

Alloa Campus, Room A204 at 4.30 pm
(Refreshments available from 4 pm)

AGENDA

1. Apologies for Absence
2. Declarations of interest

FOR APPROVAL

3. Minute of Meeting of 1 November 2018
4. Matters Arising
 - a) Committee Vice Chair
 - b) Pilot Room Tours
 - c) Mental Health Support

FOR DISCUSSION

- | | |
|--|---------------------------|
| 5. Student Association Report (Verbal) | Liam Williams |
| 6. 2017-2018 Sector Performance Indicators | David Allison/Fiona Brown |
| 7. Professional Standards for Lecturers | Fiona Brown |
| 8. Operational Plan Monitoring 2018-19 | David Allison |

(Elements of paper 8 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

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|----------------------------------|---------------------------|
| 9. Student Activity | David Allison |
| 10. Future Agenda Items | David Allison/Fiona Brown |
| 11. Review of Risk | |
| 12. Any Other Competent Business | |

FOR INFORMATION

Committee Remit

S1.18, Stirling Campus (commencing at 4.30pm)

Present: Mrs Anne Mearns (Chair)
Mrs Fiona Campbell
Mrs Lorna Dougall
Mr Liam Williams (Student Association President)

Apologies: Mrs Caryn Jack
Mr Scott Harrison
Mr Steven Tolson

In Attendance: Dr Ken Thomson, Principal
Mr David Allison, Vice Principal Information Systems and Communications (VPISC)
Mrs Fiona Brown, Vice Principal Learning and Quality (VPLQ)
Mr Miles Lagan, Commercial Growth Manager (CGM) (For item L/18/00 only)
Mr Marc McCusker, Head of Facilities Management and Health and Safety (HFMHS)
(For item L/18/00 only)
Mr Stephen Jarvie, Corporate Governance and Planning Officer

The Chair welcomed members to the first meeting of the Learning & Student Experience Committee

L/18/001 Declarations of Interest

None.

L/18/002 Committee Remit and Membership (additional Item)

The Chair discussed the remit and membership of the Committee with members.

Members noted that it would be useful for the Committee to have sight of appropriate information such as attainment, destinations and internal assessment.

The Principal agreed that this information would be of use to the Committee and that, by reporting by exception, the College could bring key information to the attention of the Committee.

Members also discussed the possibility of appointing a Vice Chair for the Committee. It was agreed that any decision would be deferred until the next meeting to allow for members who are not present to contribute.

It was also agreed that the remit document should come to future meetings as a For Information item to assist members to ensure they are meeting the purpose of the Committee.

- a) Members agreed the Remit subject to the updates above
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L/18/003 Minutes of Strategic Development Committee meeting held on 7 June 2018

The minutes of the Strategic Development Committee meeting held on 7 June 2018 were approved as an accurate record.

The Chair asked that thanks for members who had served on the Strategic Development Committee be recorded.

L/18/004 Matters arising

The Principal informed members of the recent award win at the College Development Awards for the collaboration between the College and SERC.

The Chair and members expressed their congratulations on the win.

The VPLQ provided members with an overview of work with SERC to build on this success, noting that there had been 7 collaborative projects last year and that there were 22 projects this year.

L/18/005 Evaluative Report and Enhancement Plan 2017-2018

The VPLQ presented the Evaluative Report and Enhancement Plan (EREP) 2017-18 for endorsement by the Committee.

She noted that the EREP had been submitted and thanked members who had contributed comments for the report.

She reported on the grades included in the report, noting the process used to arrive at these grades and the external challenge function from Education Scotland and the Scottish Funding Council on the grades.

She informed members that Education Scotland and Scottish Funding Council would be considering the submissions from all Colleges before announcing the final grades for each College.

The Principal noted that this was a new process and it would be interesting to see how grades are applied across the sector. Members noted that the EREP was very comprehensive and supported the grades suggested by the College SMT.

The VPLQ noted that the length of the report had been commented on but that the College felt it warranted to include a lot of context and supporting information to demonstrate how the College supports students into positive destinations.

a) Members approved the EREP for submission to the full Board of Management

L/18/006 Flexible Workforce Development Fund Report

The CGM presented members with an update on the progress with Flexible Workforce Development Funding (FWDF) this year.

He informed members that the College was progressing toward full utilisation of our allocation of FWDF funding and that it was anticipated that the College would be approaching SFC to see if there were additional funds from other College's underperformance to be reallocated.

He advised members that SFC would be reviewing FWDF uptake in January 2019.

Members queried how the allocation process for initial funding works. The CGM informed members that the Scottish Government is given an allocation of the apprenticeship levy from HM Treasury. They then work out the number of levy payers per region and that forms the basis of the allocation for Colleges.

Members queried whether the training would occur in College or on the employer's premises. The CGM noted that this was a mixture based on a number of factors, which included the number of staff per employer and the type of training being requested.

Members asked whether the College thought it likely additional funding would be received.

The Principal noted that the CGM and his team had done a significant portion of work which placed the College at the forefront of College's already drawing down existing funding and that this places the College in a positive position for reallocation of funds.

Members asked what other benefits, beyond financial, FWDF activity brought to the College.

The CGM informed members that the primary benefit was the ability to engage with employers who had not previously used the College for training and the relationships which were being developed with these.

a) Members noted the content of the report

L/18/007 Overview of Pilot Classrooms (Presentation)

The HFMHS provided members with a presentation on the three pilot classrooms, which had been established within the Falkirk campus. He noted that the purpose of these pilot rooms were to trial new approaches to the classroom environment which could be introduced into the new Falkirk campus and that the feedback of using these rooms as live classrooms was providing valuable feedback.

He provided an overview of the design ethos behind each room and the built in flexibility to allow for multiple rooms uses.

Members queried whether the new layouts were appropriate for assessment purposes. The VPISC noted that the College did not anticipate issues but that this was being checked with the relevant awarding bodies.

Members noted that ensuring maximum accessibility for a range of disabled students should be considered in the designs.

It was agreed that the College would arrange for Board of Management members to have a tour of the pilot rooms.

a) Members noted the content of the presentation

L/18/008

Student Association Report

The Student Association President provided members with an update on the work of the Student Association (SA). He informed them that the recent Fresher's Fayres had been successful in getting students engaged with the SA.

He updated members on the recent elections for the SA Executive team. He provided an overview of the positions which had been filled and informed members that there would be a by election in the new year for those positions where there had not been any candidates to date.

He informed members of the work the SA were doing in conjunction with the College toward developing a partnership agreement.

The Chair thanked the SA President for the update and requested that the SA report be put toward the top of the agenda for future meetings.

The Chair requested that a report on mental health support across the College be brought to the next meeting of the Committee. The Principal noted that there should be a joint presentation on this topic from the College and SA.

Members discussed whether this report or an updated report should be presented to the Board of Management. It was agreed that the report as presented could go as a For Information paper to the Board of Management.

Members also agreed an annual report on the activity of the SA should be taken to the Board of Management for consideration.

a) Members noted the content of the report

L/18/009 Student Activity Report

The VPISC presented members with a report on student activity levels.

He reported that the College had met its Credit target for 2017/18, was on target to achieve its Credit target for 2018/19, that overall recruitment was up on last session but also highlighted that, for 2018/19, full time HE recruitment was below target. He noted that this was a sector wide trend.

Members queried if this could be managed via curriculum planning. The Principal assured members that any trends identified are incorporated into future planning.

Members noted that this decrease should be borne in mind for the Outcome Agreement and that there may be income implications owing to a reduction in SAAS income.

The Principal informed members that he would be discussing the HE reduction at the Principal's group and the VPISC noted that the College budget for full time HE had not been increased last year which helped to mitigate the impact.

a) Members noted the content of the report and requested that any trends which are identified are included in future reports.

L/18/010 Review of Risk

Members noted the risks as identified on the papers and requested that future papers also include information on identified opportunities.

L/18/011 Any Other Competent Business

Members requested information on training opportunities. It was confirmed that the Board Secretary was looking at a Board development programme.

1. Purpose

For the Learning & Student Experience Committee to discuss College Sector Performance Indicators for Academic Year 2017-2018.

2. Recommendation

That the Learning & Student Experience Committee discuss the Sector Published PIs for Academic Year 2017-2018.

3. Background

SFC has issued official College PIs to Colleges, produced from FES information. This information has been manipulated and uploaded to College Data to allow easier comparisons to be made, as per previous sessions.

4. Key Considerations

The College has performed well against the Sector in Academic Year 2017-2018. We are well above the sector average for success of Full Time FE students, Part Time FE students and Part Time HE students, and we are marginally below the sector average for Full Time HE students, although our PI has increased slightly from 2016-2017.

2017-2018 Success PIs Summary

	Sector	FVC	Variance
Full Time FE	66.1%	71.4%	4.7%
Full Time HE	71.3%	70.9%	-0.4%
Part Time FE	78.2%	91.6%	13.4%
Part Time HE	80.4%	86.6%	6.2%

Appendix 1 provides more detail, with Figure 1 showing we have the second highest success PI in the sector for Full Time FE students; Figure 2 showing us slightly below sector average for Full Time HE students; Figure 3 showing that we have the second highest success PI for Part Time FE students, and Figure 4 showing we have the highest success PI for Part Time HE students.

In terms of performance against our Credits target we have met our target, and overall the sector has met its activity target, with only three colleges (Fife, New College Lanarkshire and North East) failing to meet their activity target.

Our overall success PI by all ages (across all modes and levels) is the highest in the sector. We also have the highest success PI for the 18-20 year old, 21-24 year old and 41 and over age-bands. We also have the highest success rates for males within FE and males within HE. We have the joint highest success rate for females within FE, however our success rate for females within HE is just above the sector average (0.3% higher).

Within Key Groups our success rates are the highest in the sector for students from the 10% most deprived postcode areas, and from students from the 20% most deprived postcode areas, and all enrolments over 160 hours of learning. We have higher than sector average success rates for students who are care experienced and students with a disability.

Within subject areas at FE level we have the highest success rates in Engineering, Computing and ICT, Hairdressing, Beauty and Complementary Therapies and Media. We are above sector average for Construction, Care, Sport and Leisure, Special Programmes, Science, and Business, Management and Administration. We are below sector average for Hospitality and Tourism, Languages and ESOL, and Art and Design.

Within subject areas at HE level we have the highest success rates in Engineering, Art and Design and Media. We are above sector average for Computing and ICT, Hospitality and Tourism, Sport and Leisure, Social Subjects, Construction and Business, Management and Administration. We are below sector average for Care, Hairdressing, Beauty and Complementary Therapies and Science.

In-Year PI Predictions

Over the last two sessions, we have seen dips in firstly our Full Time HE success PI, and then our Full Time FE Success PI, and as such within our current Evaluative Report and Enhancement Plan there is an action to strengthen the process for the formal reporting of student success predictions throughout the year, to enable earlier identification at senior level of any emerging issues that may require action at department or College level.

To allow PIs to be monitored a tool was developed on Enquirer to enable Curriculum Managers/Operational Managers to provide a prediction for the likely achievement of every full time active student (by course). The tool was developed through dialogue with the Directors of Curriculum, and enables a prediction to be recorded at three times during the session, with the first time this academic year being in December. A reporting tool was built through College Data to provide real time information on predicted student success as we progress through the session.

The options available for Curriculum Managers/Operational Managers to predict success for a student are:

- 1 - Will successfully complete
- 2 - May successfully complete
- 3 - Unlikely to successfully complete

Within the reporting tool a range of potential success is shown. Low attainment only includes students who have a prediction of 1 – Will successfully complete. High attainment includes students who have a prediction of 1 – Will successfully complete and 2 – May successfully complete.

December predictions

A summary of the top level predictions with comparisons against last session and our Outcome Agreement targets are shown in Figure 1.

Table 1

Level	December High Attainment	December Low Attainment	Session 2017/18	OA Target
FT HE	90%	73%	71%	74%
FT FE	84%	69%	71%	73%

From Table 1 both the High Attainment figures are higher than last session and our OA Target, however for HE the Low Attainment figure shows an increase from last session, but is below our OA Target. The Low Attainment figure for FE is below last session and our OA Target. Table 2 shows a summary by Teaching Department.

Table 2

Department	Enrolments	Early Withdrawal	Further Withdrawal	Early Retention	Retention	Dec High Attainment	Dec Low Attainment
BUSINESS & COMMUNITIES	507	19	37	96%	89%	88%	74%
CARE, SPORT & CONSTRUCTION	865	50	57	94%	88%	83%	62%
CREATIVE INDUSTRIES, HOSPITALITY & TOURISM	1,181	66	63	94%	89%	86%	71%
ENGINEERING & SCIENCE	540	16	20	97%	93%	93%	81%
Overall - Summary	3,093	151	177	95%	89%	87%	71%

Curriculum teams have been asked to identify what actions they are taking to help ensure that our students are supported to maximise achievement. In addition a new Student Support System (Triple S) has been developed, and is being piloted. This allows 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 system will be demonstrated to the Learning and Student Experience Committee at a future meeting, following the pilot.

5. Financial Implications

Please detail the financial implications of this item – None

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – The published PIs report on Sector and individual college performance against a number of protected characteristics.

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

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High		
High		
Medium		x
Low	x	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – There is a risk that the College may not achieve the grades that it would want to achieve through its Evaluative Report if full time success PIs are not showing continuous improvement. Overall the College has performed well in Session 2017-2018 in terms of success PIs. We have the highest success PI for part time HE students, and above sector success PIs for Full Time FE and Part Time FE students. However, our Full Time HE PI, although slightly improved, is just below the sector average, and is below our Outcome Agreement target. This paper sets out the systems approach which has been introduced to monitor PIs for our full time students in-year, and provided earlier alerts to management of any issues.

Risk Owner – David Allison/Fiona Brown

Action Owner – David Allison/Fiona Brown

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – The College publishes its own PIs on its website.

Paper Author – David Allison/Fiona Brown

SMT Owner – David Allison/Fiona Brown

Figure 1: FT FE Success 2017-2018 Sector Comparators

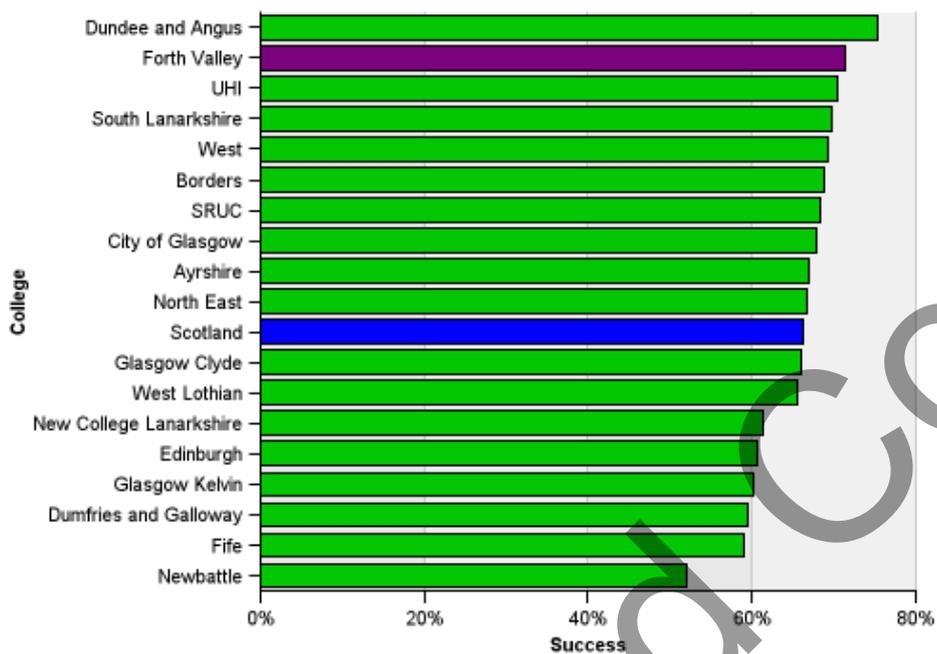


Figure 2: FT HE Success 2017-2018 Sector Comparators

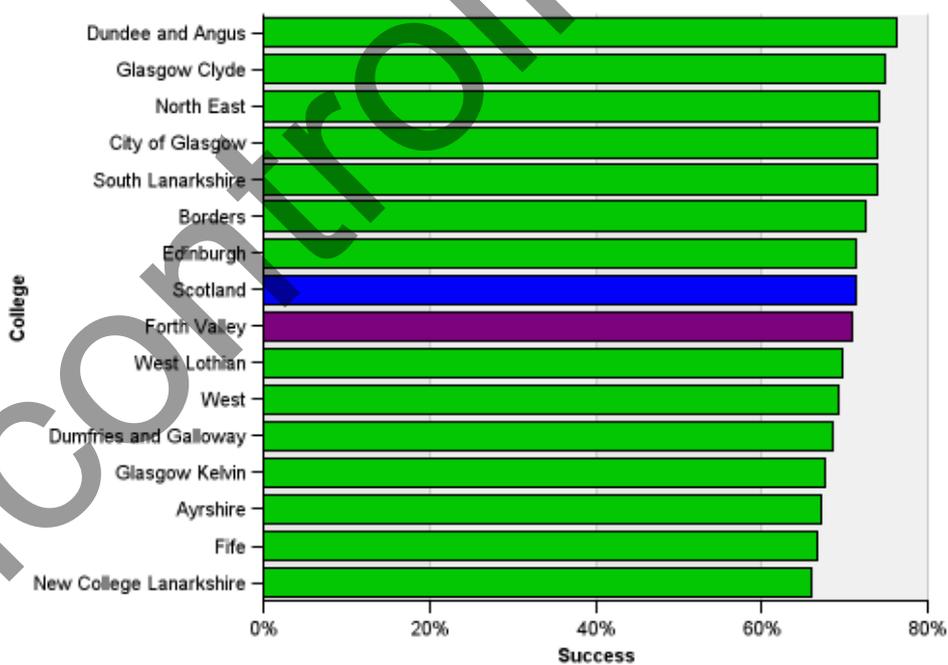


Figure 3: PT FE Success 2017-2018 Sector Comparators

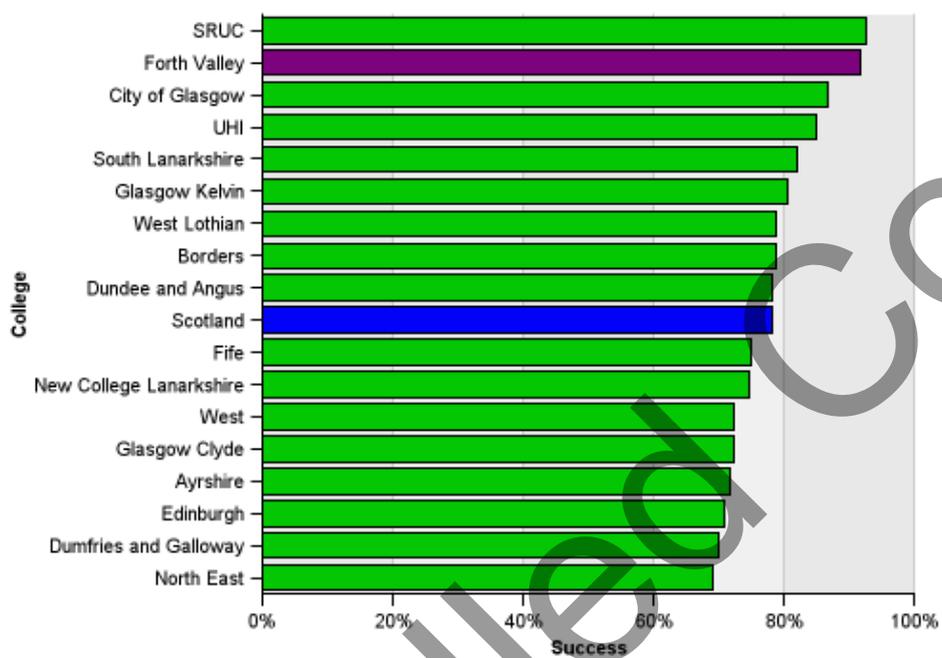
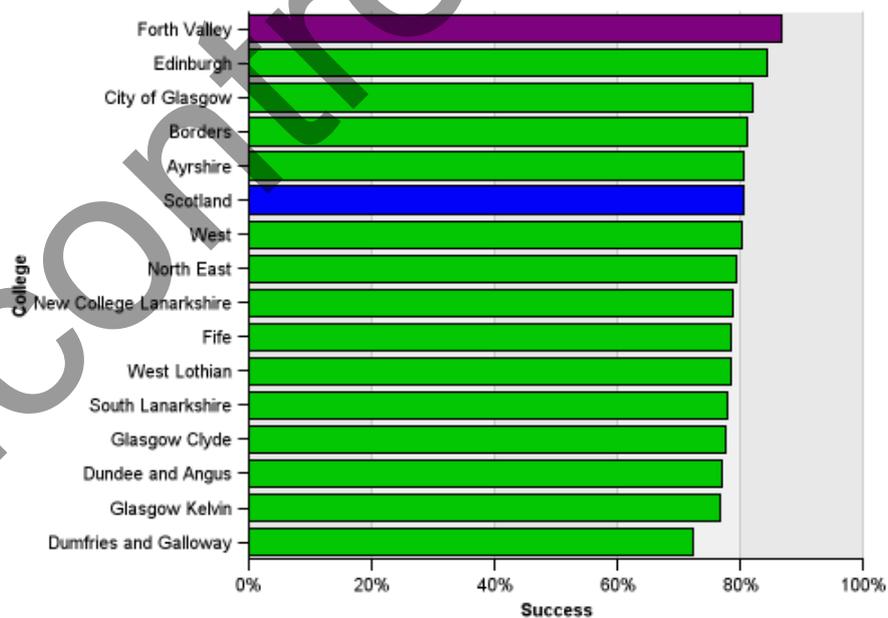


Figure 4: PT HE Success 2017-2018 Sector Comparators



1. Purpose

To inform Committee members of the new Professional Standards for Lecturers in Scotland's Colleges.

2. Recommendation

That members note the new Professional Standards for Lecturers and the activities planned by the college to promote the use of these to staff.

3. Background

In 2017 the Scottish Government commissioned College Development Network (CDN) to undertake a review of the 2012 Professional Standards for Lecturers. Following extensive consultation, the new standards were launched in November 2018, providing a modernised set of professional standards, which firmly embeds the importance of digital approaches in learning, teaching and assessment. The new standards are provided in Appendix 1.

4. Key Considerations

The standards are developed around three interdependent elements: professional values; professional knowledge and understanding and professional practice.

The standards underpin professional teaching qualifications for lecturers in Scotland's colleges. The Teaching Qualification in Further Education (TQFE) qualifications (undergraduate and post-graduate), offered by a number of Scottish universities, are accredited by the General Teaching Council for Scotland (GTCS) and must be based on the Professional Standards for Lecturers from August 2019. SQA Professional Development Awards for Teaching Practice in Further Education, which Forth Valley College delivers to its new lecturing staff, will also be reviewed to realign them to the new standards in due course.

The standards are also intended to support lecturers and promote effective learning for the future in further education by providing a basis for:

- Developing critically reflective and evaluative practitioners;
- Supporting professional dialogue and collegiate working;
- Supporting career long professional learning.

Forth Valley College will promote and support the use of the new standards by teaching staff by:

- Highlighting the standards through the planned Creative Learning Conference for teaching and learner support staff in August 2019. The proposal is to invite a keynote speaker to introduce the standards and all conference activities will be explicitly mapped to the relevant aspects of the standards;
- The strategic objectives in the college's Creative Learning and Technologies Strategy 2017-2022 will be retrospectively mapped to the standards and the standards will also inform and be mapped to college operational objectives for the delivery of the strategy. This will evidence our strategic fit with the standards and provide a clear college context for promoting the use of the standards for individual and team evaluation and reflection;

- The college currently has four Learning and Teaching Mentors, who are seconded lecturers working one day a week in the Learning and Quality Team. The Mentors work with selected lecturers, both new and experienced, supporting them to evaluate and plan enhancements to their teaching practice. In 2018-2019, the mentor team have a target to work with 100 lecturers in this way in 2018-2019 and this work will also be mapped to the new standards;
- The standards will also be used to identify themes and topics for additional CLPL sessions and online resources for lecturers through the Lecturer Toolkit in Moodle.

5. Financial Implications

Please detail the financial implications of this item – there are no financial implications.

6. Equalities

Assessment in Place? – No

If No, please explain why – Initial screening indicates that a full equalities impact assessment is not required.

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

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

Please describe any risks associated with this paper and associated mitigating actions – There are no significant risks in relation to this activity

Risk Owner – Helen Young

Action Owner – Anne Fowler

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes

Health and Safety – No

Please provide a summary of these implications: The planned activities will support communication of the new standards to staff.

Paper Author – Fiona Brown

SMT Owner – Fiona Brown

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1. Professional Values

1.1. Students at the centre

- Understands student needs, the context in which they are living and studying, and the impact of these on learning.
- Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience.
- Develops learning relationships based on mutual respect and integrity.
- Commits to equality and diversity, and promotes inclusiveness, trust and fairness. Commits to the safety and wellbeing of all students.

1.2. Leadership of learning

- Promotes collaborative and collective leadership of learning.
- Creates innovative learning opportunities for students through active enquiry.
- Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential.
- Supports and encourages students to take personal responsibility for leading their own learning.
- Embraces and embeds sustainability in learning and teaching.

1.3. Continuous professional improvement

- Reflects critically on, and evaluates professional values, practice and contribution to student success.
- Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning.
- Participates actively in continuous career long development of professional knowledge, understanding and practice.
- Embraces change and emerging practices and developments.
- Promotes and supports a culture of quality improvement

2. Professional Knowledge and Understanding

2.1. Political, social and economic drivers

- Understands the breadth of political, social and economic drivers influencing educational policy and strategy.
- Understands the political, social and economic profile of their communities and the potential impact of these on education and employment.
- Understands regional, community and college strategic priorities and operational plans and can link these to college context.
- Adheres to all current and applicable legislation and statutory duties.

2.2. Learning, teaching and assessment theory and approaches

- Engages with current theories of learning, teaching and assessment and how these are applied to specific subject or curricular areas for student learning.
- Understands the rationale for, and how to design, plan, develop, deliver the curriculum effectively and efficiently as an individual and in collaboration with others.
- Understands the rationale for and how to design, plan, develop and deliver appropriate assessment and feedback approaches.
- Understands the nature of student engagement strategies and how these contribute to the development of effective and positive learning relationships.
- Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning.

Appendix 1: New Professional Standards for Lecturers

- Understands how to meet the diverse needs of students.
- Understands the strategies required to support learning in a range of learning environments.
- Understands how to evaluate critically the breadth of resources in the delivery and assessment of the curriculum to meet student needs.
- Understands how to embed a range of digital technologies to enhance learning and teaching and assessment.
- Understands how to interpret and share data to inform learning, teaching and assessment.
- Continuously evaluates the curriculum with others, to ensure it meets the needs of students, industry stakeholders and national priorities.
- Understands how to collaborate effectively with internal and external partners to enhance inclusive learning, support student choice, positive health and wellbeing and essential skills.

2.3. Technologies and resources for learning, teaching and work

- Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work.
- Understands how to keep up to date with emerging industry / subject technological advances.
- Understands how to embed appropriate digital technology.
- Understands the safe use of technology and the necessity for cyber resilience and security.
- Understands the nature and agenda for sustainability, and works in partnership to ensure the most effective, efficient and inclusive development and use of learning resources.

2.4. Student pathways and transitions within the wider education community

- Understands the ethos and aims of the Scottish Credit and Qualifications Framework (SCQF), the range of Scottish and other qualifications and how the different types of qualifications relate to each other.
- Understands how to support a student to take the next steps in their learning journey.
- Understands how and when to signpost students at key points in learning to appropriate and impartial advice, support, and guidance.

2.5. The principles, processes and purposes of quality assurance and improvement

- Understands the purpose and impact of self-evaluation as part of quality processes.
- Understands applicable internal and external quality assurance and quality improvement systems along with processes and how these apply to different contexts.
- Understands how to reflect critically on their own learning, and the application of this knowledge to student learning and experiences.
- Understands their responsibility for the quality of learning, teaching, assessment, and attainment within a local and national context.
- Understands how to analyse and engage with qualitative and quantitative information and data to support professional dialogue and improvements to learning, teaching, assessment and support.
- Understands and recognises the importance of students as partners in the continuous improvement process.
- Understands and recognises the contribution of partners, including employers, in the continuous improvement process.

3. Professional Practice

3.1. Ongoing professional learning

- Uses the Professional Standards to inform practice and ongoing professional learning and development.
- Reflects critically on own practice and engages in professional dialogue with others.

Appendix 1: New Professional Standards for Lecturers

- Continuously and actively engages with up to date research and developments in learning, teaching and assessment to inform practice.
- Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes.
- Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.

3.2. Effective and inclusive practice and engagement with students and partners

- Purposefully builds constructive and respectful learning relationships with students and partners.
- Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students.
- Applies a range of inclusive practices to promote and support engagement with students and partners.
- Actively nurtures, encourages and responds to the student's views and opinions individually and through systems of representation.
- Applies a critical understanding of the nature, purposes, principles and stages of guidance.
- Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.

3.3. Creates innovative curriculum design and learning and teaching

- Designs, delivers and evaluates a demand led curriculum which prepares the students for a dynamic labour market.
- Works in partnership with colleagues, students and partners including employers, to design and create innovative learning and teaching activities and environments.
- Collaborates with and empowers students to co-design their learning.
- Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work.
- Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.

3.4. Effective application of digital technologies to learning, life and work

- Promotes and supports the safe and respectful use of digital technologies and the impact on others.
- Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment.
- Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.

3.5. Critical reflective and collaborative practice in learning and teaching

- Uses critical reflection to manage self, relationships and work demands to promote personal, emotional and physical wellbeing.
- Develops the skills and attributes of critical reflection and collaborative practice and uses them to enhance the quality of the learning experience.
- Proactively engages in professional dialogue with colleagues and peers to share learning and innovative practice.
- Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice.

1. Purpose

To update the Learning & Student Experience Committee on progress towards meeting our objectives set out within the College's Operational Plan for 2018-19.

2. Recommendation

That members note the content of the report.

3. Background

The College has developed a monitoring system to allow active monitoring of progress towards achieving the objectives set out within the College's Operational Plan for 2018-19.

4. Key Considerations

Appendix 1 provides an overview of progress against our 2018-19 objectives. Of our 45 operational plan objectives 39 are progressing to target, with two objectives are yet to commence. Two objective has been rated as having an issue identified, with a further two objectives being identified as progressing with a minor delay. [REDACTED]

OP32 is flagged as an issue, and this relates to the sector wide issue relating to one contract which was discussed at the February Board meeting.

Objectives OP4 has been flagged as progressing with a minor delay as although the new Falkirk Campus is progressing to budget, we are currently behind schedule. Balfour Beatty are preparing a recovery plan, which will be reviewed by the Project Management Team. OP26 is also flagged as progressing with a minor delay, and this is because of staff changes which have delayed the development of finance reports to meet the needs of the Directors of Curriculum.

For information, an update for all objectives is included.

5. Financial Implications

Please detail the financial implications of this item – The income targets for International will not be met, however this is partially offset through savings in staff costs. The issue identified in relation to one contract could potentially leave the College with a deficit to find.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – This is a monitoring report of progress against the College’s Operational Objectives. Due consideration of any impact in relation to protected characteristics was undertaken during the setting of these objectives.

Please summarise any positive/negative impacts (noting mitigating actions) – n/a

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High		
High	x	x
Medium		
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions –

Risks – The issue in relation to one contract could have a significant financial impact, and was discussed at the February Board meeting.

Mitigating Actions

There is ongoing discussion to attempt to find a resolution to the contract issue in the short and longer term.

Risk Owner – SMT

Action Owner – SMT

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

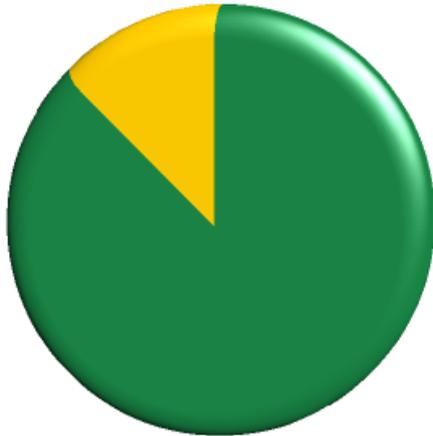
Please provide a summary of these implications – n/a

Paper Author – David Allison

SMT Owner – David Allison

Appendix 1: Operational Plan Monitoring for Session 2018/19

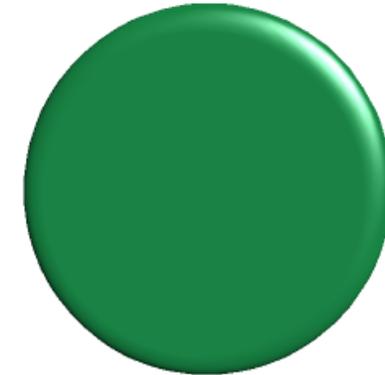
Creating a superb environment for learning



Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly



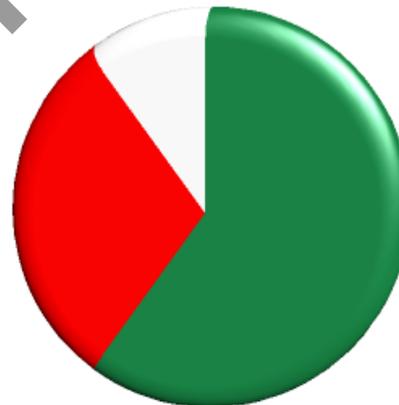
Instilling an energy and passion for our people, celebrating success and innovation



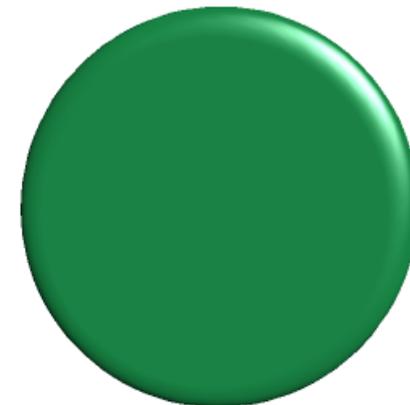
Leading as a business that is a champion for governance, financial control and balanced risk taking

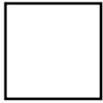


Enhancing our position as the business and community partner of choice



Delivering a whole system approach. Simply effective, efficient and consistent





Objectives with issues identified or delayed

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver a new Falkirk campus	OP4	Manage the successful completion on time and within budget.	Continue governance oversight of project		Progressing With Minor Delay	Project is running to budget, however we are currently behind schedule. Balfour Beatty are preparing a recovery plan.	February 2018
			Ensure project compliance with timescales and budgets				
We will maximise benefit from first class facilities, resources and services	OP26	Having excellent financial reporting systems which support medium and long term planning and best value investment	Financial reports available to support all decision making		Progressing With Minor Delay	New Falkirk campus reports for Estates Development team now available. Work with Directors of Curriculum on new reporting requirements was put on hold due to staff changes. New member of staff now in post and will pick this up in the 2nd half of the year.	February 2018
We will maximise commercial opportunities	OP31	Operating a successful international model and being recognised in the international arena	Achieve income targets for international activity		Issue Identified	Decision has been taken to reduce international activity with primary focus now being on partnership working with organisations overseas. [REDACTED] International income targets for 2018/19 removed from the Q2 reforecast. [REDACTED] [REDACTED] Directors of Curriculum now taking the lead on staff /student mobility projects which are ongoing.	February 2018
			Continue to deliver staff/student mobility projects				
			Enhance existing and develop new strategic relationships with other colleges/ universities/ local authorities and international organisations				
We will maximise commercial opportunities	OP32	Delivering our commercialisation strategy	Achieve income targets for commercial activity		Issue Identified	Commercial activity on target. Director of Business Development working on Business Development Strategy to be brought to the board in June 2019. Significant sector wide issue identified with one contract which was discussed at the Board of Management in February 2019.	February 2018
			All commercial activity meets established contribution targets				
			Focus on areas of growth				



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
1	Creating a superb environment for learning	Andrew Lawson	Depute Principal & Chief Operating Officer

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise benefit from first class facilities, resources and services	OP1	Providing flexible learning spaces and environments, delivering benefits to our students, our community and local employers	Completion new pilot classrooms New Falkirk Campus build progressing in line with established programme		Progressing To Target	Classroom pilot complete with feedback collated.	February 2019
	OP2	Increasing flexibility in opening hours to maximise use of campuses all year round	Refreshed College calendar and opening hours		Progressing To Target	College opening hours will be reviewed by the Transition Group as we move to the new Falkirk campus.	February 2019
	OP3	Providing an effective life cycle and maintenance strategy across all our campuses	Ensure contracted service levels are met at all times		Progressing To Target	Service levels are monitored regularly at review meetings.	February 2019
We will deliver a new Falkirk campus	OP4	Manage the successful completion on time and within budget.	Continue governance oversight of project Ensure project compliance with timescales and budgets		Progressing With Minor Delay	Project is running to budget, however we are currently behind schedule. Balfour Beatty are preparing a recovery plan.	February 2019
We will deliver fully flexible and digitally enabled campuses which are future proof and fully enabled for our learning communities	OP5	Support enhanced, flexible digital environments for students	Identify most appropriate model for the College based on needs of students and staff Live pilot projects in place		Progressing To Target	Classroom pilot for the new campus successfully launched in August, with feedback collated.	February 2019
	OP6	A College wide Creative Learning and Technologies strategy which is embedded throughout all campuses	Achieve second year objectives of 5 year plan underpinning Creative Learning and Technologies Strategy		Progressing To Target	Second year objectives are progressing, and are being monitored through the Learning Technologies Advancement Group.	February 2019
We will embed sustainability, equalities and health and safety	OP7	Deploying and evaluating innovative approaches to sustainability and energy conservation, embedding technology and reducing our carbon footprint.	Continue to reduce the College CO2 footprint to support ambition of 25% reduction from 2008/9 levels by 2020 Monitor and achieve targets for BREEAM in new Falkirk Campus Construction Implement Strategic Travel Management Plan		Progressing To Target	Regular reports on our carbon footprint are taken to the sustainability committee, with a recent report taken to Leadership Team showing that we are on target to meet our carbon targets.	February 2019
	OP8	Promoting a positive record for health and well being	Contribute to the enhancement of the College's Health and Safety position		Progressing To Target	A number of initiatives have been launched to raise awareness in regard to health and well being. The Support Staff Development day had health and well being as its focus.	February 2019



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
2	Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly	Fiona Brown	Vice Principal Learning & Teaching

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver streamlined and successful learner journeys	OP9	Working with partners to enable effective and efficient learner journeys through the whole education system	Increase uptake, attendance and achievement on school/college partnership programmes including Foundation Apprenticeships' Senior Phase Vocational Pathways and wider pupil inspiration activity Maximise opportunities for students through additional articulation agreements		Progressing To Target	82.3% of the places available on school-college partnerships filled in comparison to 74.2% in 2017-201, including 174 Foundation Apprentices enrolled. Successful bid to SDS for 2019-2021 Foundation Apprenticeships, resulting in 688 contracted places - proportionally the largest allocation in the sector. Intensive engagement with schools to agree host establishments for some cohorts and to promote the programmes to school staff, pupils and parents/carers. Now in the application stage. 55 existing articulation agreements have been updated so far this academic year and a further 8 new agreements are either confirmed or in progress. This represents a 5% increase in agreements on a target of 10% for 2018-2019.	February 2019
	OP10	Actively engaging employers with curriculum design to meet future skills demand	Active employer/external stakeholder engagement in curriculum planning and delivery across all subject areas		Progressing To Target	Ongoing engagement taking place within departments.	February 2019
We will maximise creative and digital approaches to learning	OP11	Embedding engaging, collaborative, creative and blended approaches to learning	Create opportunities for staff to share digital pedagogical practice, develop their skills and to collaborate and experiment Deliver high quality pedagogical skills learning for new and existing teaching staff to ensure continuous enhancement of learning and teaching practice Implement a learning and teaching mentoring programme and CLPL opportunities which supports staff to reflect on and develop their practice and to provide evidence for College evaluation		Progressing To Target	Timely and high quality support in place for new staff, including support on PDA (16 staff) and mentoring for all new teaching staff (28 staff). Mentoring also being provided for staff undertaking TQFE (15 staff) and 37 more experienced staff as part of the Learning and Teaching Enhancement programme. Based on the outputs from the Creative Learning Conference in August 2018, a series of "Lunchtime Bites" and 4pm short sessions are being run to allow staff to share practice in technologies such as Virtual Reality and OneNote Classroom.	February 2019
	OP12	Having staff and students who are digitally competent and confident	Implement an approach to assessing and developing students' digital competence Refine staff digital competence framework and develop learning resources for teaching staff for all priority digital competences		Progressing To Target	Online learning resources based around the staff digital capability framework and survey are under development. Evaluation of the JISC tool for assessing student digital competence is in progress.	February 2019
	OP13	Providing resources to support learning which are available digitally; inclusive; and accessible	Complete an audit of existing Moodle learning resources Develop and evaluate models of digital assessment Develop clear guidelines for the creation and effective use of accessible, engaging and interactive digital learning resources and support staff to implement these in their own practice		Progressing To Target	Planned audit of 100 Moodle courses in progress. Development of guidelines is also in progress, as part of the suite of online learning materials for staff on technologies to enhance learning. Work to develop a baseline for the use of digital assessment is in progress.	February 2019
We will prepare our students to stand out in the future job market	OP14	Preparing successful students for positive and sustainable destinations	All team evaluation reports identify and track appropriate actions to increase student retention and success Sustain current high levels of leavers moving into positive destinations Work with schools to increase percentage of Forth Valley school leavers coming to the College		Progressing To Target	Team evaluation reports from 2017-2018 were all reviewed as part of the preparation for the college's Evaluative Report and Action Plan and resulting actions are being monitored at team and department level. Work with schools to promote progression to college is ongoing at strategic and operational levels. Data gathering for positive destinations has been improved to ensure that all of our leavers in positive destinations are fully included in the SFC sector report.	February 2019
	OP15	Developing students whose skills ensure the best opportunity in the job market	Forth Valley STEM Education strategy developed and year 1 implementation plan achieved Increase the number of students benefiting from work experience as part of their College programme of study		Progressing To Target	Current priority for work placements are Foundation Apprentices, where this is a requirement of the course. Very positive work with the Forth Valley DYW Regional team to support finding sufficient suitable placements. Regional STEM Steering Group established, as per SFC guidance, including representatives from all three local authorities, the Universities of Stirling and Heriot Watt and SERCC. A draft strategy has been drawn up and is with the Steering Group for comment. Currently looking into how we can widen this group to cover the Regional Improvement Collaborative regions (including West Lothian as well as Forth Valley).	February 2019
	OP16	Consistently being one of the top three Colleges in the Scottish FE sector for all student success	All team evaluation reports identify and track appropriate actions to increase student retention and success Increase student retention with a focus on full-time and school learners Increase student success with a focus on full-time		Progressing To Target	College student success PIs for 2017-2018 compare very favourably with the sector, with the exception of HE FT success, which for the second year sits very slightly below sector average. A rigorous process of tracking full-time success predictions throughout the year has been introduced and department management and delivery teams are now focussing on students identified as being at risk of not achieving their qualification aim.	February 2019



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
3	Instilling an energy and passion for our people, celebrating success and innovation	Andrew Lawson	Depute Principal & Chief Operating Officer

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver streamlined and successful learner journeys	OP17	Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support	Implementation of people strategy		Progressing To Target	<p>The first phase of implementation is well underway with over 20 members of staff undertaking training opportunities within the college and 9 have begun a CIPD Management programme. There are also a number of other staff who have benefited from development and mentor opportunities within the college to support them in development their skills and experience of the wider organisation. The first cohort on these programmes are also involved in provided constructive feedback on their experience and making suggestions for further development.</p> <p>In relation to Succession planning and linked to the Peoples Strategy the Directors are also involved in identifying and securing internal and external opportunities to support their development</p>	February 2019
	OP18	Developing future leaders ensuring effective succession planning	CPD provision directed by talent management plans		Progressing To Target	<p>Following a TNA analysis from each department plans are well underway for both Academic and support staff, Staff Development events. Effective work has also been carried out to identify key areas of development for individual with teams this will ensure that staff have an opportunity to gain skills and experience to enable them to grow within their role and within the organisation. There is a direct link to the People Strategy and these CPD opportunities</p>	February 2019
	OP19	Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative initiatives to support our people	Implement organisational change based on feedback from listening to employees		Progressing To Target	<p>Since the implementation of the Listening to Employees Forum a number of actions have emerged. Better access to communication, staff involvement in organisational decision making process. The development of an Ambassadors Forum and an Employee forum. All of which has been welcomed by SMT. Short life working groups of staff have been set up to support the development of the forum and meetings are in place to take this forward</p>	February 2019
	OP20	Delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technology and practices	Support the implementation of Creative Learning and Technology		Progressing To Target	<p>Plans for the next Creative Learning and Technology event are ahead of schedule. The theme of Generation Z will be the focus of the event and explore the ways that young people learn today and how we as a college can embrace these new ways of learning within our work and use technology to enhance this. Following feedback from staff the day will also link current teaching practice to the revised Professional Standards for lecturers and further develop inclusive practice in all areas of the college</p>	February 2019
We will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation	OP21	Fully integrated equality and diversity	Delivery against targets within the Equalities Action Plan		Progressing To Target	<p>There are a number of related developments to this objective which are either completed or near completion which can be found on the following link</p> <p>https://www.forthvalley.ac.uk/about-us/equality-diversity/</p> <p>Including the Equalities Policy; Gender Action Plan; Access and Inclusion strategy. There are several docs relating to our Equality duty and we are currently working on a progress update of our equality outcomes. This will be done for the March BOM meeting and then published by the deadline of 30 April.</p>	February 2019
We will value staff and students by recognising and celebrating success	OP22	Celebrating our staff and students	Support Student Association to achieve their strategic and operational planning goals		Progressing To Target	<p>The new SA team are working extremely well with a number of new initiative and groups set up that support student life within the college. The links they have made with departments within the college have enhanced the provision and support they offer to students. The SA work well with senior managers and the Board of Management and have already proven to be successful in the development of the Association</p>	February 2019



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
4	Leading as a business that is a champion for governance, financial control and balanced risk taking	Alison Stewart	Vice Principal Finance & Corporate Affairs

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise benefit from first class facilities, resources and services	OP23	Delivering approved budgets	Quarterly management accounts Year-end statutory accounts		Progressing To Target	2017/18 statutory accounts approved by Board of Management in December 2018. Quarterly management accounts prepared and submitted to SMT and Finance Committee. 5 month reforecast completed and will be presented to Finance Committee in March 2019.	February 2019
	OP24	Fully utilising resource allocations from SFC	Fiscal year end resource return Quarterly resource returns		Not Started	SFC have removed the requirement to complete Resource Returns for 2018/19 onwards. This objective is now redundant.	February 2019
	OP25	Identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community	5-year commercial plan for CompEx etc Raising awareness with Board of Management of progress with commercial ambitions		Progressing To Target	Working towards meeting targets within 5 year commercial plan for Compex. Staff turnover has been an issue but has now been resolved. Flexible Workforce Development Fund allocation for 2018/19 was fully utilised by January 2019. Waiting confirmation from SFC if additional funding will be made available - the College has a waiting list worth approx £300k	February 2019
	OP26	Having excellent financial reporting systems which support medium and long term planning and best value investment	Financial reports available to support all decision making		Progressing With Minor Delay	New Falkirk campus reports for Estates Development team now available. Work with Directors of Curriculum on new reporting requirements was put on hold due to staff changes. New member of staff now in post and will pick this up in the 2nd half of the year.	February 2019
We will maximise value for money and efficient practices	OP27	Identifying opportunities for collaboration in service and procurement	Produce annual report on Fundraising strategy Produce report on performance against Procurement Strategy		Progressing To Target	Annual Report on Performance against Procurement Strategy was presented and approved for publication by Finance Committee in December 2018.	February 2019
	OP28	Implement efficiencies through business transformation projects	Effective monitoring of all approved business improvement projects		Progressing To Target	The main projects completed are the introduction of Engagement/Progress monitoring linked to attendance registers, the introduction of in-year student attainment tracking, a redevelopment of the website application process, and full roll-out of our Employer Portal. Work is continuing on our Student Support System which is entering pilot testing, information management, Sharepoint upgrade and on developments within our VQ Management system.	February 2019
We will lead by example through strong governance	OP29	Basing our strategic decisions for investment and the use of resources on robust information and review of risk	Board of Management Strategic Discussions & Decisions Risk Appetite and Strategic Risks set by the Board of Management		Progressing To Target	Board of Management Strategic Discussion day held in September 2018. Review of Governance structures completed in September 2018 to allow more time for strategic discussion within Board meetings. Revised Strategic Risk Register considered by the Board of Management in December 2018 following discussions at the Board Strategic day in September 2018.	February 2019
	OP30	Enabling a high performing, truly transformational learning community through sound governance, leadership and strategic planning	Board Development Plan Board meetings/ strategic Discussions		Progressing To Target	Format and number of Board meetings changed to allow more time for strategic discussion. Board Development Plan considered and approved at Board Strategic day in September 2018.	February 2019



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
5	Enhancing our position as the business and community partner of choice	Alison Stewart	Vice Principal Finance & Corporate Affairs

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise commercial opportunities	OP31	Operating a successful international model and being recognised in the international arena	Achieve income targets for international activity Continue to deliver staff/student mobility projects Enhance existing and develop new strategic relationships with other colleges/universities/local authorities and international organisations		Issue Identified	Decision has been taken to reduce international activity with primary focus now being on partnership working with organisations overseas. [Redacted] Directors of Curriculum now taking the lead on staff /student mobility projects which are ongoing.	February 2019
	OP32	Delivering our commercialisation strategy	Achieve income targets for commercial activity All commercial activity meets established contribution targets Focus on areas of growth		Issue Identified	Commercial activity on target. Director of Business Development working on Business Development Strategy to be brought to the board in June 2019. Significant sector wide issue identified with one contract which was discussed at the Board of Management in February 2019.	February 2019
	OP33	Implementing a Marketing and Communications Plan which fully supports the commercialisation plan	Continue to increase visibility of College commercial offering out with the Forth Valley area		Not Started	Marketing and Communications Plan will be developed alongside and to support the Business Development Strategy launch in June 2019	February 2019
We will collaborate with employers and our community to develop and deliver training and skills requirements	OP34	Fully engaging with employers to recognise the value and benefits of college delivery in terms of developing the skills of their workforce	Continue to promote the benefits of Foundation and other apprenticeship paths to employers Utilise new links to employers through FWDF to increase commercial activity levels Work with employers to ensure the skills and training offered meets their current needs and prepares students for future challenges		Progressing To Target	FWDF target met in November 2018. Request for additional redistribution allocation of fund made in January 2019 of £250,000 awaiting Ministerial approval. 436 companies were new customers to FVC in 2018/19 and 17/36 were new in 2017/18 and returned to FVC for a 2nd year Work is on going with new employers from 2017/18 FWDF to upsell additional commercial course and to invite them to take on Apprentices, further work planned for Q3&Q4 2019 Recruitment on 2017/18 contract is 10% up on contract of 236. 2018/19 Apprenticeship contract submitted requesting 348 places, increase due to construction.	February 2019
	OP35	Developing and growing our Modern Apprenticeship activity	Engage with SDS on MA levels and funding		Progressing To Target	Issues with the change in Construction Frameworks have taken priority, however funding from SDS on this is a key issue and is being progressed at a national level.	February 2019
We will grow and influence strategic partnerships	OP36	Ensuring our place as a prominent partner in supporting a region wide skills development and economic strategy	Continue to engage at local, national and regional level with key skills development groups to represent the FE perspective		Progressing To Target	Leading on a National issue in the Construction sector on MA frameworks	February 2019
	OP37	Being recognised as active leaders in business and the community; providing ideas, resource and influence	Promote engagement with key groups such as CPP and relevant strategic sub groups		Progressing To Target	BD are actively involved in both the city deal for Stirling and Clack and the Investment Zone for Falkirk	February 2019
	OP38	Continuing to build strategic partnerships to deliver opportunity in securing funding sources and developing commercial opportunities	Identify and secure new strategic partnerships to secure non-SFC funding		Progressing To Target	Commercial income of non FC income is on budget	February 2019



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
6	Delivering a whole system approach. Simply effective, efficient and consistent	David Allison	Vice Principal Information Systems & Communications

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver a safe, robust and agile IT infrastructure	OP39	Identifying, planning and deploying new technology and system developments to be sector leading	Prepare for the move to the new Falkirk Campus through extending pilot of new interactive screens		Progressing To Target	MS Surfaces have been deployed to all staff in Alloa. The rollout at Falkirk is 85% complete and is ahead of schedule. The rollout of Skype phones is complete at Alloa and Stirling, and is nearing completion at Falkirk. Interactive screens have been deployed in the pilot rooms at Falkirk.	February 2019
			Replacement of current telephony system with the rollout of Skype for Business phones				
			Rollout of MS Surfaces to staff in Alloa and Falkirk				
	OP40	Providing a long term investment plan to modernise IT equipment, resources, infrastructure and support in response to staff and student expectations	As part of Creative Learning and Technology Strategy develop 5-year IT Investment Plan		Progressing To Target	The network requirements for the new Falkirk Campus have been scoped and tendered, with Virgin Media appointed. The project kick-off meeting for implementation took place in early February with further workshops planned.	February 2019
			Scope network requirements for the new Falkirk Campus				
We will enable and support students and staff to take full advantage of IT	OP41	Providing our students and staff with excellent support	Further develop and publish user guidance notes for College systems and software		Progressing To Target	The focus has been on producing compliance notes on college systems in relation to GDPR which are now complete.	February 2019
	OP42	Enabling and supporting staff and students to use their own IT devices within the College	Review and update guidance available to staff and students on cyber security		Progressing To Target	A presentation on cyber security has been produced for staff, with an expert delivering to college teams.	February 2019
We will make information work for us	OP43	Realising the benefit of strong marketing and communication for internal and external engagement	Continue to promote the new Campus through the New Falkirk Campus Communication Plan		Progressing To Target	Regular communication to stakeholders on the new campus.	February 2019
			Year four of the Communications and Marketing Strategy delivered				
	OP44	Developing and modernising a "One College System" ensuring all processes are digital	Key information systems developed to target key roles within the College		Progressing To Target	GDPR embedded across college systems. Onefile rollout expanded, with full MA inclusion from August 2019 cohort.	February 2019
		Rollout Onfile system following successful pilot					
			To continue to develop and implement key strategies of information management in-line with GDPR and business requirements.				
	OP45	Using learner analytics enable us to more effectively utilise our data to support students	Launch the College analytics system pilot to support student retention and improve outcomes		Progressing To Target	PI Predictions developed and implemented. Student Support System developed and being piloted.	February 2019

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1. Purpose

To report to the Learning & Student Experience Committee on progress towards meeting our Credits targets for Session 2018-19.

2. Recommendation

That members consider the content of the report.

3. Background

The College has a strong track record on meeting its activity targets, and could face financial claw-back if this target is not met. This report provides an update on how the College is progressing towards our activity targets for Session 2018-19.

4. Key Considerations

Session 2018-19 Recruitment

Figure 1 shows overall recruitment for this session compared to last session at this point. Overall, enrolments have increased by almost 1,500, with increases being reported within part time, full time and evening. There may be elements of timing in these figures, however there has been an increase in the number of evening courses offered, and on the timing of the launch of our evening provision. There has also been an increase in part time provision through more Flexible Workforce Development Fund courses, more Foundation Apprentices, and the introduction of STEM primary school engagement.

Figure 1 – Session enrolment comparison by mode of attendance

Mode of Attendance	Enrolments 2017/18 as at 7/2/18	Enrolments 2018/19	Variance	% Variance
Full Time	3,172	3,284	112	4%
Part Time	5,484	6,527	1,043	19%
Evening	1,215	1,732	517	43%
Assessment of Work Based Learning	1,130	953	-177	-16%
Flexible/Distance Learning	542	523	-19	-4%
Total	11,543	13,019	1,476	13%

Session 2018-19 Progress towards our Activity Target

Our overall Credits target for Session 2018-19 was reduced by 859 Credits due to all Colleges receiving a reduced allocation of ESF Credits.

Significant progress has been made towards our Credits target, with the current estimate being that we are on course to meet our target, based on current delivery and planned delivery, as per Figure 2. Work is ongoing from Departments and the Leadership Team to ensure we deliver to our Activity target.

Figure 2 – Credits 2018/19

Credits Allocation	Total
Core Grant	84,202
ESF	1,816
WSUMs Target	86,018

Credits Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	50,131	1,656	51,787
Part Time	19,539	2,306	21,845
Evening	3,489	256	3,745
Assessment of Work Based Learning	3,538	1,578	5,116
Flexible/Distance Learning	1,273	2,360	3,633
Total	77,970	8,156	86,126
Variance			108

Figure 3 shows a comparison of this session with last session at this time which shows that we are just over 1,100 Credits better off this session than last year at this time, and have delivered more Credits in all modes of delivery other than Assessment of Work Based Learning, which is purely a timing issue. Although enrolments are up by 13% this hasn't all converted to Credits as there are areas of provision, such as Foundation Apprenticeship and Flexible Workforce Development Fund, which don't attract Credits.

Figure 3 – Credits Comparison

Mode of Attendance	Credits 2017/18 as at 7/2/18	Credits 2018/19	Variance	% Variance
Full Time	49,079	50,131	1,052	2%
Part Time	19,504	19,539	35	0%
Evening	3,020	3,489	469	16%
Assessment of Work Based Learning	3,974	3,538	-436	-11%
Flexible/Distance Learning	1,251	1,273	22	2%
Total	76,828	77,970	1,142	1%

5. Financial Implications

Please detail the financial implications of this item – There is potential for SFC to claw-back funding if the College does not achieve its activity target.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – All of our courses are analysed at Department and Course level in relation to protected characteristics, with Departments actively involved in addressing any imbalances.

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

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High		
High		
Medium		
Low	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't achieve its Activity Target. The College's Leadership Team will closely monitor progress against our Activity target, and our teaching Departments are delivering activity to ensure that the target is met.

Risk Owner – David Allison

Action Owner – David Allison

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications -

Paper Author – David Allison

SMT Owner – David Allison

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. Future Agenda Items

Meeting	Agenda Item	College Lead
May 2019	Outcome Agreement	David Allison
	Mental Health Report	Mhairi Shillinglaw
	Progression of Enhancement Plan	Fiona Brown
	Student Support System	James Aston/Mhairi Shillinglaw
October 2019	Pilot Classrooms and Technology Demonstration	Damien Martin
	Evaluative Report & Enhancement Plan	Fiona Brown
	Student Satisfaction	Helen Young
	Developing the Young Workforce Report	Fiona Brown
	Qualification Verification	Helen Young
	Digitalisation/Information Management	Laura Calder
	February 2020	Sector PIs
	Student Destinations	Helen Young

4. Financial Implications

Please detail the financial implications of this item – Not Applicable

5. Equalities

Assessment in Place? – Yes No

If No, please explain why – Items will be assessed as needed when presented to Committee

6. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

Please describe any risks associated with this paper and associated mitigating actions – Risks will be assessed on individual papers

Risk Owner – David Allison

Action Owner – David Allison

7. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – Not Applicable

Paper Author – David Allison

SMT Owner – David Allison

Learning & Student Experience Committee

1 Committee Rationale

To contribute to good governance by providing assistance to the Board of Management on the educational performance of the College, to act as the primary linkage between the Board of Management and the Student Association Executive, and to consider matters relating to the interests of learners in the College.

2 Purpose

- To provide advice in relation to the preparation of the College's Outcome Agreement
- To promote Creative Learning and Technologies across the College
- To contribute towards the College's vision of a digitally agile workforce, student body and learning environment
- To consider and endorse the College's Evaluative Report and Enhancement Plan
- To receive reports on the activities and progress of the Student Association
- To receive reports on the safety and security of the College's digital infrastructure and information management processes
- To receive reports on a range of learner analytics to maintain an overview of student learning and performance
- To consider and advise on reports relating to student support activity such as core skills, financial support and development of support technologies

3 Membership

- The Committee shall comprise 7 Board of Management members including at least one student Board member
 - The Chairman of the Board of Management and College Principal shall be ex officio members and are not eligible to vote on committee matters.
 - The Chair of the Committee shall be appointed by the Board of Management and should not be the Principal. In the event that the Chair is unavailable to attend a meeting of the committee, a substitute will be nominated by the Committee members in attendance
 - Other members of the Board of Management may be invited to attend meetings of the Committee e.g. for consultation on significant strategic projects
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4 Meetings

- The meeting shall be quorate if 3 or more members eligible to vote are in attendance
- The Committee will normally meet 3 times per year, on dates consistent with the College's Outcome Agreement and Evaluative Report and Enhancement Plan cycle. Other meetings may be arranged as necessary.
- Minutes will be kept of the proceedings and, following approval by the Chair, shall be circulated as part of the papers for the next available meeting of the Board of Management. The minutes will be presented to the following meeting of the Committee for final approval
- Meetings will be held in accordance with the Board of Management Standing Orders and Operating Guidelines
- Other members of College staff or students may be invited to attend meetings of the Committee

5 Specific Duties of the Committee

- To provide advice and support on Creative Learning and Technologies to the Board of Management and College Senior Management, monitoring progression against the 6 key components of the Creative Learning and Technology strategy
 - To consider and provide advice and support on the preparation of the College's Outcome Agreement for approval by the Board of Management and submission to the Scottish Funding Council
 - To consider and provide advice and support on the preparation of the College's Evaluation report and Enhancement Plan for approval by the Board of Management and submission to Education Scotland
 - To provide and advice and guidance to the College in relation to any review/update of the Creative Learning and Technology strategy
 - To monitor and review progress towards appropriate strategic and corporate objectives relevant to committee activity
 - To receive regular reports on the activities of the Student Association and their Executive
 - Monitor student satisfaction and feedback
 - Monitor learner analytics such as retention, achievement, satisfaction and progression
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- To maintain an overview of the College portfolio and the alignment of provision with corporate and national priorities

6 Authority

- The Committee is authorised by the Board of Management to approve all policies relevant to the Committee, or where appropriate refer to the Board of Management for final approval
- The Committee may establish sub-groups on key projects/developments as appropriate

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