



8 February 2024

## LEARNING & STUDENT EXPERIENCE COMMITTEE

Falkirk Campus, Steeple Suite 4.30pm

### AGENDA

1. Apologies for Absence
2. Declarations of Interest

### FOR APPROVAL

3. Minute of Meeting of 26 October 2023
4. Matters Arising
  - 4.1 L/22/003 Matters Arising re Student Journey Dashboard and L/22/003 Matters Arising re Student Activity Report
  - 4.2 L/23/008 Student Journey Dashboard
  - 4.3 L/23/009 PI Prediction Review Dashboard
  - 4.4 L/23/011 Student Activity Dashboard
  - 4.5 L/23/012 Future Agenda Items

### FOR DISCUSSION

- |   |                                   |
|---|-----------------------------------|
| 5. Education Scotland Thematic Review: ASN (Verbal)       | Rob McDermott                     |
| 6. Learning and Digital Skills Academy Ambition Dashboard | Laurence Ferguson                 |
| 7. Intervention and Student Success                       | Sarah Tervit                      |
| 8. Student Journey Dashboard                              | Lyndsay Condie                    |
| 9. PI Prediction Review Dashboard                         | Sarah Higgins-Rollo               |
| 10. Student Activity Dashboard                            | David Allison                     |
| 11. Outcome Agreement Dashboard                           | David Allison                     |
| 12. Overall College Dashboard - Demonstration             | David Allison                     |
| 13. Future Agenda Items                                   | David Allison/Sarah Higgins-Rollo |
| 14. Review of Risk  |                                   |
| 15. Any Other Competent Business                          |                                   |



### 3. Minutes of Meeting of 26 October 2023 For Approval

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#### Zoom (commencing at 4.30pm)

Present: Lorna Dougall (Chair)  
Jen Hogarth  
Steve Kemlo, Forth Valley Student Association president (FVSAP)  
Liam McCabe  
Campbell Ure

Apologies: Emma Meredith

In Attendance: Anna Fenge Co-opted  
Kenny MacInnes, Principal  
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)  
Rob McDermott, Head of Learning and Quality (HLQ)

#### L/23/001 **Declarations of Interest**

None.

#### L/23/002 **Minute of Meeting of 8 June 2023**

The minutes of the meeting of 8 June 2023 were approved.

#### L/23/003 **Matters Arising**

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

The Chair confirmed she would be arranging a meeting with the FVSA Sabbatical Officers to discuss their experience of the campus M app.

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

The Chair noted that there was an action to meet with the FVSA Sabbaticals to discuss enriching the learning experience and that this would be covered in the meeting mentioned above.

##### **4.3 L/22/006 Inclusion and Student Services Dashboard**

The Chair highlighted an action looking at the impact of interventions on success and failure rates. The Principal confirmed he would take this action forward to gain some analysis and understanding of the data available.

##### **4.4 L/22/009 PI Prediction Dashboard**

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The Chair noted that there had been discussion on the development of an overall College dashboard.

The VPIC confirmed that work was underway to develop this and it was the intention to bring this to the February meeting of the Committee and then the Board.

#### **L/23/004 Draft Outcome Agreement 2023/24**

The VPIC presented the draft outcome agreement (OA) for 2023/24. He informed members that Scottish Funding Council (SFC) had had sight of an earlier draft.

He highlighted that the OA required sign off by the full Board of Management. Owing to SFC timelines and the Board calendar not aligning, approval was being sought to submit the OA as presented to SFC with a caveat that the document was still pending Board approval.

He discussed the revised format of the OA and how this showed the reduction in credits since 2014/15 for the College.

He spoke about the impact of the recent Action Short of Strike (ASOS) on the development of some targets as EIS-FELA members had performed a resulting boycott. He confirmed ASOS was currently concluded and the outstanding information was being entered into the system. He noted that this additional information may have a slight impact on the targets as outlined in the OA presented to Committee.

He confirmed that the final version of the OA with updated targets would be circulated to Committee members before submission to SFC.

Members reiterated concerns that had been raised by Committee and the Board previously that the impact of ongoing credit reductions, flat cash and other funding constraints were reshaping the College significantly and the information in the OA clearly supported that position.

Members instructed that these impacts should be highlighted in the OA.

- a) Members approved the submission of the OA to SFC and for the OA to go to the Board of Management meeting in December 2023.

#### **L/23/005 Outcome Agreement 2022/23 Self Evaluation**

The VPIC presented the OA 2022/23 self-evaluation document. He confirmed, like the previous item, ASOS had impacted on these figures and a final version would be circulated to members once all outstanding information was available.

He confirmed the 2022/23 period was in line with previous years submissions.



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Members were pleased to note the increase in full time retention figures.

- a) Members approved the Outcome Agreement 2022/23 Self Evaluation for submission to SFC.

#### **L/23/006      Education Scotland Annual Engagement Visit Feedback (Verbal)**

The HLQ provided members with a verbal update on the recent (26 and 27 September 2023) engagement visit from Education Scotland (ES).

He confirmed the College had seen the draft report and the final version with comments for the College would be sent to ES the following day.

He noted that overall the College was rated as 'Satisfactory' which was good with lots of good practice identified. He highlighted that there were also some helpful suggestions made on areas such as developing metaskills, greater work with the Forth Valley Student Association (FVSA).

He notes that ES view the College as very successful and are keen to see us develop further.

Members queried what areas the College was commended on. The HLQ reported that positive feedback was given on areas such as Continuous Curriculum Improvement (CCI), the Learning and Digital Skills Academy (LDSA) and the FVSA.

He commented that student support had come through as a particularly strong area with the work of the Learning Development Workers and Learning Improvement Facilitators highlighted along with the overall network of support that is in place for students.

The FVSAP commented on his experience with the inspection team and that they had been very effective at gathering the information they needed.

Members requested that they be sent the link when the report is made public.

- a) Members noted the content of the feedback

#### **L/23/007      Learning and Digital Skills Academy Ambition Dashboard**

The HLQ presented members with the latest version of the LDSA dashboard.

He outlined some of the activity that had occurred since the last meeting of the Committee and also noted that work was underway to further embed the work of LDSA before the funding available expired. He noted that this could include the development of cross college communities of practice to ensure the skills developed aren't lost and that there is a legacy from the LDSA activity.

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Members noted that the activity against the Enable FVC measure was coded red and asked for an explanation of why this was.

The Principal informed members that Enable FVC had been intended to be the commercial branding for the College but that, with the advent of Covid this had taken a backseat and had not recovered since. He also noted that the original targets were a bit amorphous and required reviewing.

Members queried what the feedback had been from students on hybrid learning overall.

The HLQ noted that this very much depended on individual classes and what they felt best fit them, with more practical courses favouring in campus activity while academic courses, especially at higher levels and evening courses seem to prefer online as it fits their lifestyles better.

Members noted that a split in preference in a class could be challenging. The HLQ confirmed that the College tried to accommodate where possible and that there were processes such as Listening to Learners where students can raise concerns.

a) Members noted the content of the report

L/23/008

#### **Student Journey Dashboard**

The DOO presented an updated student journey dashboard for members, noting that this would evolve further once Power BI was used to support the generation of the data.

She noted that this was a very significant project for the College which had been primarily focussed on the on boarding of full time students post Covid. She confirmed that the lessons learned and successful practices would be applied against other attendance types moving forward.

She noted the high conversion rate from course offer to student enrolment at 77%.

She discussed a range of other areas such as evening, Modern Apprentices and School Partnership activity.

She also informed members that the College was changing website providers and this was an important development for supporting future activity, with the new provider working with the College in house team who are going to develop new processes to allow faster updates and better value from the website to the students.

Members commented on the recent in campus graduation ceremonies and queried if there was any feedback from students.

The DOO confirmed the feedback received had been really positive.



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Members welcomed the figures in the dashboard and commended the level of conversion achieved.

Members also noted the reduction in application withdrawals and queried if this is monitored beyond the start of the course.

The DOO confirmed it was not at the moment but that the Power BI system would be used to bring through this data and that this can be demonstrated at the next Committee meeting.

a) Members noted the content of the report

**L/23/009**

#### **PI Prediction Review Dashboard**

The VPIC presented the PI prediction dashboard. He informed members that the dashboard he was sharing on screen linked to live data via the Power BI system and demonstrated how this could be customised by a range of data points to allow more in depth analysis of the data.

He noted that this was an early version of the dashboard and that developments would continue.

a) Members welcomed the demonstration and agreed to look further at the next Committee meeting.

**L/23/010**

#### **Review of Curriculum Review Process 2023/24**

The VPLSE provided members with an update on the review of the College CCI process. She informed members that, while the CCI and PI prediction practices were well established and working in the College, the review was part of the College's reflection process. She also confirmed that the Committee's previous comments on the integration of Labour Market Intelligence had formed part of the review.

She noted that previous CCI meetings had been primarily focussed on PI information but that teams were now being challenged to do further analysis and use this to drive forward actions.

Similarly, Directors of Curriculum are reviewing the strategic priorities for their departments and also factoring in information from sources such as Regional Skills assessments and employers to build up their horizon scanning for future areas of development.

She also noted the use of equalities data and analysis to look at student profiles and ensure CCI supports developments in these areas as well.

Members welcomed the integration of labour market information into the CCI process.

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a) Members noted the content of the report

#### **L/23/011 Student Activity Dashboard**

The VPIC presented a dashboard covering student activity as an alternative to the more traditional format which had previously been presented to the Committee.

He again noted the use of Power BI to ensure the use of live data and demonstrated how the dashboard could be customised while in use to focus in on data in areas such as mode of attendance, campus, department and equalities data.

He outlined the content of the dashboard, noting that there had been a decrease in evening activity but that this had been anticipated owing to the changes in evening opening hours.

He highlighted how, owing to the consultation earlier this year identifying and removing low recruiting courses, the variance in full time students between this year and last at this time was only 17 people.

Members welcomed the new dashboard and commented on the breadth of data available.

The Principal commented that, while there was a large amount of data, the College was moving forward and ensuring that the data used provided value and supported decision making across the College.

The FVSAP queried whether the FVSA would have access to Power BI. The VPIC agreed to discuss this further with him to see if FVSA could be included in the roll out of Power BI.

a) Members noted the content of the dashboard

#### **L/23/012 Future Agenda Items**

The Chair noted that, with three new members, it was revisiting the locations (virtual and in campus) for the Committee meetings.

Members discussed a range of options and it was agreed a poll would be issued to decide their preferences.

The VPIC presented the future agenda items paper and noted that he would add the leaver destinations information to the future agendas as well as a demonstration of the freshdesk system.

a) Members noted the content of the report

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**L/23/013      Review of Risk**

Following discussion on risk, it was agreed that –

- The Strategic Risk Register would be circulated for information to members
- A discussion on risk would be added to the agenda for the February Committee meeting

**L/23/014      Any Other Competent Business**

The Chair highlighted the internal audit report appended to the papers on the College quality system.

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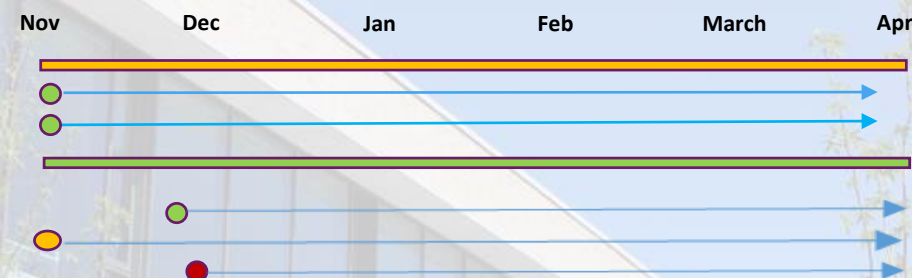


## Quarterly Update 2 – Nov 2023 – Jan 2024

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 ongoing with CMs
EnableFVC Online Delivery Targets	●	●	●	●	●	●	○	○	○	○	○	○	Online Targets mapped to 'LDSA Transition plan'
Learning and Teaching Enhancement Programme	●	●	●	●	●	●	○	○	○	○	○	○	Learning Needs Analysis ongoing with CMs
Digital Skills Self-Assessment Tool	●	●	●	●	●	●	○	○	○	○	○	○	JISC Digital Elevation Tool under review
Moodle Continuous Improvement Plan	●	●	●	●	●	●	○	○	○	○	○	○	4.1v Moodle – Commercial Moodle Self Host Review
Accessibility (Brickfield Labs)	●	●	●	●	●	●	○	○	○	○	○	○	VLE Report complete 2023 – Results (Page 2)
Online Assessment	●	●	●	●	●	●	○	○	○	○	○	○	Digital proctoring solution test run - Jan 24
Use of Analytics	●	●	●	●	●	●	○	○	○	○	○	○	Moodle 4.1 Analytics diluted without Plugin
Student Digital Skills Development	●	●	●	●	●	●	○	○	○	○	○	○	Digital Skills iLearn   VR Sessions   Brit Challenge
Digital Skills Baseline – Corporate Service Staff	●	●	●	●	●	●	○	○	○	○	○	○	Increase engagement & bespoke development

### Looking ahead - Critical Activities linked to Key Milestones

- 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

- Commendation CDN Award (Digital Learning Innovation) - DEAS Erasmus+ digital education project.
- LDSA workshops on Generative AI for the Classroom - 42 Attendees (32online, 10 on campus)
- VR in-classroom sessions facilitated across various curriculum areas - development work for VR Campus project
- Mentor recruitment complete – 0.8FTE Mentor resource onboarding Jan/Feb 24
- CDN Trauma Informed Practice Lead training– 3<sup>rd</sup> Lead identified (Head of L&Q) - Future community practice under review
- 'Your Gameplan' Collaboration – Online Student Employability sessions via LDSA
- 100% first time pass rate for Business student group - following LDSA Learning needs analysis with CM support

### Top Risks, Issues and Dependencies

- Potential AI mitigation to assessment and staff practice in Block 2.
- Changing Learner and learning environment, suggests more CPD required to ensure quality of learning and teaching and staff wellbeing.
- Digital Skills Discovery Tools staff vs student engagement.
- Cost effective resource to host Moodle VLE and Commercial Moodle.
- Future Moodle hosting and VLE analytics needs funding resource review.
- Mandatory engagement and mapping of Community practice / GTCS Standards / professional reflective practice.

## Digital Skills Discovery Tool

**19 Staff enrolled Quarter 2**

**7 Academic Staff** Complete a Digital Element  
CHS – 6 | STEMC – 1

**12 Corp Services** Complete a Digital Element  
L&Q – 6 | HR – 1 | Exec – 1 | Other – 4

### Students

875 Students enrolled within iLearn  
197 Students enrolled direct




## FVC Moodle Accessibility Summary

A total of 64,588 separate activities within FVC Moodle were reviewed.

60,874 activities passed accessibility standards criteria.

3714 Activities across FVC Moodle do not meet Accessibility standards

(‘Activities’ include – Images, Course Layout, Links, Media, Tables and Text)

 Total activities	64588
 Passed	60874
 Failed	3714



**1156**  
**Students accessing VLE via Moodle App**

## LTE Q2 Mentoring

**37**  
**Academic Staff Mentored**

**50 staff currently engaging with LDSA mentoring in Quarter 2 period**

### 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: 7  
BAPD: 2

### Ongoing Department Split

STEMC – 19  
CSBC -10  
CDLI – 8  
Corp Serv - 5

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

## Current Dept Split

STEMC – 19  
CSBC – 10  
CDLI – 8  
Corp Serv – 5  
Ad Hoc - 8

## Length of Service



## LDSA Support Split

L&T Practice – 25  
TQFE – 9  
PDA – 7  
BAPD – 2





## 7. Interventions and Student Success For Discussion

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### 1. Purpose

To share with members a paper detailing the range of student support interventions delivered by Inclusion & Student Services (ISS), and highlight the impact of the interventions on student success.

### 2. Recommendations

That members note the contents of this paper for discussion.

### 3. Background

The department of Inclusion & Student Services (ISS) delivers a range of specialist interventions to students who present with a variety of support needs. ISS operates a 'needs led' model of service delivery meaning a student can disclose their need(s) at any point in their student journey from application to the end of our studies at the College. In many cases, support is provided prior to application to help individuals make informed choices about their progression to FVC.

ISS was formed in August 2021, following a review and reorganization of the former department of Equalities, Inclusion & Learning Services (EILS). The restructuring addressed several challenges being faced by EILS such as:

- The EILS structure - designed in 2005 and fit for purpose when implemented, needed to respond to the changing learner's needs whilst operating in an increasingly challenging financial environment.
- A significant increase in the demand for support services amongst the student population, in terms of range, complexity and intersectionality of support needs.
- The sector wide prediction that the demand for student support will continue to grow (particularly post-Covid).
- The need for greater collaboration between support services and teaching departments.

The model of service delivery provided by the newly formed ISS aimed to:

- Ensure all staff and students are clear on what support is available and from whom.
- Redress the lack of understanding around where student support fits within the student journey and teaching delivery.
- Improve the working relationships between ISS and teaching staff to ensure students receive the right support, from the right person at the right time, thereby maximizing the impact of available resource, enhancing the student experience and ultimately contributing to improved student success rates.
- Operate as a team of specialist support services that contribute to the student support but do so within a wider ecosystem of 'whole college' support collaborating with all areas of the college, particularly teaching departments (see Appendix I).



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The aims of ISS and the interventions it provides are to support students to:

1. Develop the skills and resilience to achieve their educational outcomes regardless of what challenges or barriers they may face
2. Maximise the chances of a student staying at college and achieving their qualification.

ISS does this **directly** through its provision of specialist services to students and **indirectly** through collaborative work with curriculum areas and other corporate services teams.

### 4. Key Considerations

This paper summarises the range of specialist interventions currently delivered by ISS, which student groups they are designed for, the drivers behind the intervention, and how they seek to make impact. Whilst due attention is always paid to measuring both demand and impact, it is important to note that interventions do not exist in a vacuum, and the relationship between a single intervention and student success cannot be discussed in terms of cause and effect. Barriers impacting on student success are multifaceted and complex. Additionally a student can interact with a number of specialist interventions simultaneously and/or concurrently whilst receiving support from lecturing teams within an academic context.

Nevertheless, this paper seeks to quantify the impact that each interventions makes to the success of the students ISS supports.

#### 4.1 Reach of ISS

College data tells us that in recent years, approximately 33% of the student population will interact with one or more ISS services within an academic year. At the time of writing, 2023/24 figures sits around 35%.

There are differences in ISS' reach across different curriculum areas with services being heavily used by the curriculum areas of Health & Social Care, Early Years, Creative and Leisure Industries, and SCQF Level 4/5 programmes. Not only are numbers of disclosures higher in these areas, the complexity of needs of students disclosing requires an intensive amount of resource throughout a student's journey.

#### 4.2 Measuring Impact of ISS Interventions.

There are a number of ways impact can be measured; student experience (including satisfaction levels), student retention and student achievement rates. These can be at a local or national level with data available assessing College performance for a number of priority groups.

The table below collates information taken from the SFC Sector Analysis of Performance Indicators over a 4 year period, and highlights that FVC is consistently performing better than the sector average across a number of priority areas.



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	2018/19			2019/20			2020/21			2021/22		
	Sector	FVC	Variance	Sector	FVC	Variance	Sector	FVC	Variance	Sector	FVC	Variance
SIMD10	65.6	68.5	2.9	67	72.4	5.4	63.2	65.4	2.2	60.1	66	5.9
SIMD20	66	69.7	3.7	67.3	73.5	6.2	64.1	66.8	2.7	60.8	69.2	8.4
Disability	65.5	71.2	5.7	65.7	71.4	5.7	63.8	70.2	6.4	61.6	67.5	5.9
Care Experienced	58.7	57	-1.7	59.6	66.7	7.1	56.5	58.7	2.2	52.5	54.9	2.4

Figures denote achievement rates: Source [College Performance Indicators \(sfc.ac.uk\)](https://sfc.ac.uk)

Whilst the above data is of course positive, it does not tell the whole story. For instance, a student can present with support needs, which are not necessarily categorised as a 'disability.' Alternatively students can disclose that they have a disability to the College, but never need or want to access the support of ISS.

Below is a table that summarise each intervention delivered by ISS, who it is aimed at, the internal and external drivers associated with it and the impact as measured to date. This exercise includes data from 2022/23 when approximately 981 individual students were recorded as engaging with some form of intervention from ISS.

The 23/24 ISS operational plan places the use of data regarding service and demand at its core. Development work in this area will begin March 2024 exploring how we use our data management systems to allow quick and accurate analysis for future exercises of this nature.



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	Intervention	Support Needs	Internal/External drivers	Impact
Student Support	<b>Learning Support</b> – completion of Personal Learning & Support Plans for students on mainstream courses who disclose an additional support need	Full range of ASN including specific learning difficulties (dyslexia/dyspraxia), mental health, sensory impairments, physical disabilities, medical conditions.	Service required to meet the Equalities Act (2010) and Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009).	<b>Sample of 617 student data reviewed from 22/23</b> Retention = 83% Achievement – 77% (21/22 PI – 67.5%)
	<b>Named Contact Process</b> – Support & Guidance adviser allocated to every student who discloses these support need.	Care experience Unpaid Carers Estranged students Exceptional entrants (<16)	Required to meet Corporate Parenting legislation.	<b>165 students supported in 22/23</b> Retention = 73% Achievement – 66% (21/22 PI – 55%)
	<b>Mental Health Mentoring*</b>  Focused on capacity building and development of coping strategies to aid the student overcome the immediate barriers to learning caused by their current mental health status.	Students experiencing low to moderate mental distress which is impacting on their ability to engage with their learning.	Service model based on that introduced in 21/22 by SFC.  Mental illness can be defined as a disability under the Equalities Act (2010).	This exercise is currently underway as part of the mental health review and an update provided as part of that.
	<b>Counselling**</b>	Students experiencing moderate to high mental distress which is impacting on their ability to engage with their learning.	Mental illness can be defined as a disability under the Equalities Act (2010).	Those that engage and complete their treatment programme have a difference in 'Core Scores:' start of treatment = 52, end of treatment = 19  <b>Sample taken from 22/23</b>  Retention = 80% Achievement = 70%



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Learning Services	<p><b>One-to-one Mentoring</b> – referrals to this service are made as part of a suite of PLSP recommendations made by Learning Support. Students receive a minimum of 6 sessions to develop their study skills in relation to specified goals.</p>	<p>Students with ASN who require intensive support to develop and consistently apply the skills required to learn effectively.</p>	<p>Part of our interventions to meet the Equalities Act (2010). Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)</p>	<p>Current delivery model has been in place since 2021/22 following ISS restructure. Priority has been to train and support staff to deliver this service through 21/22 and 22/23. Currently devising a series of confidence measures to assess impact of this intervention for the students in 23/24.</p>
	<p><b>Study Skills workshops</b> – new from 2023/34. Includes topics such as academic writing, referencing, revision and exam skills</p>	<p>Delivered to whole student groups as requested by LDW and CM.</p>	<p>Previously delivered on a 1-1 basis via PLSP, delivery model changed to whole class groups to maximise the impact of this resource.</p>	<p>1<sup>st</sup> year of delivery. Currently gathering feedback from Block 1 workshops. Feedback to date:</p> <p><b><i>“I will be able to use what I learned to help me in my course/courses” - 86% of 135 responses = “Yes”</i></b></p>
	<p><b>‘Get Ready 2 Learn’ enhanced transition workshops</b> – new from 22/23. Workshops delivered over the summer to applicants with aim of reducing the anxiety around transitioning to FVC, better prepare students for college life,</p>	<p>Care experience Unpaid Carers Estranged students Exceptional entrants (&lt;16) SIMD20 All Alloa based FE courses All SCQF 4 &amp; 5 courses Adult returners to education</p>	<p>Priority work identified in discussion with stakeholders through the FVC <a href="#">Widening Participation Project</a>.</p> <p>Outcome agreement priority groups</p> <p>Corporate Parenting Duties</p>	<p>99% of attendees stated the workshop helped them feel better prepared for college</p> <p><b>99% of attendees went on to start their course</b></p> <p><b>96% early retention</b> <b>80% still active as of 29.01.24</b></p> <p>Attendance rates between Aug &amp; October are 15% higher for those who attended than those who booked but did not attend.</p> <p>Further longer term tracking of these students is in progress.</p>



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Transition – Widening Participation	<b>Time4Me*</b> 1-1 mentoring support delivered throughout entire first year to support transition through development of skills such as confidence, problem-solving, resilience and communication.	Care experience Unpaid Carers Estranged students Exceptional entrants (<16) SIMD20	Outcome agreement priority groups  Corporate Parenting Duties	Extract from Independent Evaluation carried out 2021. “Over time, the young people had a <b>marked improvement in a number of softer skills</b> . The longer-term outcomes for the majority of young people related to <b>continuation within education</b> , whether in an original course, a shift in course at Forth Valley College, or a move to a new college. This was coupled with <b>successful completion of their course for the majority of participants</b> .”  <a href="#">Time4Me Independent Evaluation Report</a>
	Career Ambassador Programme* 1-1 mentor support, guidance and development of key employability skills that will empower and prepare a young person to envision their career path and how to achieve it. The program will aim to improve the retention of this group and also increase the number progressing to positive destinations.	Care experience SIMD20	Outcome agreement priority groups  Corporate Parenting Duties  Local employability targets	Project started November 2023 with first partnerships being made Feb 2024.  Evaluation of impact is incorporated into the lifecycle of the project.
*externally funded activity - Funders include, The Robertson Trust (to June 2024) and UK Shared Prosperity Fund - Stirling Council (to May 2025) ** ALF funded activity (to June 2024)				





## 7. Interventions and Student Success For Discussion

8 February 2024

LEARNING & STUDENT EXPERIENCE COMMITTEE

The information contained above highlights the impact ISS interventions make at present to student success. Given the relatively recent structural changes to the service (implemented post pandemic), the figures for 22/23 are extremely encouraging. However, as stated previously, a key priority for ISS moving forward is to improve how we record the use of our services, how we build in evaluation measures to our services, so that we can better assess the impact ISS makes – and modify our service delivery accordingly.

As a lean service, which has been subject to many changes since 21/22 including loss of resource, and increasing workload, it is imperative that we direct the remaining resource in ways that maximise the impact they can make. Robust record keeping, continuous evaluation and robust data analysis with the use of tools such as PowerBI will be critical to this process.

### 5. Financial Implications

There are no financial costs associated with this paper.

### 6. Equalities

Assessment in Place? – Yes ☐ No ☒ Not required for this paper.

### 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
Medium		
Low	X	
Very Low		

**Please describe any risks associated with this paper and associated mitigating actions:** Risks associated with not delivering the interventions as described in this paper include;

- Failure to meet legal duties as outlined in the relevant legislation, upon which a student may take action against the College.
- A decline in retention and achievement rates amongst a large proportion of the student population, impacting negatively on PI's and College income.
- Inability of the College to meet Outcome Agreement targets
- The associated reputational damage the above may cause

**Risk Owner** – Sarah Higgins-Rollo

**Action Owner** – Sarah Tervit

### 8. Other Implications

Please indicate whether there are implications for the areas below.

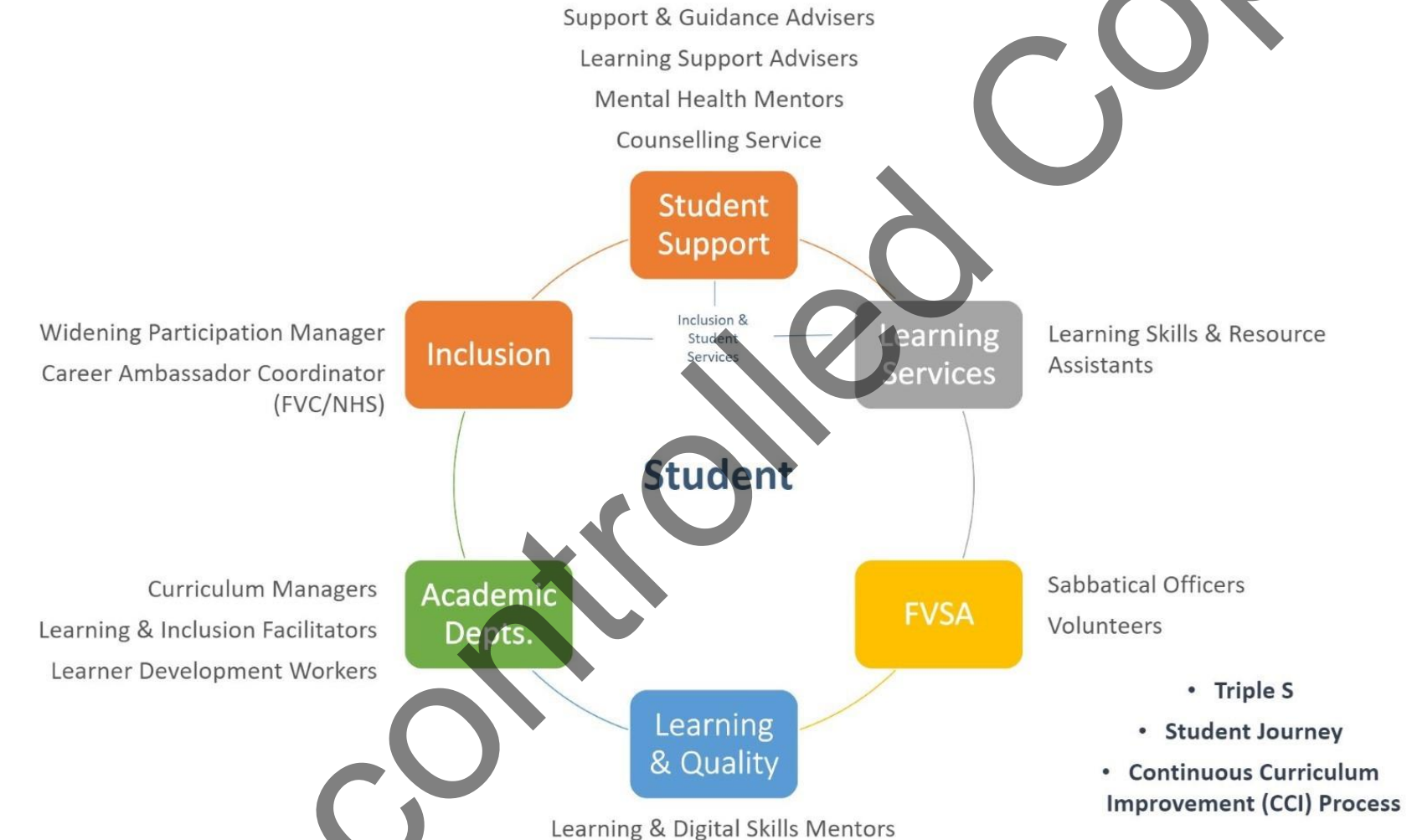
**Communications** – Yes ☐ No ☒

**Health and Safety** – Yes ☐ No ☒

**Paper Author** – Sarah Tervit

**SMT Owner** – Sarah Higgins-Rollo

## Appendix I – Forth Valley College Ecosystem of Support



# STUDENT JOURNEY UPDATE FEBRUARY 2024



## FULL-TIME JANUARY

- Applications **485**
- Enrolments **242**

## FULL-TIME AUGUST

- Applications **Over 2000\***  
\*Please note almost identical position to 2023
- Courses Live since  
**Tuesday 31 October 2023**
- Onboarding begins  
**Monday 22 April 2024**

## SCHOOL PARTNERSHIP COURSES

- Notes of Interest **166**
- Courses Go Live  
**Wednesday 7 February 2024**
- Onboarding starts  
**Monday 22 April 2024**

## NEW DEVELOPMENTS

- Onboarding demo for teachers and applicants
- Student Journey Logs and first day information rolled out to other course types
- Reviewing all recruitment and selection processes
- Engaging with SFC to request student support guidance earlier to open bursary system in April
- Pilot with MA course starting in January using the new digital online process

## JOURNEY MAPPING (IN PROGRESS)

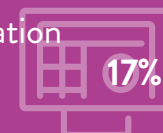
- Evening
- Flexi Learning
- Modern Apprenticeships
- School Partnerships & School Transitions
- Degrees

## EVENING

- On track to meet £203k budget set for Quarter 2
- Review of tuition fee and fee waiver policy underway
- Pay by debit or credit card instalments (currently testing)

## DIGITAL CAMPUS

- Total Registered Users **5444**
- Average Notification Engagement **17%**

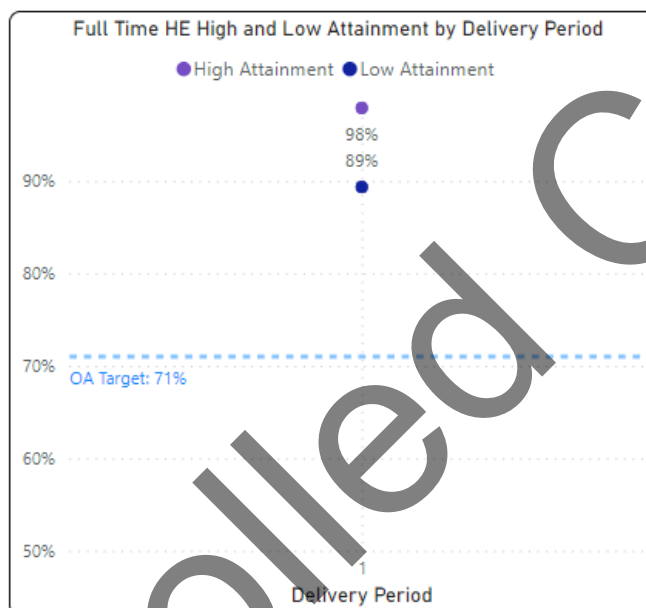
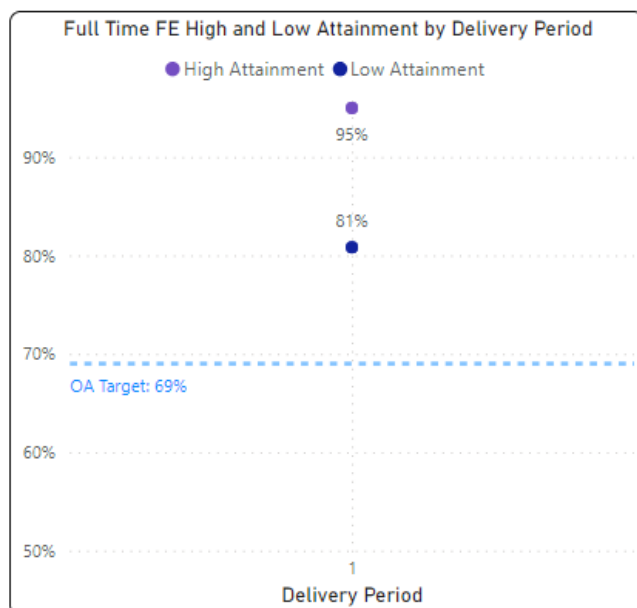


## FUTURE ACTIVITIES

- Supporting Love Scotland's Colleges Campaign
- Apprenticeship Week  
4–8 March 2024
- Open Evening  
Thursday 21 March 2024  
(Falkirk Campus)
- Evening Information Event  
24 May 2024
- Evening Courses 24/25 go live  
14 May 2024
- Publishing timetables  
earlier for applicants



## Continuous Curriculum Improvement - PI Predictions Quarterly Update for Delivery Period 1 (DP1) Session 2023/24



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

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

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

### All Departments

Session	2022		2023	
Level	High	Low	High	Low
HE	98% ●	90% ●	98% ●	89% ●
FE	97% ●	83% ●	95% ●	81% ●

### Care, Sport, Business & Communities

Session	2022		2023	
Level	High	Low	High	Low
HE	98% ●	90% ●	97% ●	87% ●
FE	97% ●	84% ●	94% ●	76% ●

### Creative, Digital & Leisure Industries

Session	2022		2023	
Level	High	Low	High	Low
HE	98% ●	94% ●	99% ●	93% ●
FE	95% ●	81% ●	95% ●	87% ●

### STEM & Construction

Session	2022		2023	
Level	High	Low	High	Low
HE	99% ●	86% ●	99% ●	86% ●
FE	97% ●	85% ●	95% ●	81% ●

**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".

## Student Activity Dashboard – January 24



**79,107**

Credits Target

**69,053**

Current Credits

**-10,054**

Current Credits Variance

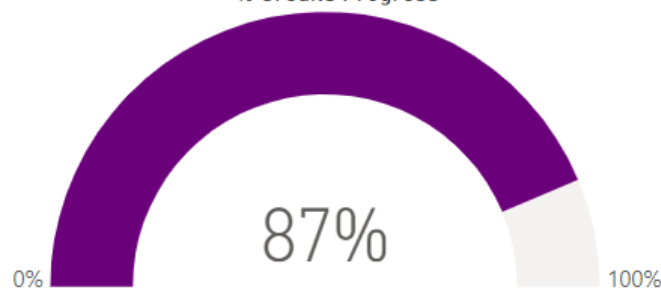
**77,166**

Estimated Credits

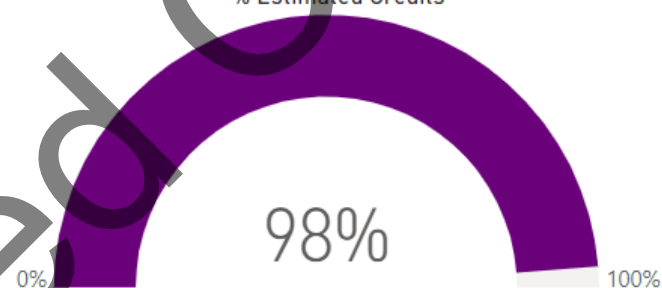
**-1,941**

Estimated Credit Variance

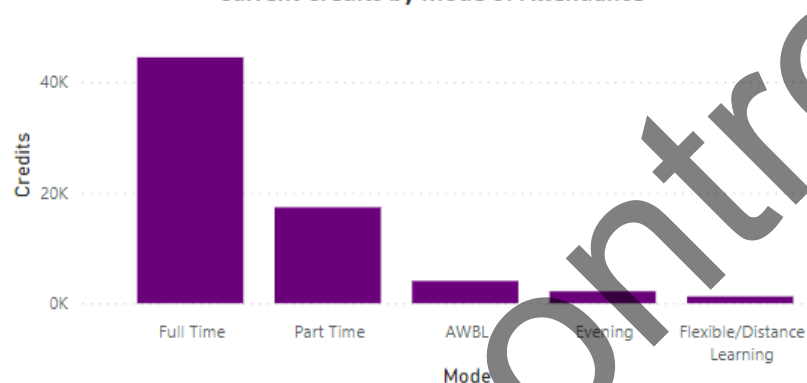
% Credits Progress



% Estimated Credits



Current Credits by Mode of Attendance



Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	44,349			44,349
Part Time	17,309	3,474	1,340	22,123
AWBL	4,015		630	4,645
Evening	2,153	217		2,370
Flexible/Distance Learning	1,227	1,000	1,453	3,680
<b>Total</b>	<b>69,053</b>	<b>4,690</b>	<b>3,423</b>	<b>77,166</b>

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.

## Student Activity Dashboard – January 24

**-417**

Enrolment Variance

**-4%**

% Enrolment Variance

**-2,721**

Credits Variance

**-4%**

% Credits Variance

Mode	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	1049	983	66	7%
Evening	1019	1541	-522	-34%
Flexible/Distance Learning	512	513	-1	-0%
Full Time	2756	2805	-49	-2%
Part Time	5115	5026	89	2%
<b>Total</b>	<b>10451</b>	<b>10868</b>	<b>-417</b>	<b>-4%</b>

Mode	Current Credits	Previous Session Credits	Credits Session Variance	% Credits Session Variance
AWBL	4,015	5,509	-1,494	-27%
Evening	2,153	2,801	-648	-23%
Flexible/Distance Learning	1,227	1,050	177	17%
Full Time	44,349	43,590	759	2%
Part Time	17,309	18,825	-1,515	-8%
<b>Total</b>	<b>69,053</b>	<b>71,775</b>	<b>-2,721</b>	<b>-4%</b>

### Current Session Retention

**97%**

FT FE Early Retention

**96%**

FT HE Early Retention

**87%**

FT FE Current Retention

**88%**

FT HE Current Retention

### Previous Session Retention

**93%**

FT FE Early Retention

**96%**

FT HE Early Retention

**85%**









FT FE Current Retention

**89%**

FT HE Current Retention

Notes: Previous session data is taken from the same date last session. The College's Credits target was reduced by 10% (8,790 Credits) for 2023/24 compared to 2022/23. 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.

## Outcome Agreement Dashboard

No	OA Measure	Target	Jan 2024	Jan Progress	May 2024	May Progress	Aug 2023	Aug Progress
1	Core Credits Delivery	79107	77166					
2	Credits from SIMD10	10.50%	10.43%					
3	Care-experienced Credits	5.30%	6.00%					
4	Senior Phase age pupils	520	460					
5	Full Time FE Success (High)	69%	95%					
6	Full Time FE Success (Low)	69%	81%					
7	Full Time HE Success (High)	71%	98%					
8	Full Time HE Success (Low)	71%	89%					

### January 2024 - Key Points

- > Core Credits are within the 98% threshold to avoid any financial claw-back.
- > Credits from students from the most deprived 10% postcodes is just behind target.
- > The number of Senior Phase age pupils is just below target, however this will be addressed through June enrolments who will span in to Session 2024-25.
- > High Success PI estimates for both FT FE and FT HE are above OA targets.
- > Low Success PI estimates for both FT FE and FT HE are above OA targets.



## 13. Future Agenda Items For Discussion

8 February 2024

### LEARNING & STUDENT EXPERIENCE COMMITTEE

#### 1. Purpose

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

#### 2. Recommendation

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

#### 3. Background

Not applicable

#### 4. Key Considerations

##### Future Agenda Items

Meeting	Agenda Item	College Lead
June 2024	Learning & Digital Skills Dashboard	Laurence Ferguson
	Learner Journey Dashboard	Lyndsay Condie
	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Student Activity Dashboard	David Allison
	Outcome Agreement Dashboard	David Allison
	Leaver Destinations	Rob McDermott
Oct 2024	Freshdesk Demo	Lyndsay Condie
	Learning & Digital Skills Dashboard	Laurence Ferguson
	Learner Journey Dashboard	Lyndsay Condie
	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Student Activity Dashboard	David Allison
	Outcome Agreement Self Evaluation 23-24	David Allison
	Outcome Agreement 24-25	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





## 13. Future Agenda Items For Discussion

8 February 2024

LEARNING & STUDENT EXPERIENCE COMMITTEE

### 8. Risk and Impact

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

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

Total Risk Score – Not applicable

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

Is the score above the Board Risk Appetite level? No

Risk Owner – Not applicable

Action Owner – Not applicable

Paper Author – David Allison

SMT Owner – David Allison