & Digital Skills Dashboard	Laurence Ferguson
	Learner Journey Dashboard	Lyndsay Condie
	PI Prediction Review Report	Sarah Higgins-Rollo
	Student Activity Report	David Allison
	Intervention and Student Success	Sarah Tervit
	Overall College Dashboard	David Allison
May 2024	Learning & Digital Skills Dashboard	Laurence Ferguson
	Learner Journey Dashboard	Lyndsay Condie
	PI Prediction Review Report	Sarah Higgins-Rollo
	Student Activity Report	David Allison

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

Not applicable

6. Equalities

Assessment in Place? – Not applicable.

7. Communities and Partners

Not applicable

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

Forth Valley College

Quality Assurance

Internal Audit report No: 2023/09

Draft issued: 25 August 2023

Final issued: 1 September 2023

Henderson Loggie

Contents

Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Fundamental issue subjecting the organisations to material risk which requires to be addressed by management and the Audit Committee as a matter of urgency.
Priority 2	Issue subjecting the organisations to significant risk, and which should be addressed by management as a priority.
Priority 3	Matters subjecting the organisations to minor risk or which, if addressed, will enhance efficiency and effectiveness.

Management Summary

Overall Level of Assurance

Good	System meets control objectives.

Risk Assessment

This review focused on the controls in place to mitigate the following risk on the Forth Valley College ('the College') Risk Register:

- R1 – We fail to deliver a high-quality learning experience and meet targets of the outcome agreement (risk rating – 20).
- R6 – We are unable to deliver on the ambitions of the People Strategy (risk rating – 8).

Background

As part of the Internal Audit programme at the College for 2022/23, we carried out a review of the systems in place in relation to academic quality assurance. The ANA identified this as an area where risk can arise and where Internal Audit can assist in providing assurances that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Internal verification is a crucial element of both the College's and awarding bodies quality assurance processes. It ensures that all candidates entered for the same qualification are assessed fairly and consistently to the specified national standard.

The College must ensure that internally assessed qualifications are credible with staff, students, partner organisations, and regulatory bodies. This requires an effective quality assurance system within the College. The College is responsible for operating an effective and documented internal quality assurance system. This is an essential requirement of awarding bodies, including the Scottish Qualifications Authority (SQA).

Scope, Objectives and Overall Findings

The scope of this assignment was to carry out a review of the College's quality procedures for internal assessment and verification of units and programmes made on behalf of awarding bodies, with a view to providing assurance that the procedures reflect good practice and identifying opportunities for procedural improvements and efficiencies.

The table below notes each separate objective for this review and records the results:

Objective	Findings			
		1	**2**	**3**
The objective of this review was to ensure that the College can demonstrate that:		No. of Agreed Actions		
1. the internal verification model is valid and accords with guidance and good practice published by awarding bodies such as the SQA.	**Good**	-	-	-
2. the assessment process ensures that sufficient evidence is obtained in order to demonstrate that students have met the national standard for the qualification.	**Good**	-	-	-
3. all assessors have access to awarding bodies standards, are familiar with the standards and can evidence that they have been applied.	**Good**	-	-	-
4. assessors reach accurate and consistent assessment judgements for the same qualification for all candidates in line with the national standard of the qualification.	**Good**	-	-	-
5. systems are in place which facilitate collaboration between assessors and internal verifiers, ensuring that standards are met across the College, whilst maintaining appropriate segregation and access to results.	**Good**	-	-	-
6. systems are in place which allow quality concerns to be captured and addressed.	**Good**	-	-	-
7. record-keeping and resulting of students is accurate.	**Good**	-	-	-
		-	-	-
Overall Level of Assurance	**Good**	System meets control objectives.		

Audit Approach

Through one-to-one interviews with members of the Quality team and Curriculum Managers, review of the College's quality procedures and internal verification documentation we considered:

- internal stakeholder needs;
- opportunities for removing inefficiencies from the internal verification process; and
- ways to improve the process to maintain compliance with awarding bodies guidance, where appropriate.

Summary of Main Findings

Strengths

- From discussion with the Quality team and a sample of Curriculum Managers, and review of the College's quality procedures, we noted that the College's processes reflect the SQA guidance and several examples of good practice were identified including: collaboration between those assigned as Quality Assurance Leads (QALs), Assessors, and Internal Verifiers, as well as with managers and lecturing staff to ensure that delivery and assessment standards are applied consistently; good use is made of analysis of assessment results and other performance data which may indicate potential quality concerns which verification can focus on; and a system-based approach which has been established to allow the College to clearly identify students selected for verification within each unit and provides links to the verification results which conclude on record-keeping and that resulting of candidates is accurate;
- Procedures have been established which ensure the availability and retention of assessment evidence in line with the requirements of qualification awarding bodies, and for the purposes of internal and external verification; and
- Through discussion with Quality and curriculum staff and review of procedures we noted that there are good arrangements which allow robust review and root cause analyses when quality concerns are raised to identify underlying issues and develop appropriate corrective and preventive actions. This includes transparent and open communication about quality concerns, actions taken to address them, and the outcomes of any external verification visits, investigations, or improvement initiatives. Action plans are developed to address identified quality concerns and monitor the progress of the implementation of these plans.

Weaknesses

No significant weaknesses were identified during our review.

Acknowledgments

We would like to take this opportunity to thank the staff at the College who helped us during our audit.

Main Findings

Objective 1: The internal verification model is valid and accords with guidance and good practice published by awarding bodies such as the SQA.

An internal verification system (IV) assists colleges in ensuring that all assessments being offered are valid, reliable, practicable, equitable and fair, and helps assessors to apply the standards of assessment consistently. As outlined in the SQA guidance, the model of IV deployed is at the discretion of each individual college, and the approach to IV chosen must operate effectively within the context of each college.

Each award certification and standards body produces guidance on the IV process. Most awards delivered at the College fall under the remit of the SQA, and approaches to IV referenced in the SQA guidance include:

- allocating responsibility to named members of staff for carrying out IV relating to particular units/awards. This has the advantage of giving the designated internal verifier a view of all assessment activities relating to the units/awards they are responsible for quality assuring.
- allocating responsibility to named members of staff for carrying out IV relating to particular assessors. This is particularly appropriate where the units/awards contain a high degree of performance evidence.
- all members of staff taking responsibility for both assessing and internally verifying units. This has the advantage of allowing all staff to take part in assessment and verification, helping to promote an in-depth understanding of unit/award requirements and facilitating standardisation by, for example, the cross-marking of each other's assessments. The College's IV process follows this approach.

This College's IV process can be divided into key phases, including pre-delivery, sampling and verification, and post-delivery review. Key elements of the College's IV procedures include:

Pre-Delivery

Most delivery staff (e.g., lecturers and assessors) within each curriculum team are responsible for the administration of a group of externally or college certificated units. The responsible member of staff is known as the Quality Assurance Lead (QA Lead) for that particular group of units. The QA Lead is responsible for maintaining an up-to-date Unit Master Folder on SharePoint for each unit. The QA Lead is responsible for ensuring that unit and qualification frameworks have been updated in line with awarding body requirements ahead of the start of the academic year. The QA Lead also ensures that the delivery team have participated in planning and standardisation activities and that standardised assessment arrangements have been agreed and communicated. A pre-delivery checklist is utilised to guide the QA Lead through the pre-delivery phase and to evidence that all required work has been completed ahead of the start of the academic year.

Quality Assurance

Objective 1: The internal verification model is valid and accords with guidance and good practice published by awarding bodies such as the SQA (Continued).

Sampling and Verification

All internal assessments performed in the College are subject to IV sampling. Sampling plans are agreed between Internal Verifiers and managers. We noted that sampling is continuous, risk based, cover the assessment decisions of all assessors, and include all methods of assessment across a range of units, thus ensuring that all staff, units, and locations are covered by the IV process. Each occurrence identified within the sampling plan follows an agreed sampling methodology, which identifies minimum sample sizes that are dependent on identified risk factors, including the number of staff assessing each unit, whether it is the first year of delivery of the unit or the first year for a staff member delivering the unit, or if any issues were previously identified through previous internal or external verification exercises.

During sampling, the internal verifier will, for each sampled occurrence:

- check that the correct means of assessment have been adopted.
- check and confirm that the assessors' decisions are fair, consistent, and meet awarding body specifications.
- check that appropriate and adequate assessment evidence is available.
- complete an Internal Verification Record of Sampling, recording the findings of the sampling activity and any actions to be taken as a result and feed back to lecturers on the outcomes and any actions arising.

Our review of the sampling and verification process deployed across the College confirmed that this approach is in line with the SQA's guidance and recommended practice.

Post-Delivery

We noted that evidence of assessment is retained in line with the awarding body requirements. Managers review the results of the IV process, including ensuring that Master files have been adequately maintained, sampling plans have been followed, and that results of IVs have been recorded (including feedback provided to assessors). There are opportunities for the wider delivery team to receive feedback from the IV process and participate in the external verification process, where required. Any actions resulting from either the internal or external verification process are shared across the College and are incorporated into the relevant curriculum team's quality procedures.

Quality Assurance

Objective 1: The internal verification model is valid and accords with guidance and good practice published by awarding bodies such as the SQA (continued).

From discussion with the Quality team, and a sample of Curriculum Managers, and through review of the College's quality procedures, we noted that the College's processes reflect the SQA guidance and recommended good practice. We noted that:

- valid assessments are used for each qualification.
- systems have been established to ensure that assessments are as accessible as possible while maintaining the national standards for the qualification.
- whilst modes of assessment may differ between curriculum areas, e.g., formal exam, assessments of practical skills, or review of portfolios, assessments are designed to be flexible in the context of the learner whilst satisfying the requirements of the qualification framework. Systems are in place to capture evidence and allow assessors access to that evidence and record the results of assessment to allow both the College and students to demonstrate that they have met the national standard for the qualification.
- all staff interviewed were very familiar with the national standards and understood how to apply them.
- the College's quality framework, and arrangements for how curriculum teams apply this, such as standardisation, peer discussion and review and analysis of performance indicator data, ensure that assessors reach accurate and consistent assessment judgements in line with the national standard of the qualification.

Examples of particular good practice identified during our review included:

- quality processes established with curriculum teams facilitate collaboration between those assigned as QA Leads, Assessors, and Internal Verifiers, as well as interaction with managers and lecturing staff to ensure that standards are applied consistently across each unit occurrence and campus.
- mechanisms have been established which allow quality concerns to be captured and addressed, including opportunities for discussion between verifiers and assessors and lecturing staff, and clear procedures embedded for the escalation of any concerns to managers and the Quality team. Good use is made of analysis of assessment results and other performance data, which may flag potential quality concerns which verification can focus in on.
- a system-based approach has now been established, which allows the College to clearly identify students selected for verification within each unit and provides links to the verification results which conclude on record-keeping and that the award result for candidates is accurate.
- procedures are in place for the identification and reporting conflicts of interest in the assessment or IV process.

Quality Assurance

Objective 2: The assessment process ensures that sufficient evidence is obtained in order to demonstrate that students have met the national standard for the qualification.

Procedures for assessment arrangements are documented which consider:

- the students' needs, activities, and abilities
- how students' needs are met across different subjects/units
- how recommendations for assessment arrangements are independently confirmed, including discussion with awarding bodies such as the SQA
- communicating assessment arrangements to students and delivery teams
- secure storage of student assessment evidence to minimise the risks of malpractice and to ensure that it is available for internal and external verification.

Standardisation procedures have been established which ensure that there is a shared understanding of the assessment criteria within the delivery team, and the awarding of grades is clear and in line with unit's learning outcomes. This ensures that the students are marked equally and fairly against the assessment criteria set out by the learning outcomes. Through review of systems and documentation we noted that procedures have been established, which ensure the availability and retention of assessment evidence in line with the requirements of qualification awarding bodies, and for the purposes of internal and external verification. Our review of the system we confirmed that these procedures are being followed in practice.

Objective 3: All assessors have access to awarding bodies standards, are familiar with the standards and can evidence that they have been applied.

The QA Lead is responsible for maintaining an up-to-date Master Folder on SharePoint for each unit. The QA Lead is responsible for ensuring that unit and qualification frameworks have been updated in line with awarding body requirements ahead of the start of the relevant academic year, which includes identifying and communicating any changes in unit requirements, assessments and learning outcomes to the delivery team. Master Folders are made available to all members of the delivery team. The pre-delivery checklist completed by the QA Lead includes the requirement to ensure that details of any updates to unit standards, specifications and assessments are identified and shared. Curriculum and Operational Managers review the completeness of Master Folders ensuring that pre-delivery tasks have been completed. The Quality team also perform checks on Master Folders to provide additional assurance that these requirements are being met in practice. All curriculum staff interviewed as part our audit confirmed that they were familiar with the College quality procedures and the standards and frameworks within their curriculum areas.

Quality Assurance

Objective 4: Assessors reach accurate and consistent assessment judgements for the same qualification for all candidates in line with the national standard of the qualification.

Assessors are provided with clear and detailed assessment criteria and guidelines from the awarding body or qualification authority. These criteria outline the specific skills, knowledge, and performance expectations for each aspect of the qualification. Assessors are provided with training to familiarise themselves with the assessment criteria, methods, and standards set by each awarding body, such as the SQA. Managers ensure that the appropriately experienced and qualified staff are assigned the roles of assessor within the delivery team. We noted that several members of staff at the College also have experience as SQA assessors and external verifiers. Standardisation sessions are held to ensure that all assessors have a common understanding of the assessment expectations and grading standards.

Regular meetings are conducted among assessors and verifiers to discuss assessment decisions, review sample work, and align their understanding of the standards. This process helps minimise subjectivity and ensures consistency in assessment judgments.

The mode of assessment of student work or performance can vary across curriculum areas in order to ensure that the most appropriate method is chosen for student. Whilst the SQA, and other awarding bodies, would normally define the assessment approach, they do allow for a degree of flexibility - as demonstrated during Covid. For example, whilst exams maybe a suitable form of assessment for some students, portfolio or other practical work may be better suited to other students. However, the College's overall quality approach to assessment is designed in a standardised manner, ensuring that all students are presented with the same tasks or questions. This approach ensures fair and consistent evaluation across all students, including those undertaking the same units at different campuses and delivered by different lecturing staff.

The College has quality assurance processes in place to regularly review the assessment practices and outcomes. This ensures that the assessments meet the required standards set by the SQA and other awarding bodies.

Internal verifiers provide feedback to lecturing staff on assessment processes to identify areas of improvement.

Quality Assurance

Objective 5: Systems are in place which facilitate collaboration between assessors and internal verifiers, ensuring that standards are met across the College, whilst maintaining appropriate segregation and access to results.

Clear communication channels and protocols have been established for assessors and internal verifiers, and the wider delivery team, to share information, ask questions, and seek guidance regarding assessment processes and standards. These are set out in the College's quality procedures and are communicated to delivery teams, via QA Leads and managers, as part of pre-delivery arrangements and throughout the academic year.

Moderation meetings are convened, where assessors and internal verifiers come together to discuss assessment decisions, review sample work, and align their understanding of assessment criteria and standards.

A system is in place within the College, which allows assessment sampling plans and outcomes to be shared and reviewed by both assessors and internal verifiers. This helps identify potential issues and ensures that the assessment process aligns with the relevant qualification standards and frameworks.

Where required, re-assessment or second marking may be performed for critical assessments or where issues or concerns are identified by verifiers. In this process, a second assessor, independent of the first assessor, would evaluate the same work to ensure consistency and fairness.

The Master Folder structure within the College's SharePoint system acts as a centralised database where links to sampled assessment records, feedback, decisions and verification sampling and results are stored. This ensures transparency and easy access to results, while maintaining appropriate segregation of duties.

We noted that there are clear and transparent reporting mechanisms for sharing assessment and verification outcomes and findings between assessors and verifiers and other stakeholders, including College management and the Quality team. Internal verifiers are encouraged to provide constructive feedback to assessors, highlighting areas of improvement and best practice to ensure ongoing enhancement of assessment practices.

Quality Assurance

Objective 6: Systems are in place which allow quality concerns to be captured and addressed.

To allow quality concerns to be captured and addressed effectively the College has developed a quality assurance framework that outlines the College's commitment to maintaining and enhancing the quality of learning and assessment processes. We noted that the associated procedures and guidance included within the framework clearly define the roles and responsibilities of different stakeholders involved in quality management, including lecturers, QA Leads, Assessors, internal verifiers, the Quality team, and management. Clear and accessible reporting mechanisms are in place for students, staff, and other stakeholders to raise quality concerns.

An incident reporting system has been established, which ensures that any quality-related incidents, such as assessment irregularities or procedural breaches, can be documented, investigated, and addressed promptly.

Student and staff surveys are conducted to gather feedback on various aspects of the College's operations, including programme delivery, assessment, and support services. Feedback is analysed to identify potential quality concerns and areas for improvement.

The College engages with external verifiers, who are independent of the College, to review assessment practices, curriculum content and delivery, and quality assurance processes.

Through discussion with Quality and curriculum staff, and review of procedures, we noted that there are embedded arrangements which allow robust review and root cause analyses when quality concerns are raised in order to identify underlying issues and develop appropriate corrective and preventive actions. This includes transparent and open communication about quality concerns, any actions taken to address them, and the outcomes of any external verification reviews, investigations, or improvement initiatives. Action plans are developed to address identified quality concerns and to monitor the progress of the implementation of these plans.

Quality Assurance

Objective 7: Record-keeping and resulting of students is accurate.

The standardisation process ensures that delivery teams agree the method of assessment delivery and evidence, and how evidence will be collected and stored. Delivery teams agree the timetable for assessments and how evidence will be made available to Assessors. These arrangements help to minimise errors and ensures consistency in record keeping.

Staff are provided with training on record-keeping and resulting, including assessors, verifiers, and administrative personnel.

The verification checks are designed to provide confirmation that adequate and appropriate evidence is available to ensure that Assessor judgements are supported. Where relevant, the College, makes use of systems to store records of assessment and supporting evidence in secure and controlled environments, ensuring that only authorised staff have access.

Analysis of performance indicators across curriculum teams and programmes is conducted by curriculum and operational managers, as well as high level reviews by Quality and wider management team. These reviews allow inconsistencies, discrepancies, or errors to be identified and investigated.

Through discussion with curriculum managers, and review of system information, we noted that the College maintains clear and well-documented records of assessment decisions, feedback, and any adjustments made to results. This documentation provides a trail of evidence for any subsequent reviews or audits.

Henderson Loggie

Aberdeen 45 Queen's Road AB15 4ZN   T: 01224 322 100   F: 01224 327 911
Dundee The Vision Building, 20 Greenmarket DD1 4QB   T: 01382 200 055   F: 01382 221 240
Edinburgh Ground Floor, 11–15 Thistle Street EH2 1DF   T: 0131 226 0200   F: 0131 220 3269
Glasgow 100 West George Street, G2 1PP   T: 0141 471 9870