



5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Teams 4.30pm

AGENDA

		Publish on Web?	Type	Lead
1	Apologies, Declaration of Interests and Changes to Members' Register of Interest	N/A	Discussion	Lorna Dougall
2	Draft Minutes and Matters Arising of meeting of 20 March 2025	Yes	Approval	Lorna Dougall
3	Review of Action Tracker	Yes	Discussion	David Allison
4	School Portal Development	No	Discussion	Lyndsay Condie/Laura Geoghan
(Paper 4 is withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)				
5	Student Activity 2024/25	Yes	Discussion	David Allison/ Lyndsay Condie
6	PI Prediction Review Dashboard	Yes	Discussion	Sarah Higgins-Rollo
7	QAA Tertiary Quality Enhancement Review Outcome	Yes	Discussion	Sarah Higgins-Rollo
8	Listening to Learners March 2025	Yes	Discussion	Rob McDermott
9	Development at Scottish Qualifications Authority	No	Discussion	Rob McDermott
(Paper 9 is withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)				
10	Future Agenda Items	Yes	Discussion	David Allison/Sarah Higgins-Rollo
11	Review of Risk	Yes	Discussion	All
12	Any Other Competent Business	Yes	Discussion	All
	12.1 Committee Member Mentoring for Sabbatical Officers	Yes	Discussion	Rob McDermott



2. Draft Minutes of Meeting of 20 March 2025 For Approval

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Teams (commencing at 4.30pm)

Present: Lorna Dougall (Chair)
Chris Brodie
Anne Marie Harley
Jen Hogarth
Campbell Ure

Apologies: Elena Strachan
Anna Fenge (co-optee)

In Attendance: Kenny MacInnes, Principal
David Allison, Vice Principal Infrastructure and Communications (VPIC)
Sarah Higgins-Rollo, Vice Principal Learning and Student Experience (VPLSE)
Lyndsay Condie, Director of Operations (DOO)
Rob McDermott, Head of Learning and Quality (HLQ)
Kirsten Kennedy, FVSA Vice President
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO) Minute

The Chair welcomed Chris Brodie to his first meeting of the Committee.

L/24/012 Apologies, Declaration of Interests and Changes to Members' Register of Interest

Apologies were noted.

L/24/013 Draft Minutes and Matters Arising of meeting of 28 November 2024

Members considered the minutes of the last meeting

a) Members approved the minute of the last meeting

L/24/014 Review of Action Tracker

The VPIC reported to members that two of the three actions had been completed since the last meeting of the Committee, that the final action was dependent on SQA publishing further information and that this would likely be available in time for the June Board meeting.

a) Members noted the content of the update

L/24/015 PI Prediction Review Dashboard

The VPLSE presented the latest iteration of the dashboard. She provided an overview of the underlying PI and Continuous Curriculum Improvement processes for members.



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She noted that the current overall position was slightly higher compared to the same point in the previous academic year.

She confirmed that retention levels also remained consistent with previous years.

She noted the positive impact on the action planning process staff are enacting for students at risk of not achieving across the curriculum.

She reported to members that students with declared additional support need(s) were performing in line with the remainder of the College and that this was a positive indicator that the support being offered is effective.

She highlighted that students who are care experienced have improved performance compared to previous years but that this was still below the level of their peers and this cohort would continue to be monitored.

She also outlined a new enhanced engagement and monitoring process which was introduced in September 2024 which assigned Learning Development Workers to individual students and the positive effect this was having.

Members welcomed the overall improvement and queried whether the levels of performance being seen amongst those who are care experienced was similar to the rest of the sector or if it was a College specific issue.

The VPLSE confirmed that, while the College was above the sector average in regards to care experienced students, the College still wants to improve performance for this cohort.

Members queried whether the College was also looking at the course offerings as well as interventions for care experienced students.

The VPLSE confirmed that the College was currently trialling a transitions course in the Alloa campus for care experienced students who are coming from school with low or no school attendance.

Members welcomed the data in the report and asked for further information on how a students performance is tracked over time and the VPLSE gave an overview of how this is achieved.

Members queried how the College adjusted for students leaving mid course for a positive reason such as moving into employment. The VPIC confirmed that, where possible, the reasons for exit are captured on a withdrawal form and the Principal noted historical trends for students exiting are factored into the performance thresholds of courses over the period of the academic year.

a) Members noted the content of the report



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L/24/016

Student Journey/Activity

The DOO presented a report outlining the current recruitment within the College. She noted that overall enrolments were up 14% however there was a 6% decrease in full time courses due to the closure of some articulation courses.

She outlined the reasons for this and the mitigating actions being taken, including finalising new articulation pathways with new university partners.

She highlighted the very positive growth in flexible learning uptake and noted that this seemed to be driving further interest and uptake of evening provision.

She also outlined a recent, well attended, evening event at the Falkirk with a range of local employers present and a focus on employees from Petroineos.

Members welcomed the report and queried if staff were finding it challenging to support the increase in flexible learning students. The VPLSE reported to members that the flexible learning courses were designed in such a manner to use self-directed study with support available from the College Learning Resource Centres. Assessment for these courses also utilise self-reflective activity and a range of interactive quizzes for assessment purposes. She confirmed that this approach was receiving positive feedback from students.

Members queried how the College would be able to measure success on these flexible courses. The VPIC confirmed that the College is able to review pass rates for course assessments.

Members queried whether it would be possible to commercialise this activity. The VPLSE informed members that delivery is supported by credits at this time and that the commercial space was quite challenging. She confirmed that flexible learning was being viewed by the College as a means to help people to engage/re-engage with learning and with the College.

Members noted the projection of 98% credit delivery for the year and queried if the reduction in full time provision would impact on this.

The VPIC confirmed the full time recruitment had been taken into account in the projection.

He confirmed that Full Time Higher Education courses continue to be a concern as there has been a consistent downward trend owing to competition from universities.

The Principal noted that college's were trying to position themselves as the best pathway to university and members agreed to the importance of this.

a) Members noted the content of the report



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L/24/017 QAA Tertiary Quality Enhancement Review Update

The VPLSE presented a paper outlining the preparation for, and dates of, the upcoming TQER reviews.

She provided a background to the new system and outlined the expectations from the March 2025 initial visit and the subsequent full review in May 2025.

She confirmed a further update would be brought to the next meeting of the Committee.

The HLQ noted to members the positive partnership work with, and support of, the Students Association and staff.

The Principal noted that we are the first College in Scotland to go through this process and it was worthwhile to be in the pilot as it gave an opportunity to shape the process.

a) Members noted the content of the report

L/24/018 Student Learning Experience Strategy 2025-30

The VPLSE presented the new strategy for the 2025-2030 period which has been launched that week.

She noted that the strategy had been under development for over a year and that the strategy aligned with the new College Strategic Plan.

She informed members that the strategy was developed using the Student Partnerships in Quality Scotland (SPARQS) model which is student focussed and reflective to ensure a broader approach to the student experience and not just to focus on teaching.

She confirmed that the strategy had been developed in conjunction with a range of stakeholders.

Members queried how progress on the strategy might be reported. The VPLSE confirmed that there would be underlying data on progress that would be brought to the Committee in due course as a dashboard, along with annual improvement plans.

Members requested that the Strategy be taken to the Board for information.

a) Members noted the content of the report



2. Draft Minutes of Meeting of 20 March 2025 For Approval

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LEARNING & STUDENT EXPERIENCE COMMITTEE

L/24/019 Future Agenda Items

The VPIC presented the forward agenda for comment.

Members requested that student feedback from listening to learners and other processes be brought to the Committee.

The DOO also informed members that there was currently development work ongoing to improve the schools portal system. Members agreed that this should be demonstrated at an appropriate time.

a) Members noted the content of the report

L/24/020 Review of Risk

Risks were noted on the cover papers presented.

L/24/021 Any Other Competent Business

None

Meeting	Date	Minute Ref	Action	Assigned to	Deadline to report?	Status	Output Required	Comment
LSE	6/6/24	L/23/040	Paper on Scot Gov changes to SQA to be brought at an appropriate time	Sarah Higgins	05/06/2025	In Progress	Paper to Committee	SQA shortly publishing more information on this topic
LSE	20/3/25	L/24/014	Changes to SQA	Sarah Higgins	TBD	In Progress	Paper to Board	Awaiting publication of information from Scot Gov
LSE	20/3/25	L/24/017	Update on QAA to next meeting	Sarah Higgins	05/06/2025	In Progress	Paper to Committee	
LSE	20/3/25	L/24/018	Student Learning Experience Strategy Dashboard	Sarah Higgins	TBD	In Progress	Dashboard to committee	
LSE	20/3/25	L/24/018	Student Learning Experience strategy to be taken to April Board meeting	Sarah Higgins	24/04/2025	Completed	Strategy to Board	Included in papers as for information item
LSE	20/3/25	L/24/019	Student feedback such as listening to learners output to be brought to Committee	Sarah Higgins	TBD	Not Started	Paper to Committee	
LSE	20/3/25	L/24/019	Demonstration of Schools Portal System developments	Lyndsay Condie	TBD	In Progress	Demonstration	

1. Purpose

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

2. Recommendation

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

3. Background

This paper provides an overview of our recruitment and Credits position for session 2024/25. It brings together key data to show progress against our activity targets and highlight enhancements in the student journey.

4. Key Considerations

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

Figure 1 below provides an overview of each mode of attendance as of 20 May 2025, with live data available through the direct link to our PowerBi dashboards. Overall, there has been a 5% increase in enrolments compared to the last session at this time. Full-time enrolments are down by 7%, and this is predominately linked to the withdrawal of partnership degree courses by the University of Stirling. The biggest increase has been in Flexible/Distance Learning where a new suite of fully funded online courses have been launched to help the College meet its Credits target.

Figure 1 – Enrolment comparison by mode of attendance

Mode	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	1250	1107	143	13%
Evening	1268	1105	163	15%
Flexible/Distance Learning	3030	1682	1348	80%
Full Time	2799	3011	-212	-7%
Part Time	7011	7789	-778	-10%
Total	15358	14694	664	5%



5. Student Activity 2024/25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Full-time January 2025

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

Full-time student profile

Figure 2 shows the profile of our full-time applicants, while Figure 3 shows the profile of full-time enrolments for Session 2024/25. 53% of full-time applicants are female, while 51% of enrolments are female. This small percentage variance can mainly be attributed to direct-entry (i.e. straight to enrolment) for our engineering courses which have a predominantly male profile. 16-19 year olds is the largest age-band both in terms of applicants and enrolments (both 62%). 7% of full-time applicants classify themselves as being from a Black or Minority Ethnicity, which drops to 5% for full-time enrolments, with both above the reported rate for Forth Valley (4%).

12% of both full-time applicants and enrolments come from the 10% most deprived postcodes, with 26% coming from the 20% most deprived postcodes. 10% of full-time applications have declared a disability which rises slightly to 11% of enrolments. There is a consistent 10% of both applicants and enrolments who are care experienced, and a consistent 9% of full-time applicants and full-time enrolments who have caring responsibilities. There is a difference between application and enrolments in the percentage of learners who have been identified as having Additional Support Needs, with this percentage rising from 18% of full-time applications to 31% of full-time enrolments. However, this is not a like for like comparison as the enrolment figure represents students who have engaged with Support Services, whereas the application figure is purely an ASN disclosure.

Figure 2 – Full-time Applications Profile

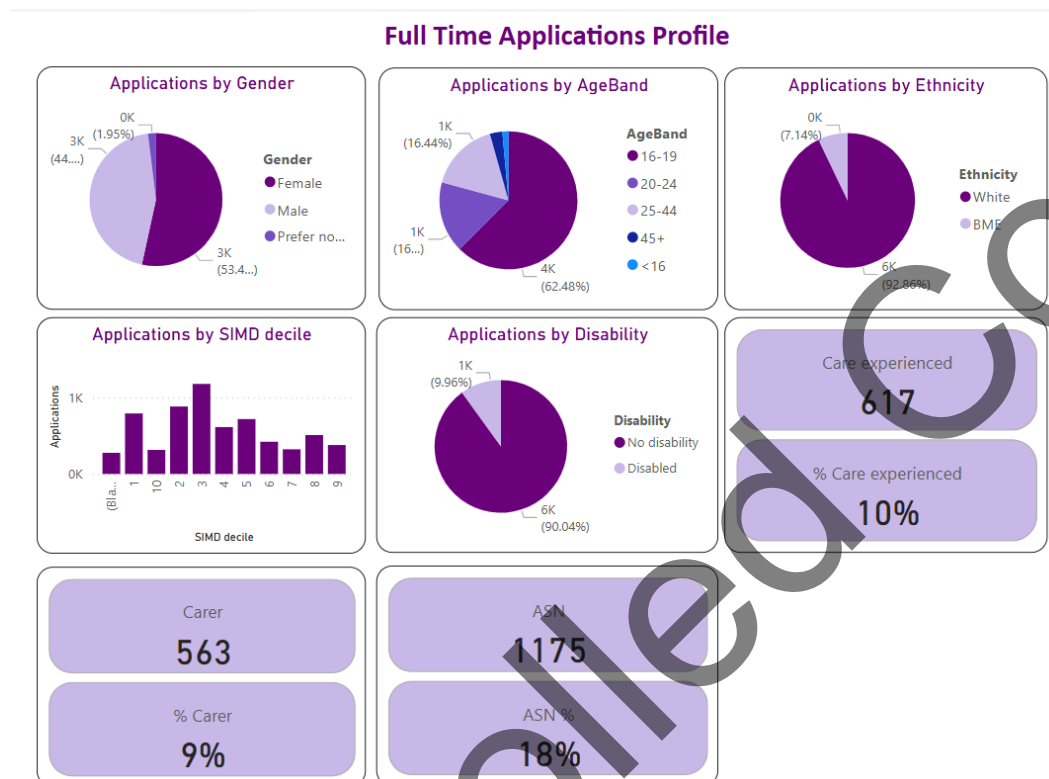


Figure 3 – Full-time Enrolment Profile

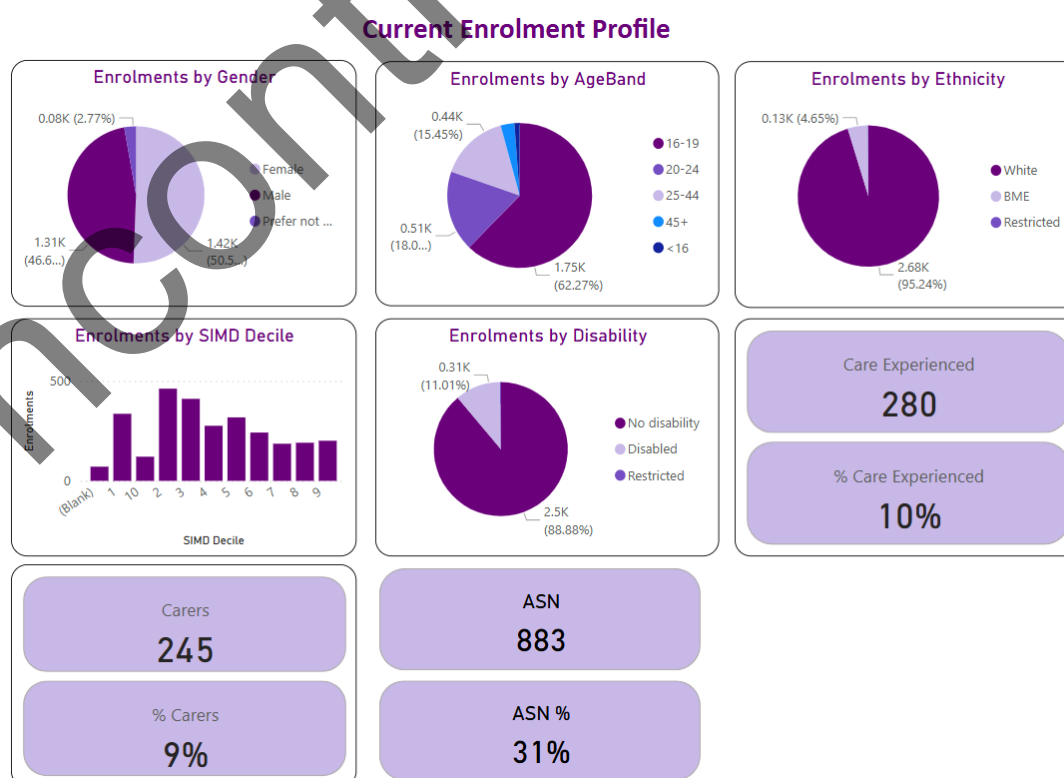


Figure 4 displays full-time HE recruitment trends over the last 5 sessions from Session 2020/21. Over this period, there has been a drop in applications, offers and enrolments, with the most telling trend being within enrolments. This time period is one where the College has through funding cuts reduced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

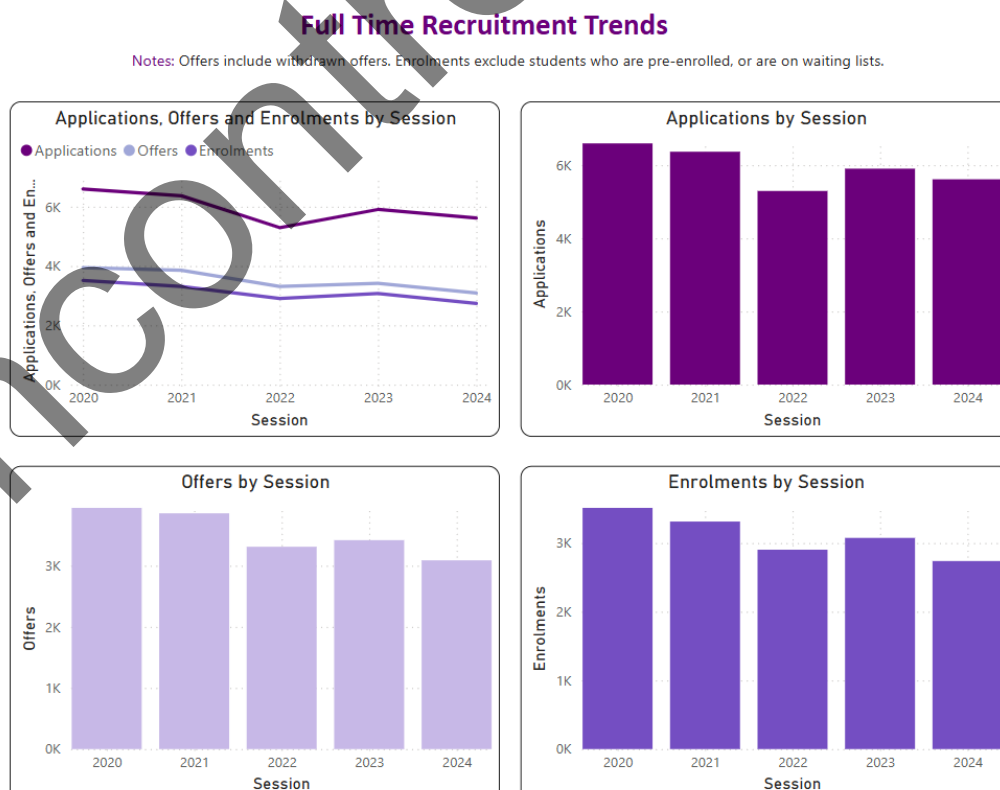
Although impacted by the overall reduction in Credits through funding cuts over the time period, full-time FE recruitment hasn't seen as noticeable a trend, with 2023-24 and 2024-25 enrolments being higher than Session 2022-23.

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

We delivered two Open Evenings in November 2024 and also two Open Evenings and Careers Events in March 2025, as part of Apprenticeship Week. The most recent events were attended by over 216 prospective students with our and supported by 26 employers with live vacancies.

Our recruitment activities are also complemented by the national Choose College campaign, providing a collective voice for the College sector across Scotland across multiple media outlets.

Figure 4 – Full-time HE Recruitment Trends



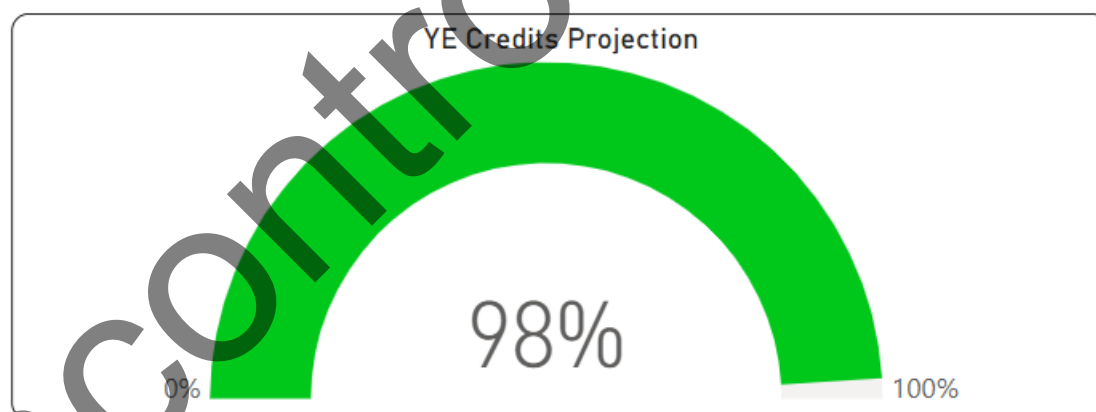
Recruitment and selection activities for full-time courses starting in August have commenced with onboarding of our FT students commencing from 28 April 2025. We have received just under 5000 full-time applications for next session 87% towards meeting our application target.

Credits 2024/25

As a result of robust recruitment, Credits are currently on track to deliver to 98% of our overall planned target. However, this does rely on all planned courses and developments, including an additional 2,000 Credits from e-learning, coming to fruition. As such, a suite of fully funded on-line courses were launched in January 2025. The uptake on these courses has been excellent, and to date we have enrolled 1,702 students generating 1,603 Credits (80% of the 2,000 target). The suite of courses is being reviewed and added to, and we are confident of delivering to target.

The second page of the Student Activity Dashboard shows a comparison of Credits to date for this session compared to the same date last session, which shows almost an identical position overall, with a variance of only 274 Credits. Analysis by mode of attendance does show variances that reflect enrolment patterns with the most significant variance being a 37% increase in Flexible/Distance Learning Credits which is attributable to the new fully-funded online courses, as mentioned previously.

Figure 5 – Year End Credits Prediction



Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	43,353			43,353
Part Time	18,041	1,045	785	19,870
AWBL	5,999		180	6,179
Flexible/Distance Learning	4,059	1,550	485	6,094
Evening	2,092		4	2,096
Total	73,544	2,595	1,454	77,592



5. Student Activity 2024/25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Retention comparisons are encouraging. Draft FT HE Early retention is currently up by 2%, with Draft FT FE Early retention the same as the previous session. Current retention for both full-time FE and HE also look encouraging with both up this year compared to last.

Outcomes Framework Dashboard

Although the new Outcomes Framework process hasn't required the College to develop measure targets an appendix has been added to show how the College is performing against Outcome Agreement targets (set for Session 2024/25). The number of Senior Phase age pupils is currently below target at 446 and may not reach target even with May recruitment. If we had set targets for Session 2025/26 this is a target we would have lowered given the reduced uptake in Foundation Apprenticeships. The Full Time HE rates are looking fine, and we are likely to see an increase in Full Time FE Success from last session. However, the area giving most concern is Full Time FE where we it would require all 'may succeed' students to achieve to better last year's Success PI of 67.6%.

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

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

6. Risk and Impact

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

Total Risk Score – 6

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



5. Student Activity 2024/25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

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

Is the score above the Board Risk Appetite level?

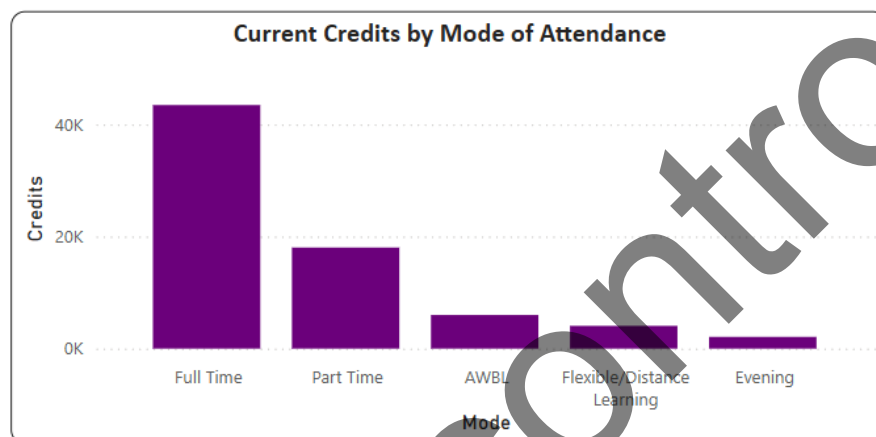
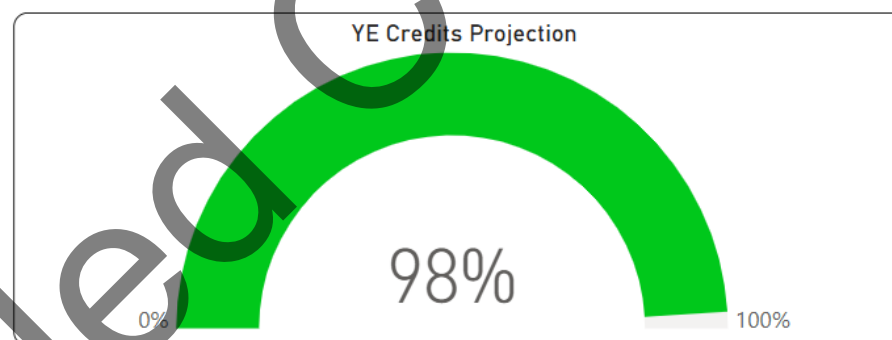
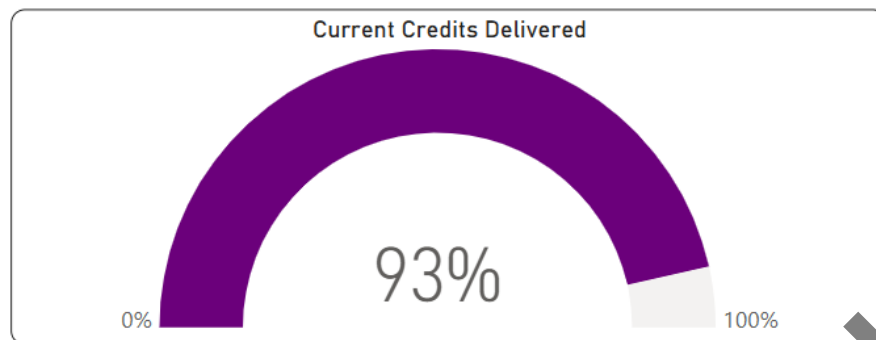
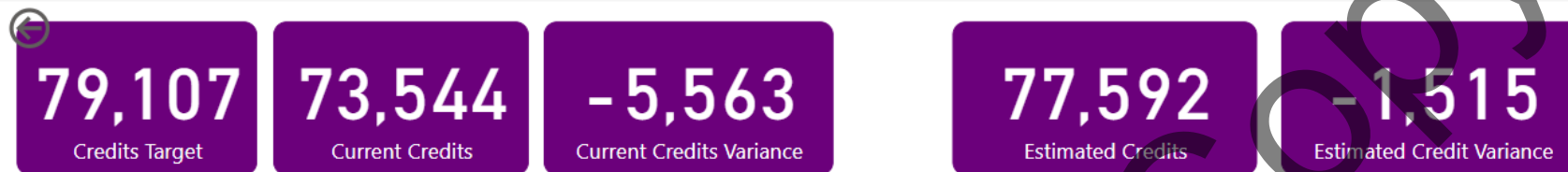
Risk Owner – David Allison

Action Owner – Lyndsay Condie

Paper Author – Lyndsay Condie

SMT Owner – David Allison

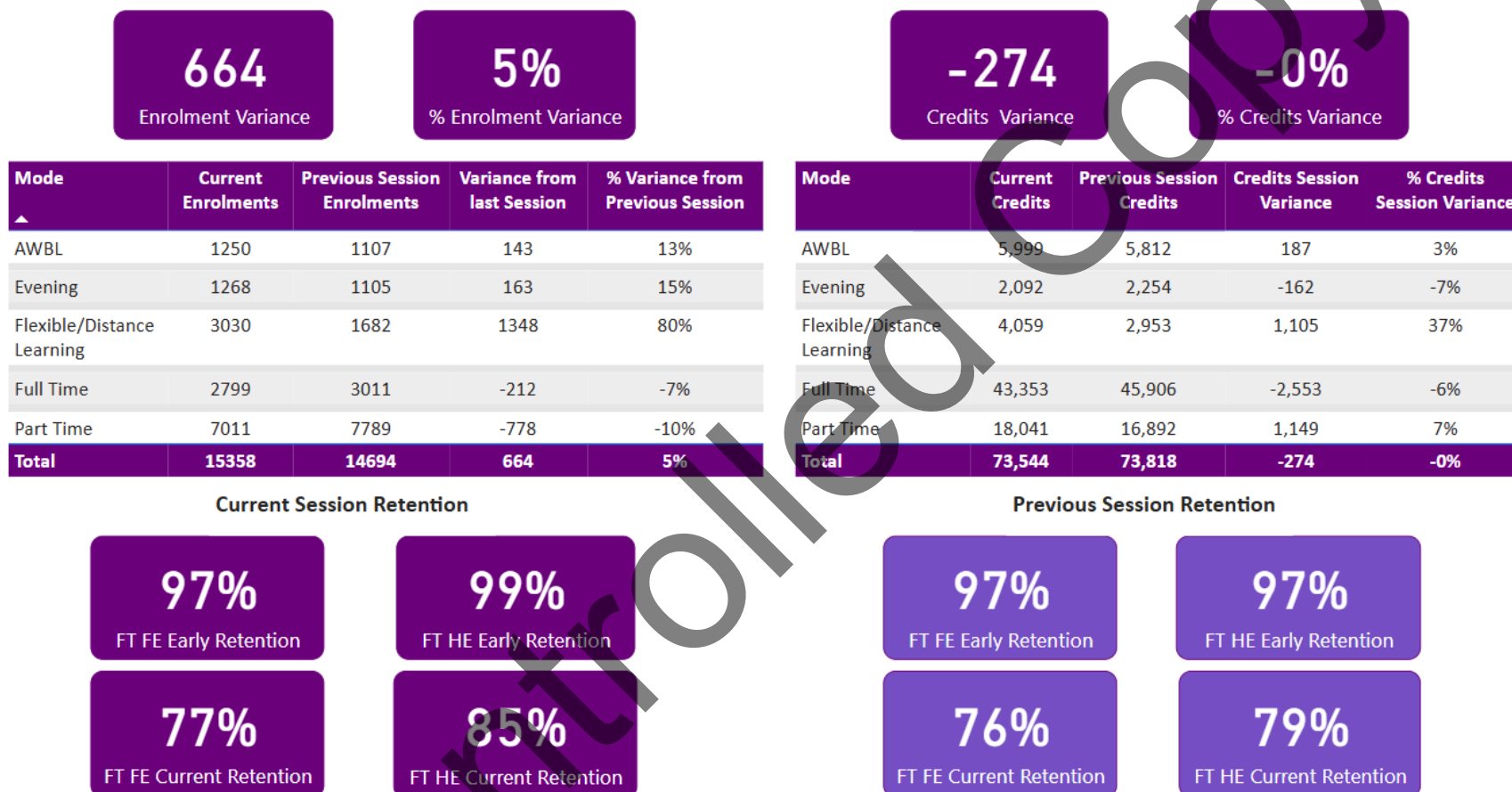
Appendix 1 - Student Activity Dashboard – May 25



Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	43,353			43,353
Part Time	18,041	1,045	785	19,870
AWBL	5,999		180	6,179
Flexible/Distance Learning	4,059	1,550	485	6,094
Evening	2,092		4	2,096
Total	73,544	2,595	1,454	77,592

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

















Appendix 1 - Student Activity Dashboard – May 25



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

Appendix 2 – Outcome Framework Dashboard

Outcome Framework Dashboard

No	OA Measure	Target	Feb 2025	Feb Progress	May 2025	May Progress	Aug 2025	Aug Progress
1	Core Credits Delivery	79107	77782		77592			
2	Credits from SIMD10	10.50%	10.4%		10.5%			
3	Care-experienced Credits	5.30%	6.00%		6.90%			
4	Senior Phase age pupils	520	398		446			
5	Full Time FE Success (High)	69%	81%		69%			
6	Full Time FE Success (Low)	69%	71%		62%			
7	Full Time HE Success (High)	71%	86%		78%			
8	Full Time HE Success (Low)	71%	77%		69%			

May 2025 - Key Points

- > Core Credits are within the 98% threshold to avoid any financial claw-back.
- > Full Time FE success is the area causing the biggest concern. The Estimates High Success PI is above last year's performance, however the Low estimate is well below last year's rate, and continues to be monitored closely.
- > Full Time HE Success is tracking fine with the High success estimate well above last year's rate, and the Low estimate on par with last year's final success PI.
- > The number of Senior Phase age pupils has dropped due to a reduction in the uptake of Foundation Apprenticeships.



6. PI Prediction Review Dashboard For Approval

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

For members to review and discuss the PI Prediction Activity for delivery period 3 2024-25.

2. Recommendation

That members review and discuss the Full-Time PI Prediction Activity for Delivery Period 3 24/25 and note the actions.

3. Background

This paper provides an analysis of full-time course PI predictions for DP 3 2024-25. Delivery Period 3 is from February to May and PI Predictions are analysed and evaluated at CCI meeting 4. CCI 4 meetings are scheduled for May and the priority will be identifying students and groups who are at risk of partial success. Curriculum Managers will be presenting an action plan to address areas of concern. Directors are also asked to work with CM's to consider and evaluate:

- Reflecting on the department improvement plan, what skills and CPD would your team benefit from?
- Considering Learner feedback, what developments are required in your teaching and learning approaches, curriculum or assessment?
- What improvements could be made to make your curriculum more inclusive and accessible?
- Do you have any challenges with quality assurance and enhancement activities? What could be done to improve?

These questions will support the Directors in starting their Self-Evaluation and Action Plan for 2024-25.

CCI Meeting 4 will also review the recruitment progress for 2025-26 and reaffirm the recruitment guidance that was implemented last year including:

- Offers should be made within 2 weeks of selection activity.
- 120% offer to course place ratio as a baseline to support conversion rates. (This can be adjusted with DofC approval where data supports e.g. MA numbers)
- Min class sizes: Falkirk Classroom – 20, Stirling/Alloa – 18, Workshop – 15
- Increase number of unconditional offers where possible before June

4. Key Considerations

4.1 PI Predictions DP 3 2023/24 vs 2024/25

Appendix 1 reflects that for FE, the High PI prediction has reduced from 70% to 69% whilst the Low prediction has increased from 60% to 62%. This reduction in the swing between High and Low was a priority for FE and may reflect an improving accuracy in predictions. For HE, both High and Low 24/25 have increased in comparison to last year and the swing has remained consistent.



6. PI Prediction Review Dashboard For Approval

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LEARNING & STUDENT EXPERIENCE COMMITTEE

DP3 PI Predictions main points of movement within departments from 23/24 to 24/25 are:

- Care, Sport, Business and Communities: For FE: High has reduced by 1% but low has improved by 3%. Significant improvement noted in HE.
- Creative, Digital and Leisure: FE for both high and low has seen a reduction and HE is the same as last year.
- STEM & Construction: FE High has reduced and Low has improved, reduced swing from 11% to 7%. HE High is the same as last year and Low has improved. Both FE and HE has improved.
- Retention is currently 79%.

Subject areas of concern included Sport & Fitness, HE Healthcare, FE Early Education, Hair & Beauty and FE Science. All Curriculum Managers have appropriate action plans in place and challenges are predominantly due to inconsistent attendance and complex student needs. Overall, students with ASN are currently predicted in line with college performance, however care-experience students predicted success is lower in comparison to mainstream.

4.2 Actions Implemented in DP 3 2024/25

An additional PI Prediction has been added for June to be completed at Programme Review. This addition will support teams in completing a final check for the risk of partial success and will provide the opportunity to support students who are still enrolled but have some outstanding assessments.

As we approach the end of term, lecturers and LDW's are being reminded that Directed Study should be approved by the Curriculum Manager to avoid impact on other classes and team requirements. After the teaching block ends, lecturers are being advised that all hybrid working (outwith TOC) has to be approved by line manager. These measures are being implemented to provide maximum opportunity to drive student success and promote team collaboration around quality activities.

The Supporting Student Success Working Group continues to develop a "learner journey" to improve transitions from school and a formalised attendance monitoring trigger process. The group have now completed draft exceptional entry guidance, and are reviewing student Promoting Positive Behaviour policy and procedure. The August Staff development days will be used to provide practical trauma informed practice workshops that align with new approaches. All policies will be presented to LMT for approval.

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

All resource implications from Student Success Working group will be considered in line with recommendations for approval at LMT in August.

Financial	Under recruitment and failure to retain students has an impact upon credit delivery. Close monitoring of curriculum planning, review and evaluation through CCI process is required to ensure efficiency and quality of curriculum delivery.
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6. PI Prediction Review Dashboard For Approval

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People	The Performance indicators predictions and CCI process requires resource across all academic departments, Learning and Quality and Inclusion and Student Services. Collaborative working across these departments is required to support continuous improvement and ensure quality student experience.
Estates	NA
Communication	PI prediction performance and additional analysis is communicated to relevant teams via the CCI process and evidenced through self-evaluation.

6. Equalities

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

Assessment in Place? – No

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

8. Risk and Impact

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

If the paper is an approval, please reflect on whether the approval will have any direct or indirect impact for any other areas of operational activity internally or externally within the College – Yes/No

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

Total Risk Score – 4

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



6. PI Prediction Review Dashboard For Approval

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

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

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

Is the score above the Board Risk Appetite level? No

Risk Owner – LMT

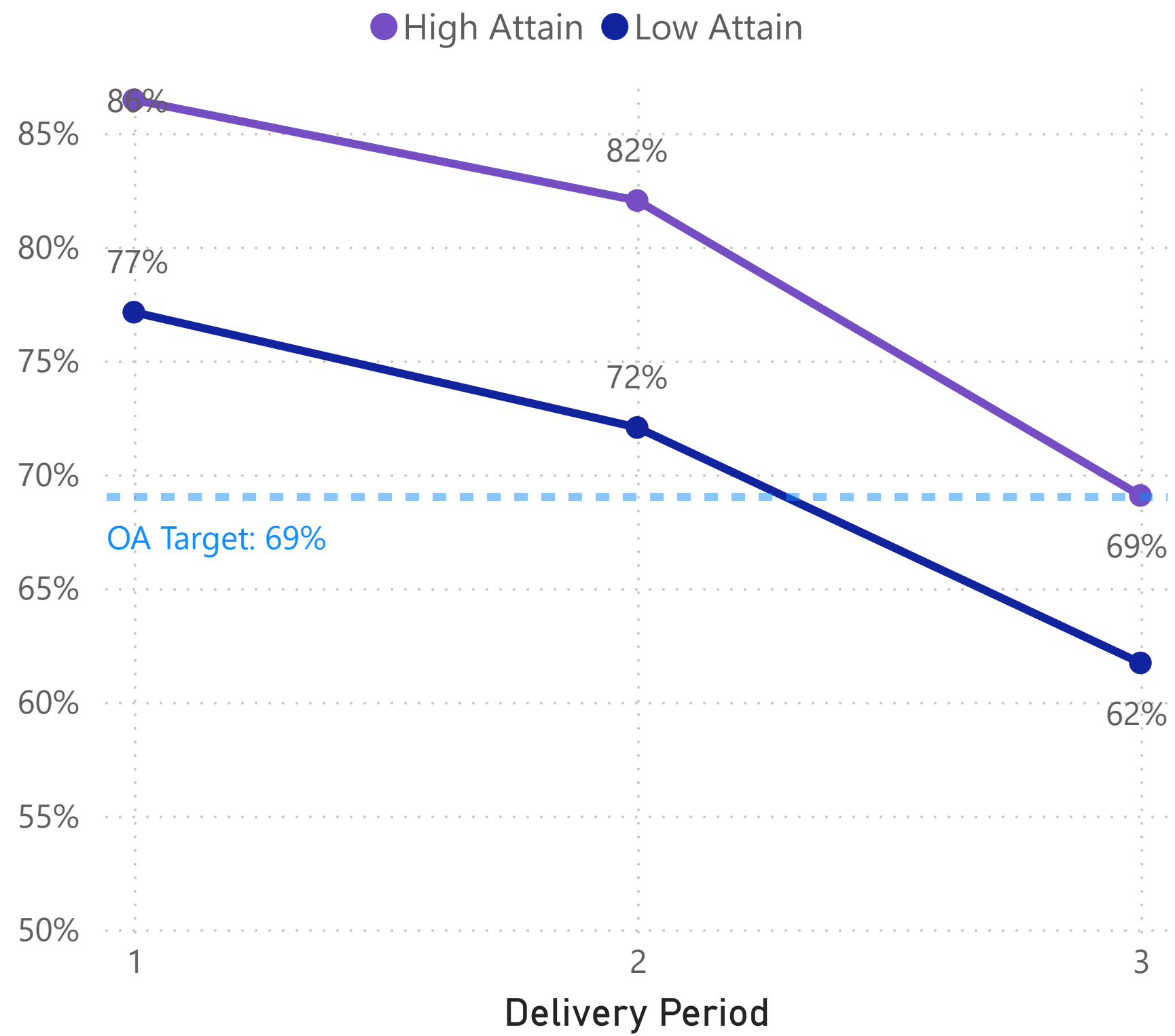
Action Owner – LMT

Paper Author – Sarah Higgins-Rollo

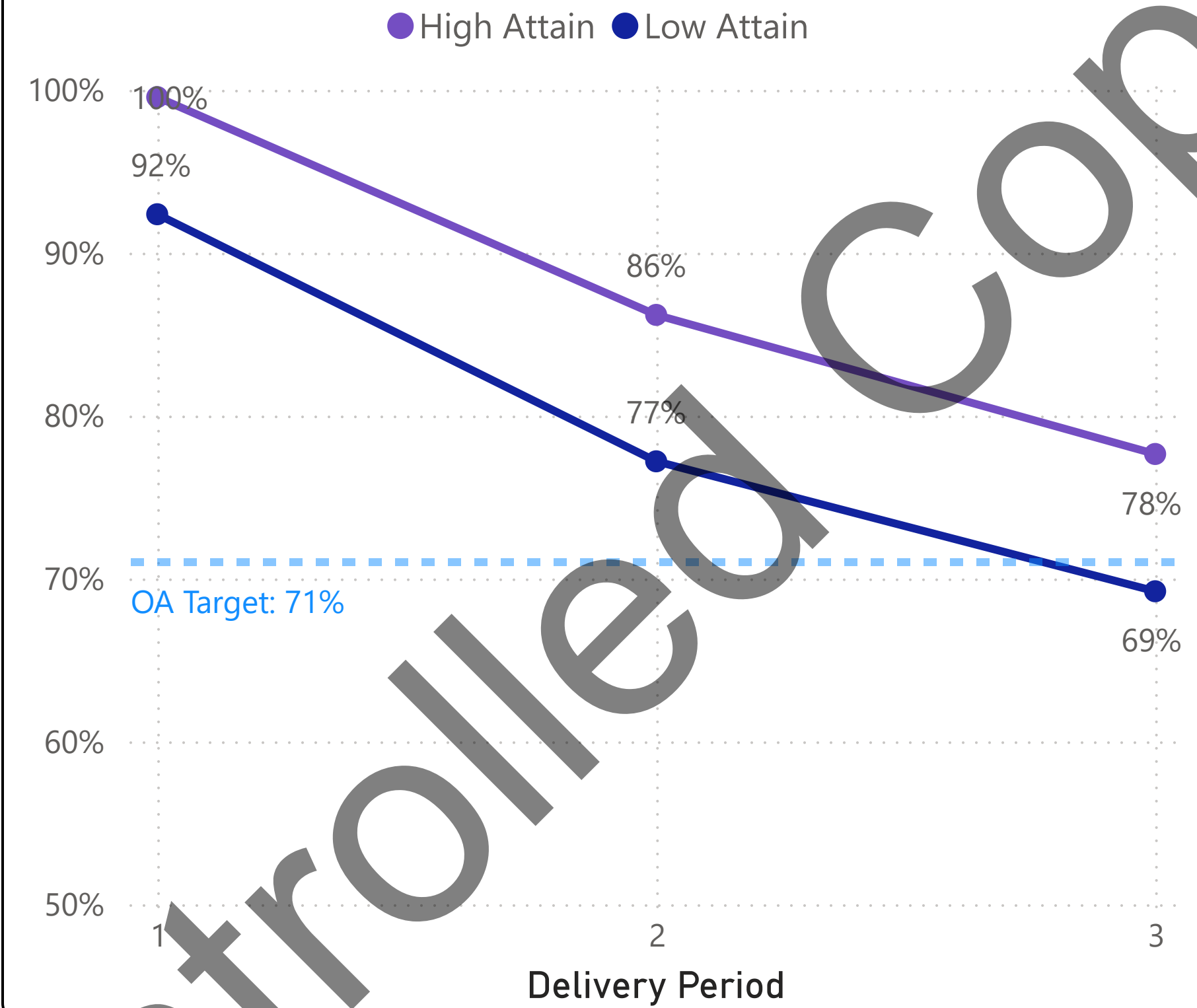
SMT Owner – Sarah Higgins-Rollo

Continuous Curriculum Improvement - PI Predictions Quarterly Update for Delivery Period 3 (DP3) Session 2024/25

Full Time FE High and Low Attainment by Delivery Period



Full Time HE High and Low Attainment by Delivery Period



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

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

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

All Departments

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>70%</div>	<div><div></div>60%</div>	<div><div></div>69%</div>	<div><div></div>62%</div>
HE	<div><div></div>73%</div>	<div><div></div>64%</div>	<div><div></div>78%</div>	<div><div></div>69%</div>

Care, Sport, Business & Communities

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>67%</div>	<div><div></div>53%</div>	<div><div></div>66%</div>	<div><div></div>56%</div>
HE	<div><div></div>66%</div>	<div><div></div>57%</div>	<div><div></div>77%</div>	<div><div></div>69%</div>

Creative, Digital & Leisure Industries

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>67%</div>	<div><div></div>62%</div>	<div><div></div>64%</div>	<div><div></div>60%</div>
HE	<div><div></div>78%</div>	<div><div></div>71%</div>	<div><div></div>78%</div>	<div><div></div>71%</div>

STEM & Construction

Session	2023		2024	
Level	High	Low	High	Low
FE	<div><div></div>79%</div>	<div><div></div>68%</div>	<div><div></div>77%</div>	<div><div></div>70%</div>
HE	<div><div></div>78%</div>	<div><div></div>63%</div>	<div><div></div>78%</div>	<div><div></div>65%</div>

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

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



7. QAA Tertiary Quality Enhancement Review Outcome For Discussion

6th June 2025

Learning and Student Experience Committee

1. Purpose

This paper seeks to update members on outcome of the Tertiary Quality Enhancement Review activity.

2. Recommendation

That members note TQER judgement, key findings and reflections and approve the next steps.

3. Background

Forth Valley College was the first college in Scotland to undertake the Tertiary Quality Enhancement Review (TQER) process. From September 2024, the Vice Principal for Learning and Student Experience and the Head of Learning and Quality collaborated closely with the appointed QAA Review Manager to prepare for the review. Key milestones included the successful submission of the Advance Information Set and the Strategic Impact Analysis in January 2025, the latter providing a comprehensive self-evaluation against four overarching questions focused on learning and teaching, student support, engagement, and quality enhancement. An Initial Review Visit took place in March, involving meetings with senior staff, quality teams, and student focus groups across all campuses. This was followed by the Full Review Visit in May 2025, during which the review team engaged with staff, students, and external stakeholders such as employers and schools to evaluate the college's performance and enhancement culture.

4. Key Considerations

4.1 Judgement

The institution is **effective** in managing academic standards, enhancing the quality of the learning experience and enabling student success.

4.2 Summary of Key Findings

The draft report is likely to highlight the following features of good practice that the review team considers make a positive contribution to the students' learning experiences:

- The design of high-quality learning environments providing students with authentic and engaging learning experiences. (Excellence in Learning, Teaching and Assessment)
- The provision of comprehensive and effective on boarding for new staff to quickly embed them within the college community and ensure early support and encouragement to develop in their role. (Excellence in Learning, Teaching and Assessment)
- A comprehensive and effective approach to supporting students in their transition into college, and from college on to employment or further study. (Supporting Student Success)
- The positive impact of work to enhance data management and use across all areas of the college. (Enhancement and Quality Culture)



7. QAA Tertiary Quality Enhancement Review Outcome For Discussion

6th June 2025

Learning and Student Experience Committee

- A positive, ambitious, and enhancement-led staff- and student-centred culture in which all staff feel empowered and encouraged to consistently enhance the learner experience. (Enhancement and Quality Culture)

The report is also likely to include some recommendations for action. Those identified at this stage are:

- The college should consider strengthening the student voice and its influence, for example through diversification of mechanisms that might reduce the reliance on student surveys and creation of further opportunities for student partnership in quality processes and staff fora. (Student Engagement and Partnership)
- The college should consider refining its approach to quality enhancement to bring together disparate activities within a single framework to achieve coherence and strategic alignment. (Enhancement and Quality Culture)

4.3 Reflections

Initial reflections on the TQER process highlight that both the initial and final review weeks were well-executed, with smooth coordination and strong logistical support provided by the Learning and Quality Team. The review team appeared impressed with the seamless delivery of activities and the high standard of hospitality. Forth Valley College's previous experience with Education Scotland reviews was advantageous, enabling effective preparation of both staff and students. FVC reflected that the expectations of students throughout the process—particularly those of the Forth Valley Student Association—were high and likely aligned more closely with those seen in the university sector. Although all student participants were able to make valuable inputs to the review, as FVC progresses to develop the class representative system and broader student engagement in quality processes, the student body will become more informed and confident in future contributions. The review also reaffirmed the importance of a robust organisational approach to self-evaluation, already well embedded in academic departments and now expected to extend across corporate services.

There remains some concern that some of the requirements may be overly bureaucratic for the college sector, which may lack the capacity to meet the intensive demands of the TQEF model. Expectations around documented decision-making and structured committee governance—even at operational levels—pose further challenges. Additionally, the lack of engagement between the January document upload and the March Initial Review visit was seen as a missed opportunity; the FVC team would recommend an interim meeting to discuss the Strategic Impact Analysis and a demonstration of key college systems to enhance the review team's contextual understanding.

4.4 Next Steps

FVC will receive the draft report within the next 4 weeks, this will be sent to the Principal, Quality Contact, and Lead Student Representative for a factual accuracy check. The final report will then be published on the QAA website 12 weeks after the visit. All Tertiary Quality Enhancement Review (TQER) outcomes require follow-up activity, with the nature and extent determined by the review findings. As a standard expectation, institutions must submit an action



7. QAA Tertiary Quality Enhancement Review Outcome For Discussion

6th June 2025

Learning and Student Experience Committee

plan aligned with the Self-Evaluation and Action Plan (SEAP) format within 12 weeks of publication. This plan will be reviewed through Institutional Liaison Meetings (ILMs), which will focus on progress against the review's recommendations and the dissemination of good practice. Should concerns arise regarding the timeliness or effectiveness of institutional responses, these will be communicated to the Scottish Funding Council, which may initiate further intervention where necessary.

5. Financial Implications

Please detail the financial implications of this item – Any issues have been rectified with no costs to the college in terms of income and expenditure.

6. Equalities

Assessment in Place? – No

If No, please explain why –

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

7. Communities and Partners

8. Risk and Impact

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

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

The primary risk for TQER was within the model and judgement statement. The model has not been previously tested and the review approach is very different to Education Scotland. The outcome judgement from the review is public and would have had significant reputational impact if the college received a judgement of "Partial Effectiveness". As FVC has received the judgement of "Effective", this risk has been removed.

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

Total Risk Score – 1



7. QAA Tertiary Quality Enhancement Review Outcome For Discussion

6th June 2025

Learning and Student Experience Committee

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

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

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

Is the score above the Board Risk Appetite level? No

Risk Owner- Sarah Higgins-Rollo

Action Owner – Sarah Higgins-Rollo

Paper Author –Sarah Higgins-Rollo

SMT Owner – Sarah Higgins-Rollo



8. Listening to Learners March 25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

This paper seeks to inform members about the changes to the approach to Listening to Learners and report on the outcome of the Listening to Learners feedback Spring 2025

2. Recommendation

That members note the changes to the Listening to Learners process and note the feedback from the survey carried out Spring 2025.

3. Background

Listening to Learners (L2L) is a well-established survey process that gathers both qualitative and quantitative data from the students of Forth Valley College. Initially developed in partnership with the Student association with a clear focus around the standards included in the 'How good is our college?' quality framework it has become a core component of the college self-evaluation and action planning and Continuous Curriculum Improvement (CCI) process.

The new college Strategic plan and the subsequent Student Learning Experience strategy along with the introduction of the Tertiary Quality Enhancement Framework prompted a review of the process as well as the prompt questions included within the survey.

The new process and survey, the outcome of a short life working group that included the Student association, Curriculum managers as well as member of the Learning and quality team was released in March 2025 allowing each student to complete the survey.

Lecturing staff, Learning Development workers, along with FVSA staff were asked to encourage and where appropriate support all students to complete the survey.

The increased number of responses to the survey suggest that the change in approach and questions has been successful.

A key part of the development has been 'the closing of the loop' with managers being supported by Learning and Quality staff to report back to learners the findings as well as any actions that will be implemented in response to learner feedback.

The whole college feedback has also been shared with learners via a range of communication channels including ezine, MS Teams channels and on the college screens.

4. Key Considerations

The Spring 2025 survey saw 1062 individual students responding, the majority using a form hosted on moodle. In areas where it was felt that the online survey may be a barrier, a paper based form was completed with staff keying in the result.

The number of responses in comparison to the previous year increased by 35%.



8. Listening to Learners March 25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

The response rate varied across curriculum areas with Creative Industries and Leisure industries and Care, Business, Sport and Communities providing around 40% of responses per department.

In terms of a college overview (See appendix 1) it is clear that of the students surveyed, the majority felt part of the college community, that they were well supported by the Student association and college services as well as by the teaching staff and departmental support.

They also felt that the college was well run, and that the college was continually improving.

Significantly 67% of students who responded were happy with their college experience, with a further 24% suggesting that this was the case most of the time.

In terms of course feedback the vast majority of students enjoyed their course and were well informed of all aspects of their course. There was a strong consensus that their course would lead to further study or employment.

The granularity that is offered within this survey will be an intrinsic part of all teams' self-evaluation activity, informing course and department action planning which in turn will form the basis of department and the whole college Self Evaluation and Action Plan (SEAP).

See Appendix 3 for an overall analysis of the results, benchmarked against the Tertiary Quality Enhancement Framework.

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

Any implications from this survey will be reflected in whole college and departmental operational plans.

6. Equalities

Who does this impact? n/a

7. Communities and Partners

Not applicable

8. Risk and Impact

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

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



8. Listening to Learners March 25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

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

Total Risk Score – 4

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

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

Risk Owner – Sarah Higgins

Action Owner – Sarah Higgins

Paper Author – Rob McDermott

SMT Owner – Sarah Higgins

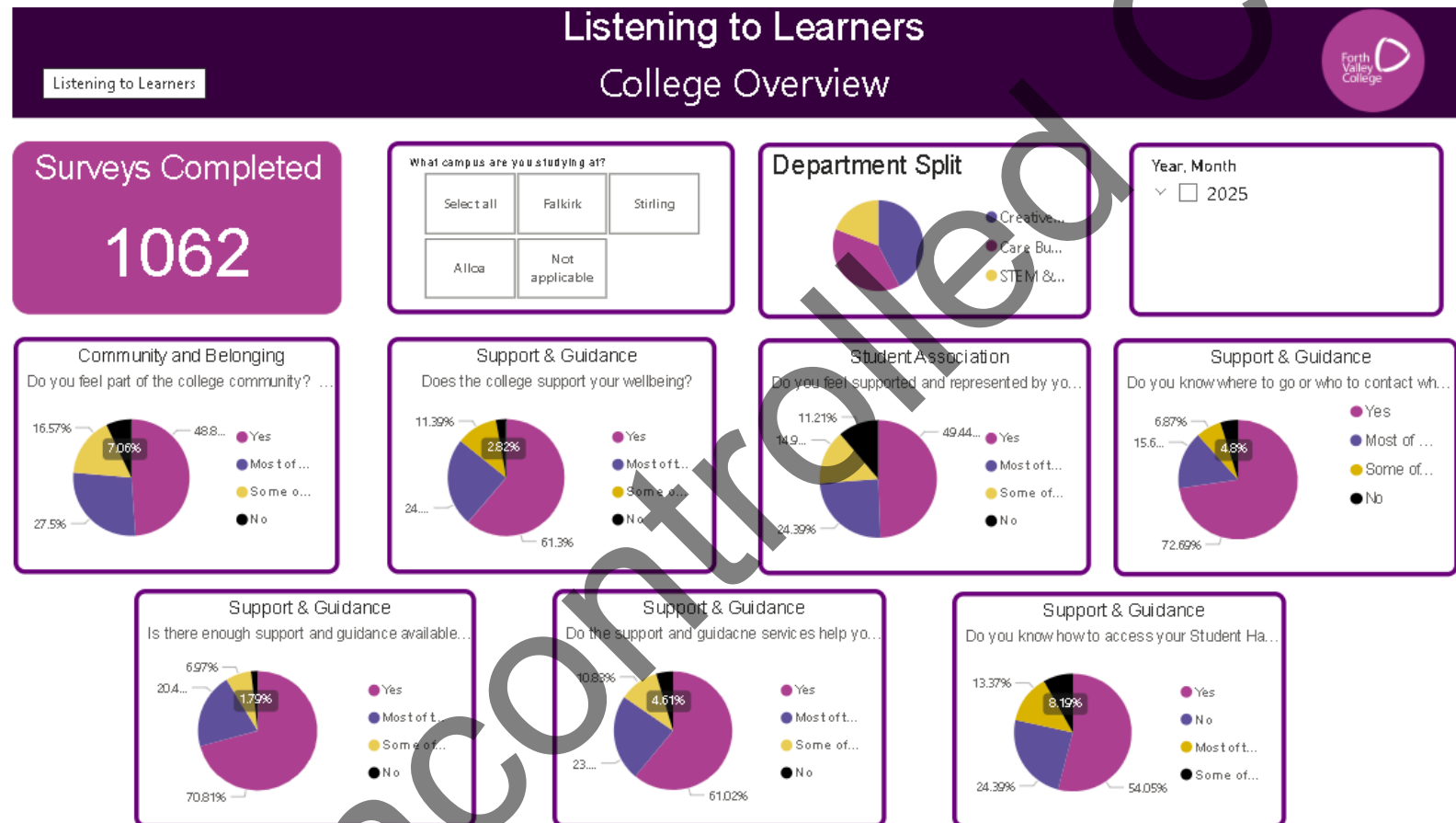


8. Listening to Learners March 25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Appendix 1. Listening to Learners College Overview





8. Listening to Learners March 25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Listening to Learners College Overview



Surveys Completed

1062

What campus are you studying at?

Select all	Falkirk	Stirling
Allea	Not applicable	

Department Split

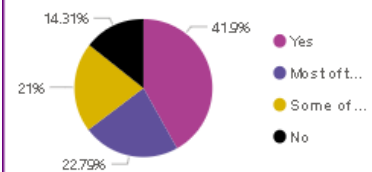


Year, Month

▼ ☐ 2025

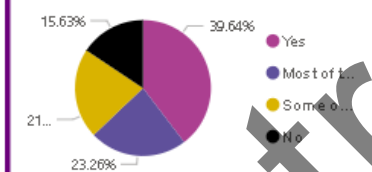
Student Association

Do you often see the successes of students c...



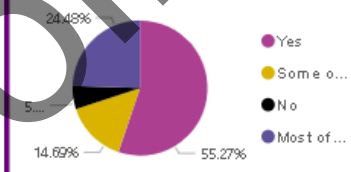
Organisation & Management

Do you often see the success of the whole c...



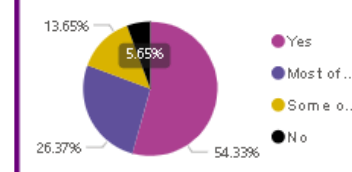
Sustainability

Do you often see sustainability initiatives ar...



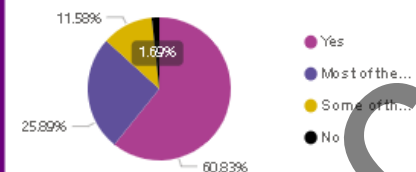
Student Association

When you give feedback about the college i...



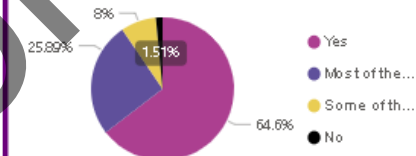
Organisation & Management

Do you think the college is committed to continually ...



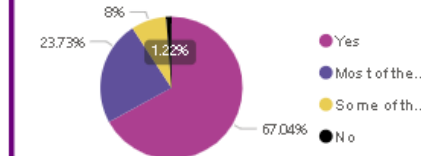
Organisation & Management

Do you think the college is run well?



Organisation & Management

Are you happy with your college experience?



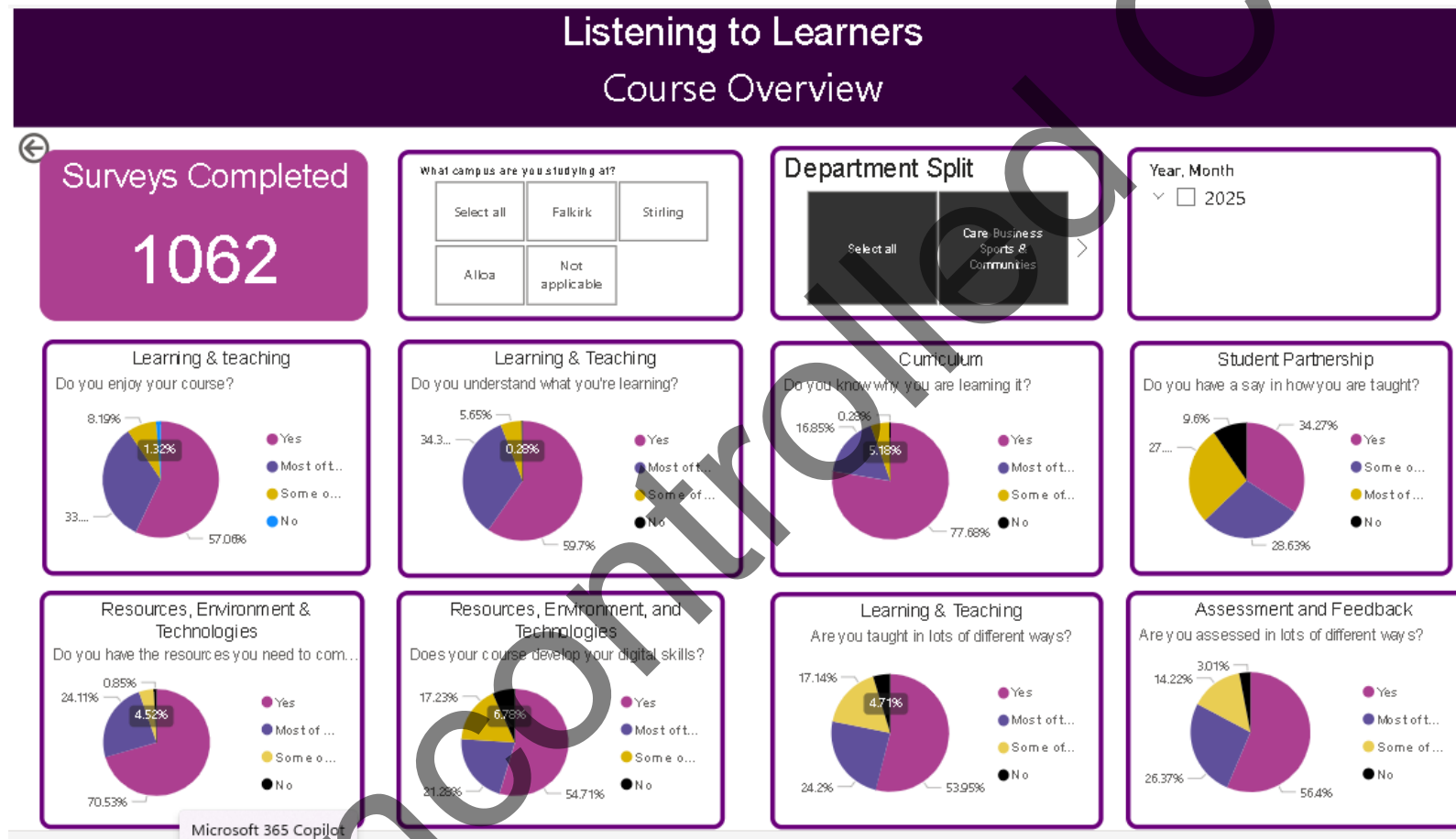


8. Listening to Learners March 25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Appendix 2: Listening to Learners Course Overview





8. Listening to Learners March 25 For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Listening to Learners Course Overview



Surveys Completed

1062

What campus are you studying at?

Select all

Falkirk

Stirling

Alloa

Not applicable

Department Split

Select all

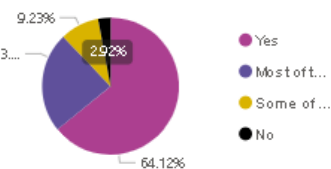
Care, Business
Sports &
Communities

Year, Month

▼ ☐ 2025

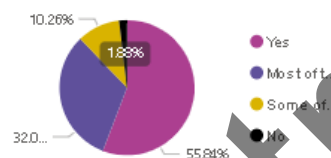
Assessment & Feedback

Do you get at least 2 weeks notice of your ass...



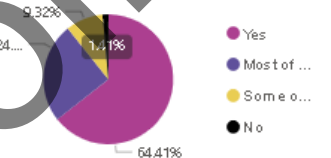
Assessment & Feedback

Are your assessment instructions clear?



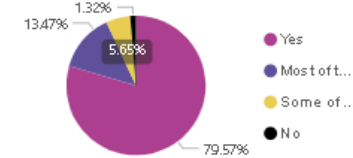
Assessment & Feedback

Is the feedback you get on your assessment...



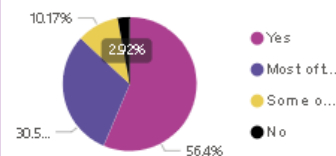
Curriculum

Will the subjects you are studying help you to ...



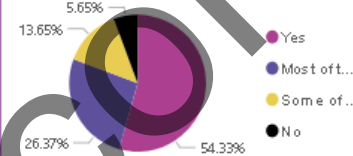
Support & Guidance

Do you feel confident you will succeed in yo...



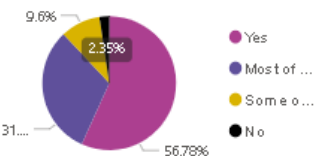
Student Partnership

When you give feedback about the college is it ...



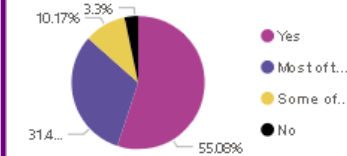
Organisation and Management

Do you think your course is run well?



Learning & Teaching

Overall do you feel motivated to learn





10. Future Agenda Items For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

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

2. Recommendation

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

3. Background

Not applicable

4. Key Considerations

Future Agenda Items

Meeting	Agenda Item	College Lead
October 2025	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey/Student Activity	Lyndsay Condie
	Outcome Framework 2025/26	Lyndsay Condie
	Outcome Framework Self Evaluation 2024/25	Lyndsay Condie/Sarah Higgins-Rollo
	Sector PIs 2023/24	Lyndsay Condie
	TQEF SEAP 2025/26	Sarah Higgins-Rollo
February 2026	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey/Student Activity	Lyndsay Condie

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

Not applicable

6. Equalities

Assessment in Place? – Not applicable.

7. Communities and Partners

Not applicable

8. Risk and Impact



10. Future Agenda Items For Discussion

5 June 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

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