

Zoom 4.30pm

AGENDA

1. Apologies for Absence
2. Declarations of interest

FOR APPROVAL

3. Minute of Meeting of 9 February 2023
4. Matters Arising
 - 4.1 L/22/003 Matters Arising re Student Journey Dashboard
 - 4.2 L/22/003 Matters Arising re Student Activity Report
 - 4.3 L/22/006 Inclusion and Student Services Dashboard
 - 4.3 L/22/009 PI Prediction Dashboard

FOR DISCUSSION

- | | |
|---|-----------------------------------|
| 5. Update on Curriculum changes due to Consultation/re-coursing students (Verbal) | David Allison/Lyndsay Condie |
| 6. Learning and Digital Skills Academy Ambition Dashboard | Laurence Ferguson |
| 7. Student Journey Dashboard | Lyndsay Condie |
| 8. PI Prediction Review Dashboard | David Allison |
| 9. Student Activity Report | David Allison |
| 10. Sector PIs – Session 2021-22 | David Allison |
| 11. Future Agenda Items | David Allison/Sarah Higgins-Rollo |
| 12. Review of Risk | |
| 13. Any Other Competent Business | |
-

Steeple Suite, Falkirk Campus (commencing at 4.30pm)

Present: Lorna Dougall (Chair)
Kat Graham
Claire Green, Forth Valley Student Association Vice President (FVSAVP)
Emma Meredith

Apologies: Anna Fenge

In Attendance: Professor Ken Thomson, Principal
David Allison, Vice Principal Infrastructure and Communications (VPIC)
Kenny MacInnes, Vice Principal Learning and Student Experience (VPLSE)
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
Rob McDermott, Quality Manager (QM) for L/22/004
Lyndsay Condie, Director of Operations (DOO) for L/22/005
James Aston, Head of Business Transformation (HoBT) for L/22/005
Anna Vogt, Head of Inclusion and Student Services (HISS) for L/22/006
Laurence Ferguson, Learning and Digital Skills Manager (LDSM) for L/22/007

L/22/001 Declarations of Interest

None.

L/22/002 Minute of Meeting of 17 November 2022

The minute was accepted as an accurate record of the meeting.

L/22/003 Matters Arising

4.1 L/21/043 Student Journey Dashboard

Members had requested access to the Campus-M app and guest access is now in place for members. Members agreed to review the app and discuss this as a matters arising at the May meeting of the Committee.

4.2 L/21/044 Outcome Agreement Self Evaluation

Members had requested more data on the College sector and this has been included in the paper for agenda item 11 of the meeting.

4.3 L/21/045 2022/23 Year End – PI Dashboard

Members had requested a demonstration of College systems and this has been included as item 6 on the agenda.

4.4 L/21/047 Student Activity Report

Members had requested an update on the SFC review which will be presented during the meeting.

The Chair also noted that, at the end of the last meeting of the Committee, there was some discussion on information regarding enrichment activity. Members noted it would be good to hear about activity the College is doing to enrich the learning experience as well as hearing about some student success stories.

The Chair confirmed she would take this forward in discussion with the FVSAVP and CGPO.

L/22/004 Education Scotland Annual Engagement Visit Report

The QM presented the report from the Education Scotland (ES) engagement visit in February 2023.

He informed members that the focus of the visit was on retention, achievement and progression and that the College had secured a satisfactory rating, which is the most positive rating ES provided.

He highlighted the report itself contained 43 examples of positive feedback and noted that the FVSA had received particular praise and thanked the FVSAVP for her and the FVSA teams work.

He discussed the more negative aspects of the report, noting that a lot of the challenges identified were sectoral such as attainment and confirmed that the College was in line with the sector.

Members welcomed the positive report from ES.

Members queried what could be done to increase the levels of attainment identified in the report.

The VPLSE noted that the work of Continuous Curriculum Improvement (CCI) and the PIPT process was continuing to have a positive effect, arresting the slight slide below sector averages in recent years and driving forward incremental increases. He also noted that the expansion of Learning Development Worker (LDW) support into HE courses to provide pastoral support, the introduction of the Learning Improvement Facilitator (LIF) role to provide specialist academic support and the restructure of the Inclusion and Student Services team to direct resources where there was demand had all contributed to the arrest of the downturn.

a) Members noted the content of the report

L/22/005 Student Journey Systems Demonstration

The DOO and HoBT gave a presentation to members outlining the array of systems in place within the College, both back office and student facing, that work together to support and improve the student journey during their time at College.

The HoBT outlined each system, the purpose for each and how they collaborate and support specific parts of the journey.

The DOO also noted that each of these systems remains under review so that changes, based on user feedback, can be identified and implemented as appropriate.

Members welcomed the presentation and the chance to see how all the various systems they had heard about link together.

The Principal noted that these systems would also support future learner analytics to enable the College to demonstrate the impact, value and efficiencies gained by the College.

a) Members noted the content of the report

L/22/006 Inclusion and Student Services Dashboard

The HISS presented members with the first dashboard covering the activity of the service and the range of students who engage with the services.

She noted that this dashboard had quite a lot of raw data in it to set the baseline and that further development of the dashboard would follow to look closer at the impact of the service on areas such as retention and achievement.

She discussed the range of services offered and the number of students engaging with each, highlighting that some students would access multiple services during their time at college.

She outlined the importance of early intervention whenever possible, particularly for safeguarding issues.

Members queried how the information generated by the support was utilised to support students and understand demand.

The HISS confirmed that engagements were recorded and that the Student Support Service (SSS) portal was being developed to become a 'one stop shop' for appropriate staff to be able to view the level of support in place and actions needed.

Members noted the high level of students engaging with the service and the comments on the dashboard around the various sources of funding and how these were not guaranteed to continue, presenting a high risk for the service.

The HISS confirmed this was a challenge, with some of the funding such as the Scottish Funding Council (SFC) funding for counsellors being time limited and quite proscriptive in terms of how the College could utilise the funding. She noted that the funding was for 4 years, with this being the last year and that SFC were developing a mental health plan but that details on what this would include or fund was not known at this time.

She noted that alternative sources of funding such as the Arms' Length Foundation (ALF) were being looked at but that these were no longer term solutions at this point.

Members noted the difficulty of the core focus needing to be on education but also ensuring appropriate support is in place at a time of funding cuts.

The VPLSE informed members that, as noted earlier, the College was going to conduct a piece of work looking at the cross over between interventions and success and also look at how many students who don't succeed that do not engage with the support interventions available.

He agreed that funding was a challenge, especially if it were to be removed given a third of full time students currently access some form of support.

Members queried how the College compared to the sector. The HISS reported that Outcome Agreement (OA) data was used to see how the College compares and that it had been identified that the College had fewer students disclosing a disability and the reasons for this were being investigated.

Overall, she reported that the College, in terms of support mechanisms did appear to be sector leading.

a) Members noted the content of the report

L/22/007

Learning and Digital Skills Academy Ambition Dashboard

The LDSM presented the regular dashboard on the activities of the Learning and Digital Skills Academy (LDSA).

He discussed the content of the dashboard, noting increased levels of engagement and support for LDSA activity from Curriculum Managers.

He highlighted a number of activities that had occurred since the last Committee meeting, including ongoing collaborative work with SERC in Northern Ireland.

He also discussed the risks being encountered and mitigations for these.

a) Members noted the content of the report

L/22/008 Draft Outcome Agreement

The Chair highlighted that this item was for consideration and approval rather than for discussion as noted on the agenda.

The VPIC presented members with the draft OA for 2022-23, noting that this was coming later to the Committee due to the Covid impact on SFC timescales.

He reported to members that the draft had been shared with SFC in December 2022 and that the College had received positive verbal feedback on the contents and targets.

He noted that, in relation to student success rates, a modest 1% increase had been put into the targets.

Members noted that the target seemed reasonable but queried the impact of the College funding position on the achievability of these.

The VPIC confirmed that the financial impact was taken into account and that the modest increase was due to anticipated benefits from developments discussed earlier.

Members noted the use of Labour Market Intelligence in curriculum review and requested further information at a future meeting on this topic. One member also indicated a number of firms work with the College sector in England and that she would forward on these details to the VPIC to consider.

a) Members approved the draft Outcome Agreement 2022-23

L/22/009 PI Prediction Dashboard

The VPLSE presented the dashboard covering the first of four review periods for the academic year.

He outlined the attainment target thresholds for each of the four periods and noted that, for both FE and HE, there were improvements compared to the previous year's figures.

He discussed with members the actions taken where activity does not meet the threshold targets and the use of the systems to support decision making and identify support for learners.

He highlighted that all ratings are challenged as appropriate by himself and the VPIC. He also referenced the number of ambers and reds in the dashboard which indicated areas of additional attention. He noted that some of these may be as a result of staff being cautious in predictions and will be monitored going forward.

He also informed members that a review of withdrawals was also conducted, noting that most of these seemed to be for personal circumstances but acknowledging this data could be developed more to reflect what the circumstances were, for example someone moving into employment during their course.

He confirmed the March review would allow the College to start to identify any trends and allow further proactive targeting of support.

Members noted that prediction can be quite difficult to get right and queried whether the data was compared to actual outcomes to see how accurate it was.

The VPLSE confirmed that the comparison of predicted vs actual was part of the ongoing process and differences in these were used to challenge the teams and identify more appropriate actions for supporting students.

The Principal noted that it may be useful to develop an overarching dashboard to pull together the range of data for members.

Members noted a College performance dashboard could be interesting and remove the need for some papers but that this should only be developed if it provided wider benefit to the College and not solely for Committee use.

a) Members noted the content of the report

L/22/010

Student Activity Report

The VPIC presented the regular report noting that, following the request from members at the previous meeting, additional information had been added on student demographic data.

He confirmed that overall enrolments were similar to last quarter although the level of Full Time (FT) enrolments was lower in some areas.

He confirmed a 1% increase in credits compared to last session and noted that the latest credits guidance had been released and that this still allowed use of credits for pastoral activity.

He noted, in relation to OA progress, there was a red against FE credits. He highlighted that this was as a result of the target being increased by SFC and that the College was actually above last year's levels.

He discussed the demographic information in the report and brought the level of students declaring a disability to the attention of the Committee as the level was lower than the sector average. He outlined a number of reasons why this may be.

Members noted it may be useful to compare this against the demographics for the Forth Valley area to see how the level compares to the local population. Members

also queried whether this type of information would influence College marketing activity.

The VPIC noted that it was not always easy to tie college data into the local area but this could be looked at. He also confirmed that trends which were identified were shared with both marketing and College management and that marketing do tailor campaigns as a result of this data.

a) Members noted the content of the report

L/22/011 Future Agenda Items

The VPIC presented the paper on intended future agenda items. Members noted the items and also asked that a report regarding Labour Market Information be added.

a) Members noted the content of the report

L/22/012 Review of Risk

Members highlighted the risk of funding for mental health and other support services.

L/22/013 Any Other Competent Business

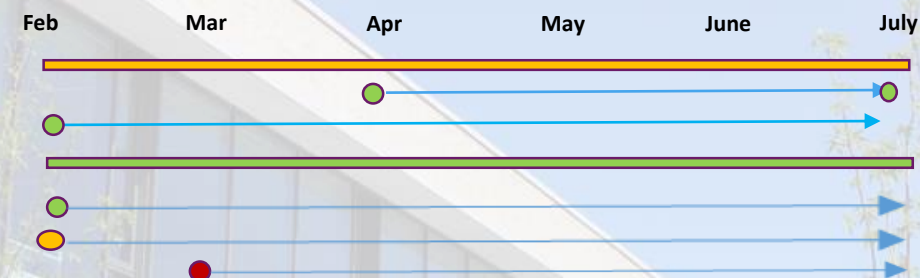
None

Quarterly Update 3 – February 2023 – April 2023

| 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 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | 3 Unique Hybrid Model Case Studies – May 23 |
| EnableFVC Online Delivery Targets | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Increased Hybrid / Online Delivery / FVC Branded |
| Learning and Teaching Enhancement Programme | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | On track |
| Digital Skills Self-Assessment Tool | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Phase 3 Evaluation of Staff engagement – Still Low |
| Moodle Continuous Improvement Plan | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | 4.1 Update (July2023) Moodle Hosting Review |
| Accessibility (Brickfield Labs) | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Operating within Moodle Theme |
| Online Assessment | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Updated – Safe Browser Assessment process |
| Use of Analytics | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Moodle 4.1 embedded with enhanced Analytics |
| Student Digital Skills Development | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Digital Skills Discovery Tool – Embedded in iLearn |
| Digital Skills Baseline – Corporate Service Staff | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Core Baseline complete. Bespoke platforms in review |

Looking ahead - Critical Activities linked to Key Milestones

- Digital Skills Self-Assessment Tool – Staff and Student Access and engagement review (Block 2)
- Case Studies - MoodleNxGen with Brickfield Accessibility check/Enhanced Hybrid Model Delivery
- Moodle App developed (Android & iOS) to embed accessible experience within Campus M
- Mentor Support & Pedagogy training for staff delivering online / Virtual Environments
- Review and Evaluation of Hybrid Model Delivery / EnableFVC targets
- Moodle 4.1 Update with enhanced analytic data pull
- Mapping Enable Full Time FE Online Targets and NxGen Moodle Standards



Highlights

- FVC/SERC Partnership - LDSA design, facilitation & onsite support for SERC INVEST staff development conference
- LDSA/SERC Learning Academy CPD session May 2023 – recorded session Neurodiversity, Confidence Building, AI and VR
- LDSA mentee development and content design support for 2391 18th Edition programme, led to significant increase in candidate pass rates .
- IDEAS Malta, Apr 23 – Final project report submitted to Erasmus+ British Council. AI facilitated Micro-credential course delivered sustainably online over 5 years and Global Community of Practice with currently 800 followers.
- Moodle App build complete on iOS and Android. SA and staff review positive with Marketing plan into session 23/24
- Central & South Scotland College Partnership – Network forum to enhance FVC Education for Sustainable Development
- Supporting FVC & SERC Business Development areas develop CompEx satellite centre within SERC's Lisburn Campus, with the possibility of allowing the delivery of CompEx 01-04 provision.
- LDSA support SERC Learning Academy deliver staff development training to 150 members of corporate services teams

Top Risks, Issues and Dependencies

- AI Chat GPT accelerating assessment policy and staff support needs.
- Staff reflecting pattern of insufficient time in learning, CPD & LDSA Offer.
- Opportunities developing quickly for VR delivery – LMT demo May 2023.
- Digital Skills Discovery Tools uptake and engagement is considerably lower among staff vs students. Risk to baseline skills data yield for FVC staff.
- Future hosting consideration for Moodle VLE and cost effectiveness.
- Intelliboard remains key consideration for enhanced VLE Analytics (2023 Budget).
- Mentor resource reduction, impacts overall LDSA Milestones / Enable FVC.
- Mapping of Sustainable Learning within Curriculum (FVC Net Zero Plan)

Quarterly Update 3 – February 2023 – April 2023

| 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 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | 3 Unique Hybrid Model Case Studies – May 23 |
| EnableFVC Online Delivery Targets | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Increased Hybrid / Online Delivery / FVC Branded |
| Learning and Teaching Enhancement Programme | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | On track 108 Staff engaged 22/23 |
| Digital Skills Self-Assessment Tool | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Phase 3 – Evaluation of Staff engagement |
| Moodle Continuous Improvement Plan | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | 4.1 Update (July2023) Moodle Hosting Review |
| Accessibility (Brickfield Labs) | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Operating within Moodle Theme |
| Online Assessment | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | LDSA support Construction e-assessment on OneFile |
| Use of Analytics | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Moodle 4.1 embedded with enhanced Analytics |
| Student Digital Skills Development | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Digital Skills Discovery Tool – Embedded in iLearn |
| Digital Skills Baseline – Corporate Service Staff | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Core Baseline complete. Bespoke platforms in review |

| Digital Skills Tool (Completed 1 element or more) | LTE Q1 – Q3 | Dept Split | Length of Service | LTE Current | Dept Split | Support Split |
|--|-----------------------------|--|---|-------------------------|--|---|
| <div>916 Students (via iLearn)</div> <div>94 Lecture Staff</div> <div>26 Corporate Staff</div> | 108 Academic Staff Mentored | <div>CS 20</div> <div>CSBC 31</div> <div>CDL 30</div> <div>SC 27</div> | <div>Staff Yr 2 > 53</div> <div>New Staff 55</div> | 72 Mentees as of May 23 | <div>CS 12</div> <div>CSBC 21</div> <div>CDL 22</div> <div>SC 17</div> | <div>L&T Practice – 29</div> <div>IDEAS - 16</div> <div>TQFE – 13</div> <div>PDA – 12</div> <div>TiCT - 2</div> |

| Highlights | Top Risks, Issues and Dependencies |
|---|--|
| <ul style="list-style-type: none"> FVC/SERC Partnership - LDSA design, facilitation & onsite support for SERC INVEST staff development conference LDSA/SERC Learning Academy CPD session May 2023 – recorded session Neurodiversity, Confidence Building, AI and VR LDSA mentee development and content design support for 2391 18th Edition programme, led to significant increase in candidate pass rates . IDEAS Malta, Apr 23 – Final project report submitted to Erasmus+ British Council. AI facilitated Micro-credential course delivered sustainably online over 5 years and Global Community of Practice with currently 800 followers. Moodle App build complete on iOS and Android. SA and staff review positive with Marketing plan into session 23/24 Central & South Scotland College Partnership - Education for Sustainable Development Supporting FVC & SERC Business Development areas develop CompEx satellite centre within SERC's Lisburn Campus, with the possibility of allowing the delivery of CompEx 01-04 provision. LDSA support SERC Learning Academy deliver staff development training to 150 members of corporate services teams | <ul style="list-style-type: none"> AI Chat GPT accelerating assessment policy and staff support needs. Staff reflecting pattern of insufficient time in learning, CPD & LDSA Offer. Opportunities developing quickly for VR delivery – LMT demo May 2023. Digital Skills Discovery Tools uptake and engagement is considerably lower among staff vs students. Risk to baseline skills data yield for FVC staff. Future hosting consideration for Moodle VLE and cost effectiveness. Intelliboard remains key consideration for enhanced VLE Analytics (2023 Budget). Mentor resource reduction, impacts overall LDSA Milestones / Enable FVC. Mapping of Sustainable Learning within Curriculum – Reflect in GTCS practice |



KEY PROJECT MILESTONES

- Launch of Freshdesk
- New Recruitment Policy 24/25 in development
- Onboarding FT and SCP courses commenced 8 May 2023
- Review of selection approaches

OVER 82%

of available Full-Time places have been offered



DIGITAL CAMPUS APP

Registered Users: 2850

PRODUCT INTEGRATIONS

- Student ID
- Course Timetables
- Menus

PLANNED DEVELOPMENTS

- Student Marketplace
- Staff & Alumni App



APPLICATIONS & ENROLMENTS 23/24

As at May 29 2023

Full-time Applications 4138

HEI Applications 331

Full-Time Active Enrolments 316

School Partnership Applications 965

School Partnership Active Enrolments 138



HIGHLIGHTS

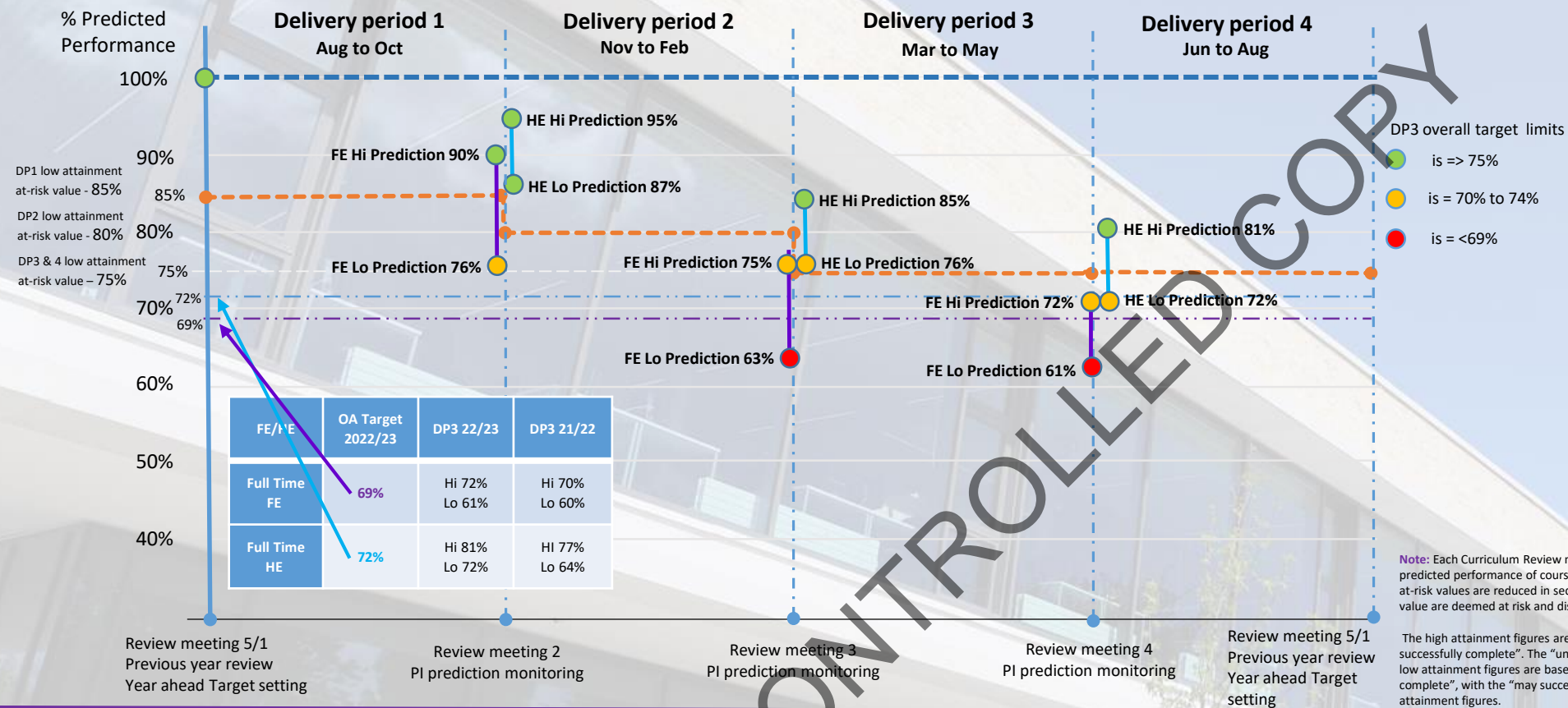
- Face to Face support for applicants
- Evening Student Portal
- School Partnership Portal
- Timetables
- Scoping Online Services

TOP RISKS

- External Web Developer ending contract
- ICT skills and digital poverty
- Volume of cross-college projects
- Silo Working
- Customer Service approaches via digital channels

Continuous Curriculum Improvement – PI Predictions Quarterly update for Delivery Period 3 (DP3) Academic session 22/23

Full time FE/HE College overall PI predictions against target for session 22/23



Individual Dept FT FE/HE PI predictions

| Dept | FE & HE Splits DP3 22/23 | | FE & HE Splits DP3 21/22 | |
|-------|--------------------------|-------------------|--------------------------|-------------------|
| CSBC | FE High PI | 73% | FE High PI | 76% |
| | FE Low PI | 59% | FE Low PI | 63% |
| | HE High PI | 77% | HE High PI | 71% |
| | HE Low PI | 68% | HE Low PI | 59% |
| CDLI | FE High PI | 66% | FE High PI | 71% |
| | FE Low PI | 60% | FE Low PI | 56% |
| | HE High PI | 85% | HE High PI | 82% |
| | HE Low PI | 78% | HE Low PI | 70% |
| STEMC | FE High PI | 78% | FE High PI | 70% |
| | FE Low PI | 68% | FE Low PI | 60% |
| | HE High PI | 80% | HE High PI | 81% |
| | HE Low PI | 67% | HE Low PI | 64% |

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 “unlikely to successfully complete” students are discounted for the high attainment figures. The low attainment figures are based only on the worst-case scenario, which are only those students that “will successfully complete”, with the “may successfully complete” and “unlikely to successfully complete” students discounted from the low attainment figures.

Key highlights and Considerations for DP2 22/23

- Full Time Recruitment down by 8% overall on 21/22. FE recruitment has performed better than HE recruitment.
- 22/23 DP3 retention for FE is at 78% up 2% and HE is 81% up 2% on DP3 21/22. A review of withdrawal reasons for FE has not identified any stand out reasons with personal circumstances as the most cited. Employment is still buoyant and cost of living may be influencing students decisions to leave for full-time employment.
- Attendance is the same for 21/22 and 22/23 at 81%.
- DP3 prediction figures for 22/23 are improved on DP2 21/22 prediction figures.
- LDW engagement now extended to HE and is gaining positive feedback.
- Learning Improvement Facilitators are now supporting full time programmes with very positive feedback received.
- Low attainment predictions for DP3 for some FE courses have been driven by caution across curriculum teams due to sporadic attendance. LDWs tasked with engaging those students with sporadic attendance.

Opportunities

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

1. Purpose

To inform the Learning & Student Experience Committee of the College's year-end position against Activity targets for Session 2022-23, provide an update on progress towards our Outcome Agreement targets for Session 2022-23 and provide an update on recruitment for Session 2023-24.

2. Recommendation

That members note and discuss the content of the report.

3. Background

The College has a strong track record on meeting its Credits target, and could face financial claw-back if this target is not met. This report provides an update on progress towards our Credits and Outcome Agreement targets for Session 2022-23, and provides an update on recruitment for Session 2023-24.

4. Key Considerations

Session 2022-23 Recruitment

Figure 1 displays a comparison of this session with last session at this time by way of comparison, which shows that overall enrolments are up by 1,291 (9%) this session compared to last year at this time. Full Time enrolments are down by 260 (8%) on last session, due to restructuring of our curriculum as a result of a required reduction in Credits, but also due to a reduction in full time HE recruitment. Full Time HE recruitment is down by 191 students compared to last session, of which 48 were planned. Across the College Sector recruitment has been challenging in the current climate of low unemployment, and more availability of places for Scottish students at Universities, as an impact of Brexit and Covid. Part time enrolments are up on last session at this time by 1,289 (23%), with the increase being across all teaching departments, with the biggest contributor being the re-introduction of STEM Primary Engagement courses. Evening enrolments are up on last session as we fully re-open our provision following Covid, with full class sizes. Assessment of Work Based Learning enrolments and Flexible/Distance Learning enrolments are on a par with last session.

Figure 1 – Enrolments Comparison by mode of attendance

| Mode of Attendance | Enrolments 2021/22 as at 26/5/22 | Enrolments 2022/23 as at 26/5/23 | Variance | % Variance |
|-----------------------------------|--|--|--------------|------------|
| | | | | |
| Full Time | 3,133 | 2,873 | -260 | -8% |
| Part Time | 5,493 | 6,782 | 1,289 | 23% |
| Evening | 1,518 | 1,758 | 240 | 16% |
| Assessment of Work Based Learning | 1,543 | 1,535 | -8 | -1% |
| Flexible/Distance Learning | 2,055 | 2,085 | 30 | 1% |
| Total | 13,742 | 15,033 | 1,291 | 9% |

A similar pattern can be seen in Credits, where overall we are 1,268 (2%) Credits better off this session compared to last. The pattern on Credits is following that of enrolments as you would expect. Overall early retention rates are on a par with last session's high rates, however full time rates are currently slightly down on last session.

Figure 2 – Credits Comparison by mode of attendance

| Mode of Attendance | Credits 2021/22 as at 26/5/22 | Credits 2022/23 as at 26/5/23 | Variance | % Variance |
|-----------------------------------|--|--|--------------|------------|
| | | | | |
| Full Time | 48,029 | 42,605 | -5,424 | -11% |
| Part Time | 18,482 | 24,839 | 6,357 | 34% |
| Evening | 2,829 | 3,174 | 345 | 12% |
| Assessment of Work Based Learning | 8,761 | 8,706 | -55 | -1% |
| Flexible/Distance Learning | 3,413 | 3,458 | 45 | 1% |
| Total | 81,514 | 82,782 | 1,268 | 2% |

Figure 3 below, shows both our Credits allocation for Session 2022/23 and also our progress towards achieving our targets. Our Credits are split into two separate pots of Core Credits and Credits for Foundation Apprenticeships, which are treated as separate funding streams by SFC.

Good progress has been made towards meeting our Credits allocation, and as previously mentioned, we are further ahead with Credits at this point compared to last session, and I'm forecasting that we are on track to hit our core target. We are showing a Credits shortfall for Foundation Apprenticeships, where recruitment has been challenging across some disciplines, and this shortfall won't be closed. Following discussion with SFC, the College plans to pull down funding for its full planned FA delivery rather than just what we've delivered, with the sector position being that planning and resourcing has been put in place to deliver the full provision, however poor recruitment across the sector for FAs has resulted in the sector not hitting target.

Figure 3 – Progress towards our 2022/23 Credits Target

| Category | Target | Current Credits | Estimated | | Variance |
|----------------------------|---------------|--------------------|-------------------|----------------------|-------------|
| | | | Future Credits | Predicted Credits | |
| Core Credits | 84,218 | 79,986 | 4,487 | 84,473 | 255 |
| Foundation Apprenticeships | 3,679 | 2,796 | 130 | 2,926 | -753 |
| Overall | 87,897 | 82,782 | 4,617 | 87,399 | -498 |

Figure 4 shows a further breakdown by mode of attendance of current and estimated Credits. SFC has issued its Credits guidance for the current session, which is continuing some relaxations introduced to help Colleges through the pandemic. The main one has been allowing an additional Credit to be claimed for full time HE courses for pastoral support, which has helped the College close the previously reported Credits gap.

Figure 4 – Current and Predicted Credits

| Mode | Current Credits | Estimated Future Credits | Predicted Credits |
|-------------------|-----------------|--------------------------|-------------------|
| Full Time | 42,605 | 0 | 42,605 |
| Part Time | 24,839 | 1,317 | 26,156 |
| Evening | 3,174 | 0 | 3,174 |
| AWBL | 8,706 | 100 | 8,806 |
| Flexible/Distance | 3,458 | 3,200 | 6,658 |
| Overall | 82,782 | 4,617 | 87,399 |

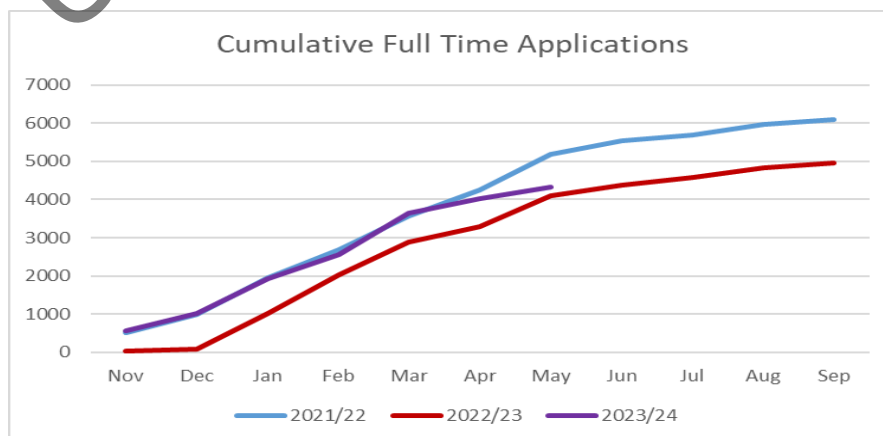
Outcome Agreement Dashboard

The Outcome Agreement dashboard is included as an appendix. This shows good progress with the majority of targets green. As mentioned previously we are on track to meet our core Credits target, with FAs falling below target. Our full time FE PI predictions has a high estimate above our OA target, however the low estimate is falling below. Our full time HE PI predictions have both the high and low estimates being above our OA target. Measure D on the number of senior phase age pupils is just below target, however with the change to a revised early start of the academic year for school pupils for next session to align with secondary schools, will result in us exceeding this target.

Early Student Recruitment 2023-24

Early student recruitment for next session is looking healthy. Figure 5 shows that applications for next session are tracking above our levels for the current session, and tracking closer to levels for Session 2021/22 despite there being fewer places available due to year on year credit reductions. The figure for May for Session 2023/24 is as from the 25th, so doesn't reflect the full month. These figures reflect applications received for our Full Time Courses, Full Time MA Applications and applications received through UCAS via University of Stirling for our Integrated Degree (HEI) Programmes.

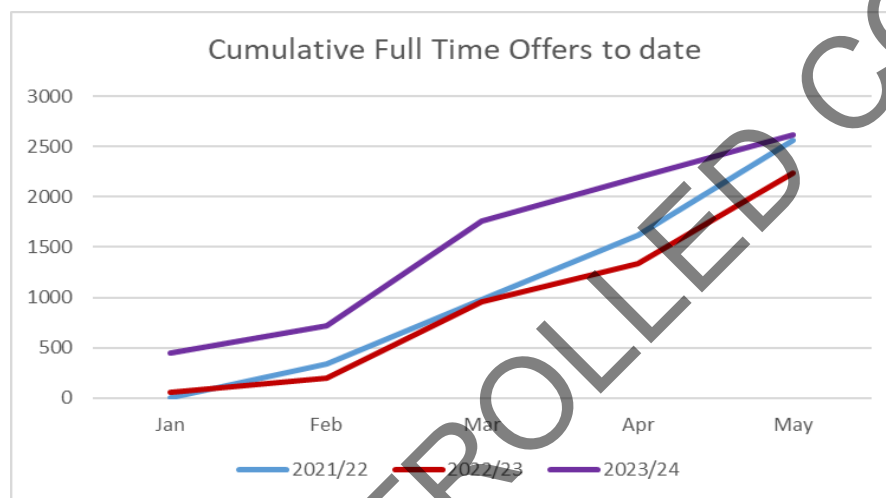
Figure 5 – Cumulative Full Time Applications



| Session | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|---------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 2021/22 | 505 | 982 | 1,938 | 2,693 | 3,563 | 4,263 | 5,177 | 5,529 | 5,705 | 5,975 | 6,109 |
| 2022/23 | 19 | 66 | 1,018 | 2,013 | 2,875 | 3,283 | 4,087 | 4,383 | 4,569 | 4,833 | 4,955 |
| 2023/24 | 547 | 1,004 | 1,916 | 2,559 | 3,651 | 4,017 | 4,334 | | | | |

Similarly from Figure 6 we can see that offers made at this stage in the year are higher for next Session compared to the previous two session. Again, offers shows are up to 25th May for Session 2023/24, and therefore don't reflect the full month.

Figure 6 – Cumulative Full Time Offers



| Session | Jan | Feb | Mar | Apr | May |
|---------|-----|-----|-------|-------|-------|
| 2021/22 | 4 | 338 | 979 | 1,616 | 2,564 |
| 2022/23 | 52 | 200 | 961 | 1,337 | 2,233 |
| 2023/24 | 442 | 717 | 1,757 | 2,196 | 2,613 |

The following three tables (figures 7, 8 and 9) show the split of our applications and offers by Level, Campus and Department respectively. Please note that these tables don't include applications for our Integrated Degree (HEI) courses and MA Applications, which follow a different process. Overall, over 82% of available places have been offered to prospective students, and waiting lists are beginning to build for some courses. In terms of offers HE is slightly ahead of FE, with Alloa Campus being slightly behind Stirling and Falkirk in terms of offers. The Department of STEM and Construction has a smaller full time provision compared to Care, Sport, Business & Communities and Creative, Digital & Leisure Industries, balanced by having the bulk of our MA provision, where places are fully allocated. Full Time Applications received and Offers given are also slightly behind the other two Departments.

Figure 7 – Full Time Applications by Level (Excluding HEI and MA Applications)

| Level | Target | Applications | Application Variance | Application Variance % | Offers | Offers Variance | Offers Variance % | Offer Withdrawn | Waiting List |
|---------------|--------------|--------------|----------------------|------------------------|--------------|-----------------|-------------------|-----------------|--------------|
| FE | 1,431 | 2,560 | 1,129 | 79% | 1,141 | -290 | -20% | 54 | 114 |
| HE | 1,156 | 1,576 | 420 | 36% | 979 | -177 | -15% | 50 | 36 |
| Totals | 2,587 | 4,136 | 1,549 | 60% | 2,120 | -467 | -18% | 104 | 150 |

Figure 8 – Full Time Applications by Campus (Excluding HEI and MA Applications)

| Campus | Target | Applications | Application Variance | Application Variance % | Offers | Offers Variance | Offers Variance % | Offer Withdrawn | Waiting List |
|-----------------------------|--------------|--------------|----------------------|------------------------|--------------|-----------------|-------------------|-----------------|--------------|
| ALLOA CAMPUS | 348 | 528 | 180 | 52% | 247 | -101 | -29% | 8 | 44 |
| FALKIRK CAMPUS | 1,358 | 2,380 | 1,022 | 75% | 1,163 | -195 | -14% | 63 | 86 |
| FORTH VALLEY ROYAL HOSPITAL | 10 | 18 | 8 | 80% | 6 | -4 | -40% | 0 | 0 |
| STIRLING CAMPUS | 871 | 1,210 | 339 | 39% | 704 | -167 | -19% | 33 | 20 |
| Totals | 2,587 | 4,136 | 1,549 | 60% | 2,120 | -467 | -18% | 104 | 150 |

Figure 9 – Full time Applications by Department (Excluding HEI and MA Applications)

| Department | Target | Applications | Application Variance | Application Variance % | Offers | Offers Variance | Offers Variance % | Offer Withdrawn | Waiting List |
|--|--------------|--------------|----------------------|------------------------|--------------|-----------------|-------------------|-----------------|--------------|
| CARE, SPORT, BUSINESS & COMMUNITIES | 1,252 | 2,000 | 748 | 60% | 1,061 | -191 | -15% | 60 | 69 |
| CREATIVE, DIGITAL & LEISURE INDUSTRIES | 823 | 1,413 | 590 | 72% | 684 | -139 | -17% | 29 | 23 |
| STEM & CONSTRUCTION | 512 | 723 | 211 | 41% | 375 | -137 | -27% | 15 | 58 |
| Totals | 2,587 | 4,136 | 1,549 | 60% | 2,120 | -467 | -18% | 104 | 150 |

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

There is potential for SFC to claw-back funding if the College does not achieve its activity target however the College is progressing well against its core Credits targets. The College has faced recruitment challenges for Foundation Apprenticeships, and as such we will under deliver against this target, and have budgeted for the Credits that we have delivered, however following discussion with SFC, we will pull down funding for our full FA planned delivery, in line with the sector.

6. Equalities

Assessment in Place? – No

This is a summary report so there are no equalities implications.

7. Communities and Partners

Not applicable.

8. Risk and Impact

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

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

Total Risk Score – 3

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 | X | Project/Programme |
| Property | | Reputational | | |
| | | Technology | | |

There is a risk of financial claw-back if the College doesn't achieve its Activity Target. The current prediction is that we will hit our overall Core Credits target, however there is a 2% threshold for clawback should we not meet this target.

Is the score above the Board Risk Appetite level? No

Risk Owner – LMT

Action Owner – LMT

Paper Author – David Allison

SMT Owner – David Allison

Outcome Agreement Dashboard

| Measure | | Target 2022/23 | Progress Jan 2023 | Progress May 2023 |
|---------|--|-------------------|----------------------|----------------------|
| A | Core Credits Delivered | 84,218 | 84,949 | 84,473 |
| | FA Credits Delivered | 3,679 | 2,979 | 2,926 |
| | Credits Delivered (Core + FAs) | 87,897 | 87,928 | 87,399 |
| B | Proportion of Credits delivered to 10% most deprived postcode areas | 10.5% | 10.5% | 10.5% |
| C | Proportion of credits delivered to care-experienced learners | 4.9% | 5.3% | 5.2% |
| D | Number of senior phase age pupils studying vocational qualifications delivered by colleges | 570 | 543 | 543 |
| E1 | Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE) | 69% | High: 90% | High: 72% |
| | | | Low: 76% | Low: 61% |
| E3 | Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE) | 72% | High: 95% | High: 81% |
| | | | Low: 87% | Low: 76% |

May 2023 - Key Points

- Credits Estimate for Session close to target, helped by the continuation of flexibilities to Credits guidance to mitigate against the impact of Covid.
- Overall full time enrolment numbers at FVC and across the sector are down on previous sessions, due to University offer, employment opportunities and impact of Covid.
- High Success PI estimates for both FT FE and FT HE are above OA targets and tracking goals.
- Low Success PI for HE is above our OA target, however the FE prediction has fallen below our OA target.
- Number of senior phase pupils studying vocational qualifications is just below target, however with the revised early start planned for the academic year for Schools programme, this figure will be exceeded.

1. Purpose

For Learning & Student Experience Committee members to discuss the recent College Sector Performance Indicators publication for Academic Year 2021-22.

2. Recommendation

That Learning & Student Experience Committee members review and discuss the Sector Published PIs for Academic Year 2021-22.

3. Background

SFC has recently published Sector and College PIs for Session 2021-22, produced from FES information. The PIs published by SFC are for SFC funded courses (only) where the learning undertaken is greater than or equivalent to 4 Credits. This publication allows analysis at a sector level, and allows for comparisons to be made across Colleges.

As we know, Sessions 2019-20, 2020-21 and 2021-22 were significantly impacted by Covid-19, with over 13,000 students deferred from Session 2020-21 into Session 2021-22, with approximately 8,000 students deferred into the current session, and therefore excluded from this publication. Also as a result of Covid-19, Colleges were directed to make holistic assessment judgements for student outcomes in Sessions 2019-20 and 2020-21, underpinned by internal quality assurance, rather than rely solely on student achievement. For Session 2021-22 in most cases there was a return to assessment being used solely to determine success.

The following paragraphs are taken directly from the SFC PI publication, and are unprecedented.

The ongoing COVID pandemic and the requirement for public health control measures continued into 2021-22. The measures put in place to protect staff and students in 2021-22 and the emergence of the Omicron variant were more disruptive and severely limited colleges' ability to deliver learning and teaching activities and student support services.

The academic year was characterised by repeated interruptions to normal delivery. Socially distanced blended learning in August /September was then followed by added disruption through staff and student absences due to the emergence of the Omicron variant in December and January where some colleges had to close and learning, teaching and support services were, for periods, moved completely online. For many students this high level of disruption to learning throughout the academic year limited their ability to complete their course and qualification as planned.

Furthermore, numerous pandemic issues impacted students' ability to complete their qualification:

- Students may have experienced a disrupted school experience due to the pandemic and were less academically and socially prepared for college.
 - Students may have been medically and emotionally affected by the pandemic either directly or via their families and/or dependants.
 - Students with childcare or caring responsibilities may have found it more difficult to complete their course as originally intended.
-

- Some students on courses containing a practical element or a work placement in subjects such as engineering, construction, social care, and childcare, were unable to complete their course as intended and therefore had to 'defer' completing their course and qualification to the following academic year.
- The entire student population was also affected by the 'softer' impacts of the pandemic on their education, such as losing access to peer support and in-person lecturer support.
- While institutions continued to take steps to address digital poverty, supported by additional funding, not all students had readily available access to the necessary broadband and/or equipment to facilitate effective digital learning and assessment.

The 2021-22 academic year (AY) was impacted by both the emerging cost-of-living crisis and the ongoing COVID-19 pandemic and the requirement for public health control measures that continued for much of 2021-22.

Although SFC has presented data for several years, full consideration should be given to these exceptional circumstances and direct comparisons between sessions 2019-20 through 2021-22 and earlier years should not be made without due consideration of the context.

4. Key Considerations

Figure 1 shows a comparison of both the college sector and Forth Valley College success PIs for Academic Year 2021-22 against the previous three sessions, with a variance column showing change between sessions 2020-21 to 2021-22. Overall the sector has seen a drop in success rates in Session 2021-22 compared to Session 2020-21, with full time HE faring the worst with a 9.6 percentage point drop, and only part time FE not falling.

The College has also witnessed a small overall drop in success rates from Session 2010-21 to 2021-22, however this hasn't been as significant as the overall sector drop, and we have performed at a higher level than the sector average in all of the categories shown in Figure 1, with the exception of full time HE. In full time FE we have the same success rate of 68% which is only one percentage point less than Session 2018-19 before Covid, and is the highest in the sector. Our full time HE success rate is showing a small drop, however this publication only includes students funded by SFC, and therefore the high success rates of our overseas commercial students aren't included. When these are included our FT HE success rate reverts back to a consistent 71%. Last session we were just below the sector average, however the full time HE success rate for most Colleges has fallen in Session 2021-22, resulting in the College being significantly above the sector average, with the second highest success rate.

Our part time FE success has increased by 2.3 percentage points, while our part time HE PI has slightly fallen by less than one percentage point, with both remaining well above the sector average.

Figure 1 - Success PIs Summary

| College Sector | | | | | | Forth Valley College | | | | | |
|----------------|---------|---------|---------|---------|-------------------------|----------------------|---------|---------|---------|---------|-------------------------|
| | Session | | | | 20-21/21-22 Variance | | Session | | | | 20-21/21-22 Variance |
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | |
| FT FE | 65.2% | 65.7% | 61.3% | 59.0% | -2.3% | | 69.1% | 70.1% | 67.9% | 67.6% | -0.3% |
| FT HE | 69.8% | 73.4% | 72.1% | 62.5% | -9.6% | | 71.0% | 70.6% | 71.0% | 69.3% | -1.7% |
| PT FE | 79.7% | 78.0% | 76.3% | 76.3% | 0.0% | | 89.6% | 89.6% | 82.0% | 84.3% | 2.3% |
| PT HE | 78.9% | 78.9% | 81.3% | 78.8% | -2.5% | | 84.5% | 91.9% | 83.6% | 82.8% | -0.8% |

Figure 2 shows the success PI for all Colleges for Full Time FE for Session 2021-22. The College has the highest achievement rate for Full Time FE, significantly above the sector average.

Figure 2 – Full Time FE Success

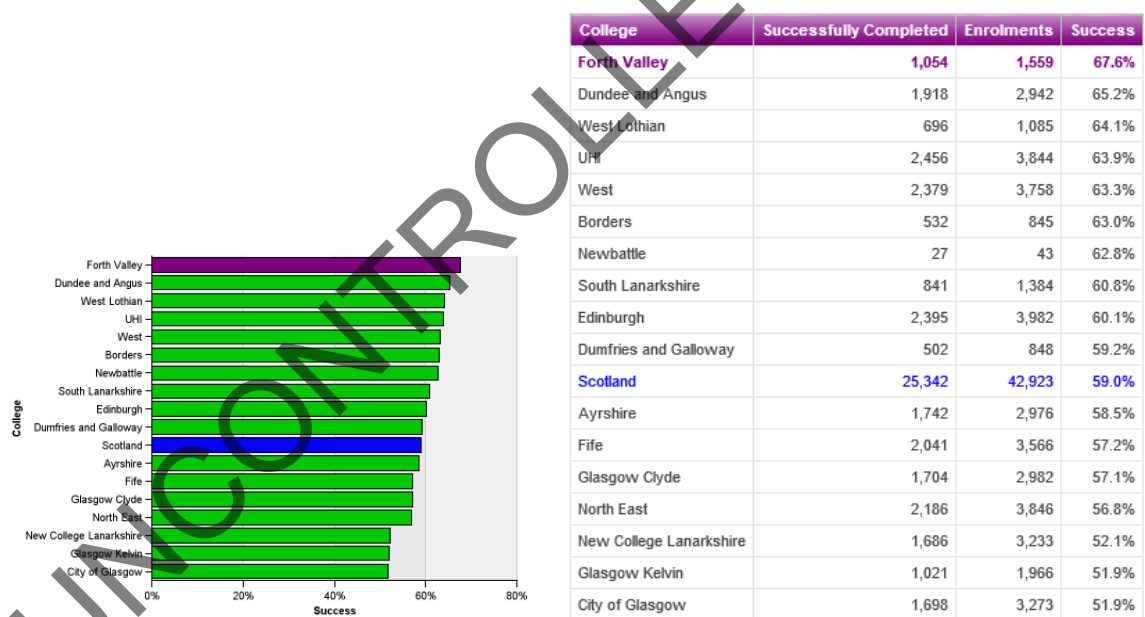


Figure 3 shows the Success PI for Full Time HE for Session 2021-22, with the College second highest, just behind Dundee and Angus, and well above the sector average.

Figure 3 – Full Time HE Success

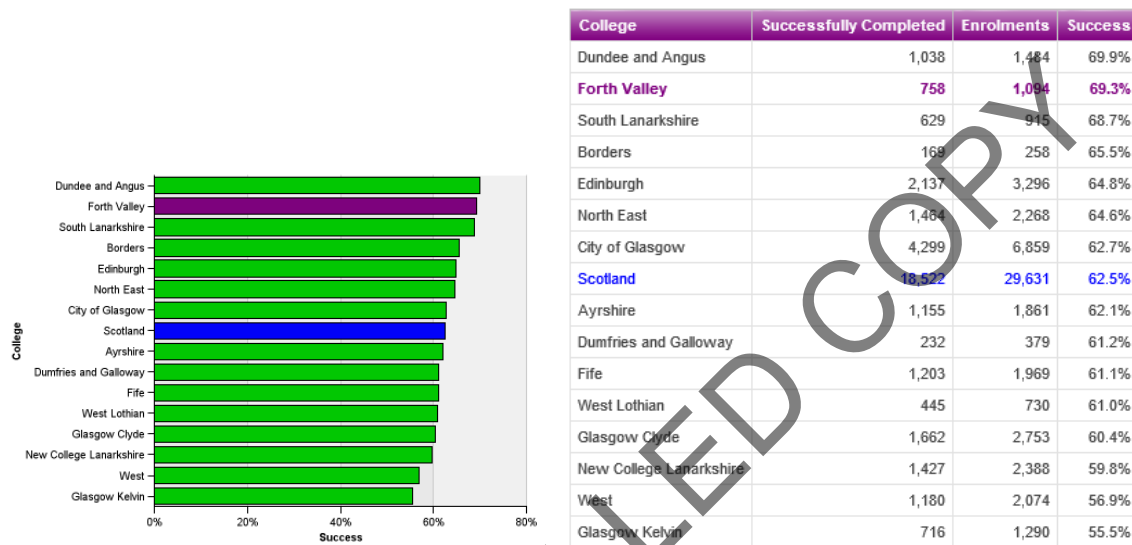


Figure 4 shows the success rates for part time FE for Session 2021-22, with the College being well above the sector average.

Figure 4 – Part Time FE Success

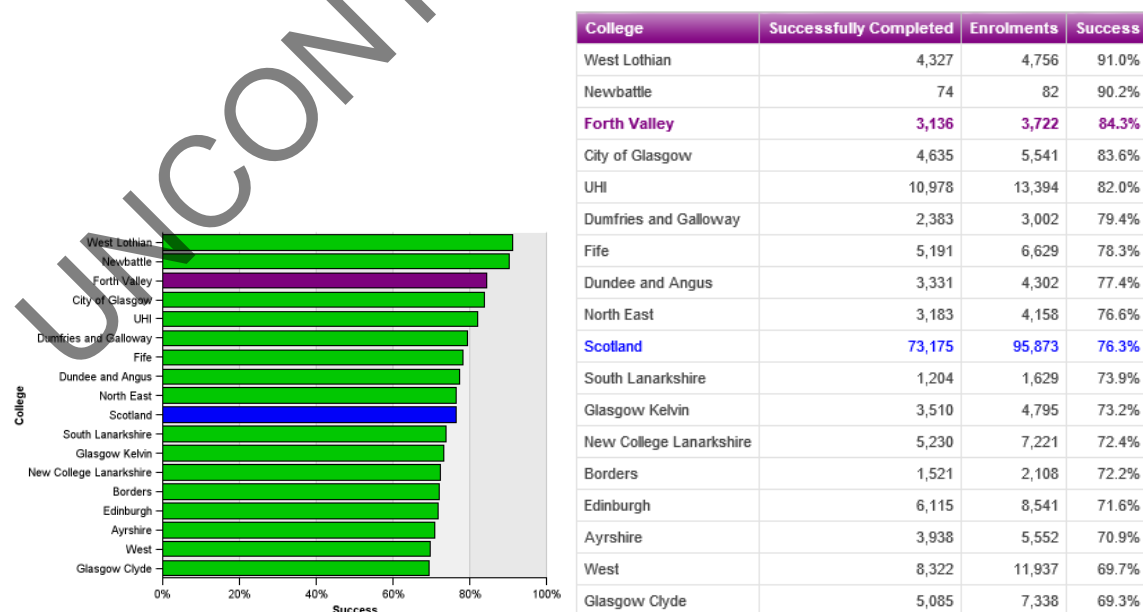


Figure 5 shows the success rates for part time HE for Session 2021-22, with the College again being above the sector average.

Figure 5 – Part Time HE Success



Age Groups

The PI Publication groups students by the following age groups: Under 18, 18-20 year old, 21-24 year old, 25-40 year old and 41 and over. The College has performed better than the sector average in all age-bands, and has the highest success rates in both 18-20 year old and 21-24 year old age categories.

Level and Gender

The publication groups students by gender and level of study to analyse success. For all combinations the College has a higher success PI compared to the sector average. Last session saw females out-performing males at both FE and HE levels, which was the first time we had seen this since this publication began. Last session's PIs were heavily influenced by deferred students, as the majority of deferrals were from Engineering and Construction and were predominantly male. This session, males have out-performed females at both FE and HE level, with both male PIs being the highest in the sector.

Key Groups

The SFC Publication also measures success against a range of key groups:

- All enrolments over 160 hours
- 10% most deprived postcode areas
- 20% most deprived postcode areas

- Care experienced
- Disability
- Ethnic minority
- Fees paid by employers
- Year of study greater than first year

In all of these key groups we are performing above the sector, apart from the category of Fees paid by employers, where we still have a high success rate (78.8%), however we are below a high sector average of 82.1%.

Subject Area

The publication also contains success PIs by Education Scotland subject areas. Within subject areas at FE level we are above sector average for Art & Design, Business, Management and Administration, Care, Computing & ICT, Construction, Hairdressing, Beauty & Complimentary Therapies, Science, and Sport and Leisure, along with having the highest PI in the sector for Engineering. We are below sector average for only Languages & ESOL, Media and Special Programmes.

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

Performance against Activity Target

For the second consecutive year the sector didn't deliver to its Credits target, falling short of its 1,766,190 target by 3.1%. The published targets show a combination of Credits for core and Foundation Apprenticeships. Forth Valley College delivered to its core Credits target, however we didn't meet our FA Credits target. The split across the sector between meeting core and FA targets by individual colleges hasn't been made available, however we suspect that most colleges will have met (or be within the allowed variance) of their core target, but have fallen short of their FA target. The published data shows that only West Lothian College has delivered above its combined core and FA activity target.

Figure 6 – Performance against Credits Target

| College | Session | Credits Achieved | Credits Target | % Variance |
|-------------------------|---------|------------------|------------------|--------------|
| West Lothian | 2021-22 | 50,665 | 49,609 | 2.1% |
| Forth Valley | 2021-22 | 91,624 | 92,117 | -0.5% |
| City of Glasgow | 2021-22 | 192,646 | 194,219 | -0.8% |
| Ayrshire | 2021-22 | 127,936 | 129,177 | -1.0% |
| Borders | 2021-22 | 26,916 | 27,298 | -1.4% |
| South Lanarkshire | 2021-22 | 49,981 | 50,704 | -1.4% |
| New College Lanarkshire | 2021-22 | 132,823 | 136,169 | -2.5% |
| Edinburgh | 2021-22 | 189,439 | 194,819 | -2.8% |
| Scotland | 2021-22 | 1,766,190 | 1,821,835 | -3.1% |
| North East | 2021-22 | 131,758 | 136,270 | -3.3% |
| Fife | 2021-22 | 135,038 | 139,694 | -3.3% |
| Glasgow Kelvin | 2021-22 | 80,238 | 83,207 | -3.6% |
| Glasgow Clyde | 2021-22 | 124,546 | 129,328 | -3.7% |
| Dundee and Angus | 2021-22 | 109,018 | 113,962 | -4.3% |
| Dumfries and Galloway | 2021-22 | 31,539 | 33,220 | -5.1% |
| West | 2021-22 | 157,663 | 167,303 | -5.8% |
| Newcastle | 2021-22 | 1,060 | 1,131 | -6.3% |
| UHI | 2021-22 | 110,668 | 119,922 | -7.7% |

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

This information will be used by curriculum teams as part of their curriculum review, and will be used to benchmark college performance against the sector.

6. Equalities

Assessment in Place? – No

This report highlights Sector PIs which relate to protected characteristics.

7. Communities and Partners

Not applicable.

8. Risk and Impact

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

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

Total Risk Score – 2

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

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

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

Is the score above the Board Risk Appetite level? No

Risk Owner – LMT

Action Owner – LMT

Paper Author – David Allison

SMT Owner – David Allison

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 |
|-----------------|--|-----------------------------------|
| Oct 2023 | Learning & Digital Skills Dashboard | Helen Young |
| | Learner Journey Dashboard | Lyndsay Condie |
| | PI Prediction Review Report | David Allison/Sarah Higgins-Rollo |
| | Student Activity Report | David Allison |
| | Use of Labour Market Intelligence in Curriculum Review | Sarah Higgins-Rollo |
| | Outcome Agreement 22/23 Self Evaluation | David Allison |
| Feb 2024 | Learning & Digital Skills Dashboard | Helen Young |
| | Student Activity Report | David Allison |
| | PI Prediction Review Report | David Allison/Sarah Higgins-Rollo |
| | Learner Journey Dashboard | Lyndsay Condie |
| | Outcome Agreement 23/24 | David Allison |

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

Not applicable

6. Equalities

Assessment in Place? – Not applicable.

7. Communities and Partners

Not applicable

8. Risk and Impact

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

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

Total Risk Score – Not applicable

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

Is the score above the Board Risk Appetite level? No

Risk Owner – Not applicable

Action Owner – Not applicable

Paper Author – David Allison

SMT Owner – David Allison