



13 November 2025

## LEARNING & STUDENT EXPERIENCE COMMITTEE

Falkirk Campus, Steeple Suite 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 5 June 2025	Yes	Approval	Lorna Dougall
3	Review of Action Tracker	Yes	Discussion	Sarah Higgins-Rollo
4	Review of Committee Remit	Yes	Approval	Sarah Higgins-Rollo
5	PI Prediction Review Dashboard	Yes	Discussion	Sarah Higgins-Rollo
6	Student Activity	Yes	Discussion	Lyndsay Condie
7	Outcomes Framework and Assurance Model	Yes	Discussion	Lyndsay Condie
8	Performance Indicators Analysis 2023-24	Yes	Discussion	Lyndsay Condie
9	Institution led Quality Review	Yes	Discussion	Rob McDermott
10	SFC College Transformation Proposal Update	No	Discussion	Sarah Higgins-Rollo
(Paper 10 is withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)				
11	Future Agenda Items	Yes	Discussion	Sarah Higgins-Rollo
12	Review of Risk	Yes	Discussion	All
13	Any Other Competent Business	Yes	Discussion	All
	13.1 Three points for reporting to the Board of Management		Discussion	All

### FOR INFORMATION

14	TQER Action Plan	Yes	Information	
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## 2. Draft Minutes of Meeting of 5 June 2025 For Approval

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LEARNING & STUDENT EXPERIENCE COMMITTEE

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### Teams (commencing at 4.30pm)

Present: Lorna Dougall (Chair)  
Chris Brodie

Apologies: Anne Marie Harley  
Jen Hogarth  
Elena Strachan  
Campbell Ure  
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)  
Laura Geoghegan, Widening Participation Manager (WPM) for item L/24/025  
Sarah Tervitt  
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/24/022 Apologies, Declaration of Interests and Changes to Members' Register of Interest**

Apologies were noted.

The CPGO reported that the meeting was not quorate but that the minute was the only item requiring approval.

The Chair agreed that the meeting would progress, with the minute being circulated for electronic approval after the meeting.

### **L/24/023 Draft Minutes and Matters Arising of meeting of 20 March 2025**

The Chair noted a future agenda item for the Committee could be a paper on tracking how the interventions for care experienced students have progressed over time.

a) Members noted the content of the minute of the last meeting

### **L/24/024 Review of Action Tracker**

The VPIC presented the action tracker. It was noted that some of the items had updates since the papers were issued and these were provided.

a) Members noted the content of the update

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### L/24/025 School Portal Development

The DOO provided members with a brief overview of the rationale for the portal and the developments over time, including the desire from staff and partners to make transition information more effective.

A project was created and, with funding from the ALF, a junior developer was recruited to work on enhancing the schools portal. The ethos behind the developments was to ensure effective two way communication and a system where a student only had to disclose information once, where after it was available to relevant staff via the College Student Support System (SSS).

The WPM confirmed that information provided via the portal was automatically fed into the SSS system.

She outlined the portal, how information flows through and how the data is used to identify students for early intervention.

She clarified that both known diagnoses and undiagnosed conditions were considered.

She confirmed the system had been live for 3 weeks and that there had been 470 forms submitted by schools so far.

Members were supportive of the 'tell us once' approach adopted by the College.

Members queried whether the system was vulnerable to cyber threats. The DOO informed members that security had been key in the development of the system and that the system removes a previous vulnerability where information was sent via email.

Members queried if this was common across the sector and, if not, would there be commercial opportunities?

The VPIC confirmed that the College was not aware of similar systems across the sector and that there could be opportunities in the future but that budgets across the sector would likely not allow other colleges to invest.

The HISS discussed plans for monitoring the impact of the developments and confirmed a report would be brought back to the Committee in due course.

- a) Members noted the content of the report and commended the team involved for the development of the system
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### L/24/026 Student Activity 2024/25

The DOO presented an overview of student activity for members. She highlighted that recruitment remains a challenge with enrolments for full time courses below target. She reported that fully funded flexible courses had been recruiting well and the January intake had been within 1% of the target.

She outlined recruitment activity and reported that the College was on track to meet targets for the next academic year.

She confirmed the ongoing review of recruitment processes to make the application process more effective, highlighting a recent increase in the number of group interviews to reduce workload for curriculum managers.

She confirmed that the College was still aiming to achieve 98% of credits and that this area remains under regular review.

Members noted the regional contextual data provided in relation to ethnicity of applicants and queried if other relevant factors such as SIMD could be included in the report.

The VPIC confirmed that this would be looked at.

Members queried the changes in the data presented in appendix 2 and the VPIC and VPLSE provided some more context.

a) Members noted the content of the report

### L/24/027 PI Prediction Review Dashboard

The VPLSE presented members with a dashboard showing the outcome of the fourth round of the annual cycle of performance indicator checking.

She confirmed that the data was queried by herself, the HLQ and HISS, and that action plans were being put in place for those students who are identified as requiring more assistance to complete successfully.

She also reported that the meetings also covered self-evaluation for the teaching teams and a review of recruitment figures for the next year.

She informed members that the inclusion of trauma informed practices were being looked at and a further report would be brought to the Committee.

a) Members noted the content of the report

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### L/24/028 QAA Tertiary Quality Enhancement Review Outcome

The VPLSE presented a paper outlining the outcome of the QAA TQER review.

She reported that the College was the first in Scotland to undertake this review and that the College had been deemed 'Effective' which is the best possible rating. She noted that the outcome was currently embargoed until the draft report is provided to the College, likely at the end of June.

She provided an overview of the process, timelines and staff involved in the review process and recorded her thanks for the work of all involved.

She informed members that a number of areas of good practice had been identified and that the 2 recommendations for action made were acceptable to the College. The recommendations were outlined for members by the VPLSE and HLQ.

The Principal commented on how pleased he was with the outcome as he felt it was a fair reflection of the College.

Members congratulated the College and the staff involved for the outcome and asked if this would be reported to the Board of Management. The Principal confirmed that this would be included in the next meeting.

a) Members noted the content of the report

### L/24/029 Listening to Learners March 2025

The HLQ presented a report on the latest listening to learners activity. He provided an overview of the process for members.

He reported a 35% increase in response levels from students and noted that 67% of respondents reported being happy with their College experience.

Students also reported that they thought the College was well run and that they received support from the FVSA, College staff and College services.

Members welcomed the engagement with students for feedback and queried whether students have a free text area in the process to provide additional comment.

The HLQ confirmed this was the case and that staff in his team review these additional comments for key themes and ensure they are fed back to the relevant CM's.

He also reported on a reported increase in engagement from FVSA which was welcomed.

a) Members noted the content of the report

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### L/24/030 **Development at Scottish Qualifications Authority**

The HLQ presented a paper outlining the current information about the changes coming to the Scottish Qualification Authority (SQA) following the Scottish Government's decision to revise and replace SQA.

He confirmed to members that SQA was the largest awarding body the College deals with and that relevant college systems were designed to respond to SQA requirement.

He noted that there was no indication of significant changes to the levels of qualifications offered by the College so, while there may be external facing changes to SQA, there was not an indication at this time of a significant impact on the College processes.

He did highlight that there could be impact on Modern Apprentices or individual course offerings and confirmed that the College was keeping any potential changes under review.

The Principal informed members that the College had been informed that day that from next year, SA would not be utilising Education Scotland.

a) Members noted the content of the report and asked that an update be brought to the next meeting of the committee

### L/24/031 **Future Agenda Items**

The VPLIC presented a list of proposed future agenda items for consideration. He noted that a number of additional items had been identified during the meeting –

- Review of effectiveness of portal developments
- SQA development

a) Members noted the content of the report

### L/24/032 **Review of Risk**

Risks were noted on the cover papers presented. Members noted that the change to Education Scotland while not a current risk, should continue to be monitored and a report brought at the relevant time.

### L/24/033 **Any Other Competent Business**

#### **Committee Member Mentoring for Sabbatical Officers**

The HLQ noted that he would like to see Board mentors identified to support the two new Sabbatical officers.

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The Principal commented that he had been discussing the new officers and their training so would add this to the discussions.

The Principal noted that this was the last meeting for both the VPIC and FVSAVP and thanked them both for their contributions to the Committee and the College.

Members noted their thanks to them both.

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Meeting	Date	Minute Ref	Action	Assigned to	Deadline to report?	Status	Output Required	Comment
LSE	20/3/25	L/24/014	Changes to SQA	Sarah Higgins	TBD	In Progress	Paper to Board	Add to agenda for next LSE Feb/March 26
LSE	20/3/25	L/24/018	Student Learning Experience Strategy Dashboard	Sarah Higgins	TBD	In Progress	Dashboard to committee	Dashboard under development
LSE	5/6/25	L/24/023	Paper tracking how interventions for care experienced students has progressed over time	Sarah Tervit	TBD	In Progress	Paper to Committee	Add to agenda for next LSE Feb/March 26
LSE	5/6/25	L/24/025	school portal - report on impact of developments	Sarah Tervit	TBD	In Progress	Paper to Committee	Add to agenda for next LSE Feb/March 26
LSE	5/6/25	L/24/027	PI Prediction review dashboard - report once inclusion of trauma informed practices added	Sarah Tervit	TBD	In Progress	Dashboard to committee	Dashboard under development
LSE	5/6/25	L/24/031	Future agenda items - report on further SQA developments	Sarah Higgins	TBD	Cancelled	Covered above	



## 4. Review of Committee Remit For Approval

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

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### 1. Purpose

To review the remit of the Learning & Student Experience (LSE) committee to ensure it continues to provide the Board of Management with the appropriate level of assurance.

### 2. Recommendation

That members review the appended updated remit of LSE and recommend any additional changes to the Board of Management.

### 3. Key Considerations

The Scottish Government Audit & Assurance Committee Handbook considers it good practice for the remit of committees be reviewed on an annual basis to ensure they continue to fulfil their role of providing the Board of Management with the necessary assurances in relation to good Governance.

This has not occurred for the LSE committee and this paper seeks to rectify this.

The changes in the paper are highlighted as track changes and mainly relate to changes in the reporting and quality landscape.

### 4. Resource Implications (Financial, People, Estates and Communications)

None

### 5. Equalities

There are no impacts associated with this paper.

### 6. Communities and Partners

None

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## 4. Review of Committee Remit For Approval

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### 7. 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 – No

	Likelihood	Impact
<b>Very High (5)</b>		
<b>High (4)</b>		
<b>Medium (3)</b>		
<b>Low (2)</b>		
<b>Very Low (1)</b>	X	X

#### Total Risk Score – 1

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

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

Failure to keep Committee remits under review could lead to a position where the committee is not providing the relevant assurances to the wider Board of Management. Mitigation is this review of the remit by members followed by an annual check.

Is the score above the Board Risk Appetite level? No

**Risk Owner** – Sarah Higgins-Rollo

**Action Owner** – Sarah Higgins-Rollo

**Paper Author** – Stephen Jarvie

**SMT Owner** – Sarah Higgins-Rollo



## 4. Review of Committee Remit For Approval

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### Learning & Student Experience Committee

#### 1 Committee Rationale

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

#### 2 Purpose

- To provide advice in relation to the preparation of the College's [Tertiary Quality Enhancement Framework Outputs and Delivery Mechanisms Outcome Agreement](#)
- [To promote Creative Learning and Technologies across the College](#)
- To contribute towards the College's vision of a digitally agile workforce, student body and learning environment
- To consider and endorse the College's [TQEF: Self Evaluation and Action Plan Evaluative Report and Enhancement Plan](#)
- To receive reports on the activities and progress of the [Forth Valley Student Association](#)
- To receive reports on the safety and security of the College's digital infrastructure and information management processes
- To receive reports on a range of learner analytics to maintain an overview of student learning and performance
- To consider and advise on reports relating to student support activity such as core skills, financial support and development of support technologies

#### 3 Membership

- The Committee shall comprise [76](#) Board of Management members including at least one student Board member
- [The Committee shall include co-opted members](#)
- The Chairman of the Board of Management and College Principal shall be ex officio members and are not eligible to vote on committee matters.
- The Chair of the Committee shall be appointed by the Board of Management and should not be the Principal. [If the Chair of the Board or Committee is not present at any meeting, the Vice Chair shall assume that role. Where a Vice Chair is not available,](#)

members shall elect from amongst themselves a Board member who is entitled to vote as the Chair of that meeting. In the event that the Chair is unavailable to attend a meeting of the committee, a substitute will be nominated by the Committee members in attendance

- Other members of the Board of Management may be invited to attend meetings of the Committee e.g. for consultation on significant strategic projects

#### 4 Meetings

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

#### 5 Specific Duties of the Committee

- To provide advice and support on Creative Learning and Technologies to the Board of Management and College Senior Management, monitoring progression against the 6 key components of the Creative Learning and Technology strategy, the student experience, monitoring progress against the College's Student Learning Experience Strategy, monitoring progress of the success measures on an annual basis
  - To consider and provide advice and support on the preparation of the College's TQEF: Self Evaluation and Action Plan Outcome Agreement for approval by the Board of Management and submission to the Scottish Funding Council
  - To consider and provide advice and support on the preparation of the College's TQEF Outputs and Delivery Mechanisms. Evaluation report and Enhancement Plan for approval by the Board of Management and submission to Education Scotland
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## 4. Review of Committee Remit For Approval

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

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- To provide and advice and guidance to the College in relation to any review/update of the ~~Creative Learning and Technology strategy~~[Student Learning Experience Strategy](#)
- To monitor and review progress towards appropriate strategic and corporate objectives relevant to committee activity
- To receive regular reports on the activities of the [Forth Valley](#) Student Association and their Executive
- Monitor student satisfaction and feedback
- Monitor learner analytics such as retention, achievement, satisfaction and progression
- To maintain an overview of the College portfolio and the alignment of provision with corporate and national priorities

### 6 Authority

- The Committee is authorised by the Board of Management to approve all policies relevant to the Committee, or where appropriate refer to the Board of Management for final approval
  - The Committee may establish sub-groups on key projects/developments as appropriate
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## 5. PI Predictions DP 2025/26 For Discussion

13th November 2025

LEARNING AND STUDENT EXPERIENCE COMMITTEE

### 1. Purpose

For members to review and discuss the PI Prediction Activity for Delivery Period 1 (DP1) 2025-26.

### 2. Recommendation

That members review and discuss the Full-Time PI Prediction Activity for Delivery Period 1 2025/26 and note any actions.

### 3. Background

This paper provides reporting of full-time course PI predictions for Delivery Period 1 (August to October) of the 2025–26 session. PI predictions are reviewed and evaluated during Continuous Curriculum Improvement (CCI) Meeting 2, scheduled for November. The focus of these discussions will be to identify students and groups at risk of low performance and to agree targeted actions for improvement. Curriculum Managers will present action plans outlining interventions to address identified areas of concern and support improved outcomes.

### 4. Key Considerations

#### PI Prediction Summary

Curriculum Area	Enrolments	Early Withdrawals	Retention	FE		FE		HE		HE	
				High 24/25	Low 24/25	High 25/26	Low 25/26	High 24/25	Low 24/25	High 25/26	Low 25/26
CSBC	953	37	96%	77%	66%	94%	83%	90%	86%	93%	91%
STEMCon	698	19	97%	85%	79%	90%	84%	84%	77%	96%	98%
CDL	995	35	96%	90%	80%	91%	84%	98%	90%	96%	90%
<b>Total</b>	<b>2,646</b>	<b>91</b>	<b>FE: 96% / HE: 97%</b>	<b>83%</b>	<b>74%</b>	<b>91%</b>	<b>83%</b>	<b>92%</b>	<b>86%</b>	<b>95%</b>	<b>90%</b>

#### 4.1 DP1 2024/25 vs 2025/26 Comparison

All 2025/26 DP1 high and low PI predictions have improved compared to the 2024/25 baseline. Early retention rates for both FE and HE have remained consistent year-on-year. CCI Meeting 2 is scheduled for late November to review the PI predictions in detail.

#### Contributing Factors to Improved PIs

- Curriculum Review: Curriculum teams were directed to review and rationalise FE group awards where possible, enhancing opportunity for student success and progression.



• Transitions Information Form (TIF): The new digital TIF within the FVC Portal has driven a significant improvement in transition data and early support:

- 25/26 intake: 722 TIFs submitted
- 24/25 intake: 470 manual TIFs

This development has enabled earlier and more targeted intervention for learner support.

• Staff Development: Year 2 roll-out of trauma-informed practice continues to enhance staff capability for supporting vulnerable learners.

Departments are now being asked to review the accuracy of their PI predictions against final results for 2024/25. The introduction of a final PI prediction in June will support improved forecasting and facilitate summer catch-up plans where required.

CCI Meeting 1 discussions noted some early challenges in attendance consistency and learner support requirements. Attendance and engagement monitoring is reported as variable across LDWs. An LDW Operational Guidance document is under development and will be presented at the LDW Forum to promote consistency and standardisation.

Curriculum Managers also identified student funding issues as a challenge that was causing a risk of withdrawal for a small number of students. Inclusion and Student Services provided an emergency fund to support learners, but communication on this mechanism could be improved to ensure staff awareness and timely access to funds.

#### 4.2 Recruitment and Selection

##### Enrolment to Target

	2024/25		2025/26	
	FE	HE	FE	HE
College Enrolment to Target	96%	81%	98%	87%

Recruitment performance has improved across both FE and HE compared to the previous session. However, several operational challenges were experienced during the recruitment and onboarding process, including duplication of communications, variable student journey for MA's, length of recruitment process in some departments. To address these, the Recruitment and Selection Short-Life Working Group (SLWG) has been re-established to review practice, reflect on lessons learned, and develop an action plan for improvement.



**5. 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	X
Low (2)		
Very Low (1)		

**Total Risk Score – 9**

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

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

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

**Is the score above the Board Risk Appetite level? No**

**Risk Owner – LMT**

**Action Owner – LMT**

**Paper Author – Sarah Higgins-Rollo**

**SMT Owner – Sarah Higgins-Rollo**



1. Purpose

To update the Learning & Student Experience committee on the year-end 2024/25 and our new academic session 25/26.

2. Recommendation

Committee members review and discuss the content of the report.

3. Credits and Retention 2024-2025

Our credits target for 24/25 was 79,107. We successfully met our credit target, achieving this within the 2% threshold and a total of 77,785 credits. This was audited in September, and our signed FES Certificate has been issued to the Scottish Funding Council.

Overall, full-time retention for 2024/25 was 79% with Higher Education retention performing slightly better (83% vs 76% for HE/FE). 79% retention rate is above sector average and considered a strong performance, based on the latest SFC data.

4. Recruitment Update 25/26

Our recruitment landscape remains challenging due to a combination of factors, including financial pressures and sector-wide competition, particularly from universities.

Nonetheless, our recruitment position is relatively healthy, however, this does rely on all planned courses being successfully delivered including 3,000 Credits from our fully funded e-learning courses. We delivered 2,700 credits for 24/25 and we feel the stretch target to 3,000 for 25/26 is achievable. However, this will require adding more courses to our fully funded portfolio, while also closely tracking our credit delivery progress throughout the year.

Our Directors of Curriculum continually review our credit position and have action plans in place to address any credit shortfall.

**Planned credits for 25/26**

Full-time	43,286
Part-time	21,274
Flexi and Online	6141
Evening	1955
Work Based Learning	4821
Total Planned Credits for 25/26	77477



**Full-Time Recruitment Update 25/26**

Since the launch of our full-time courses in October 2024, we have received over 6,053 applications, exceeding our overall target of 5,734. This represents an 18% increase compared to the previous session.

We achieved 2,646 full-time enrolments for our August start full-time courses, with 2,544 active students. This equates to around an 87% conversion rate from offer to enrolment.

**Figure 4 – Full-time Enrolment to Target**

	2024/25		2025/26	
	FE	HE	FE	HE
College Enrolment to Target	96%	81%	98%	87%

Onboarding for our August 2025 full-time courses began in late April 2025. This process is reviewed annually to ensure continuous improvement in our onboarding approach and to support achievement of our SFC targets.

Early retention for 25/26 is currently at 96% (97% vs. 96% for HE/FE), which is the top end for sector-wide performance in FE and a good benchmark to sustain for our HE provision.

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

As in previous years, the onboarding process for our students uses a mix of email, text, and face-to-face sessions to support prospective students to complete their online enrolment. (

Over the past year, with funding from the Arm’s Length Foundation, we have implemented several developments to the way we gather transition information from our local high schools. Schools now submit all transition information linked to their pupils through the school portal. This allows schools to transfer sensitive data directly into our Student Support System. To date, we have received 743 completed transition forms on the portal. This provided an opportunity to deliver targeted interventions where required, and helped us deliver “Get Ready for College” workshops to ASN, Care-Experienced, and AAA applicants.



## 6. Student Activity For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### January start update

We have received a total of 227 applications against a 356 application target. Our enrolment target is 178, with interviews due to start next week, with the aim to have the majority of our January students onboarded before the Christmas break.

Figure 1 Full-time Breakdown of Applications - August 2025

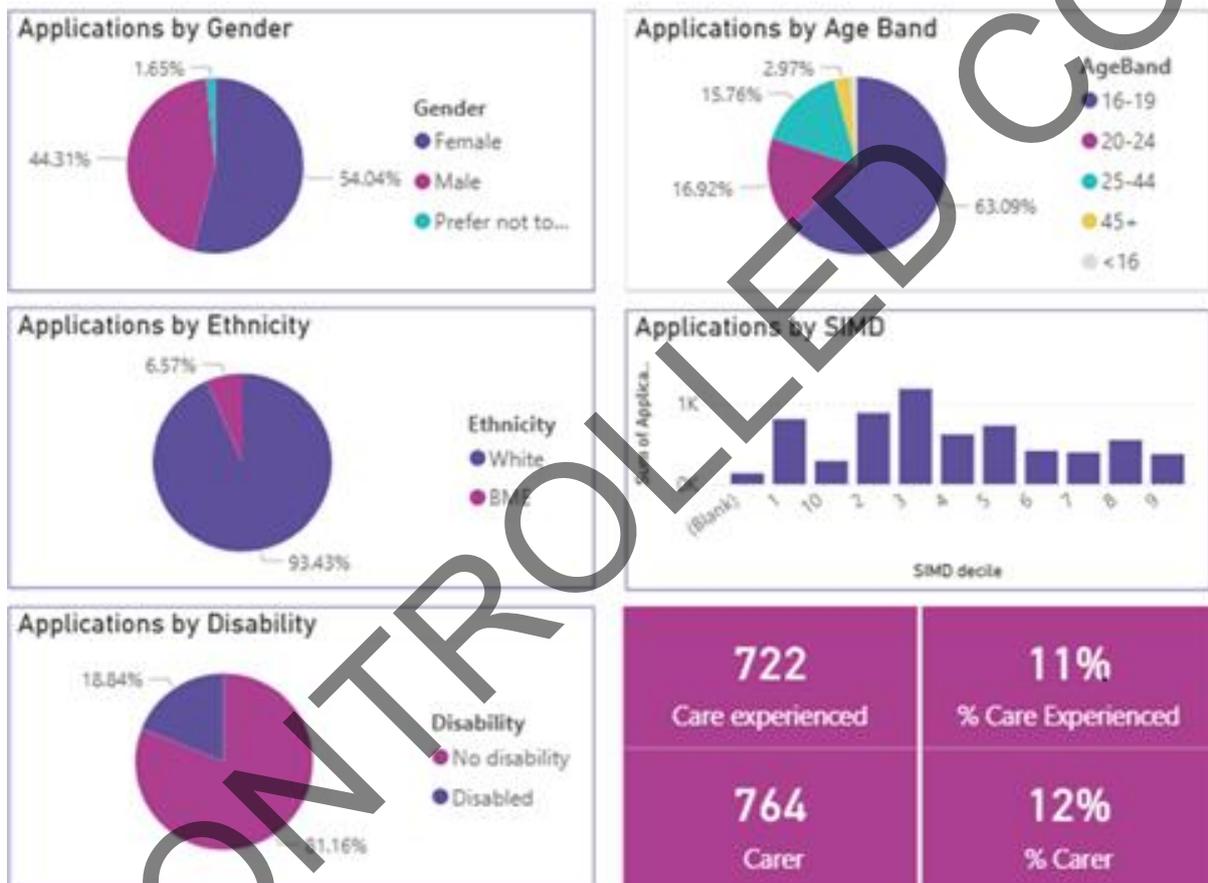


Figure 2 – Full-time Enrolment Profile – August 2025

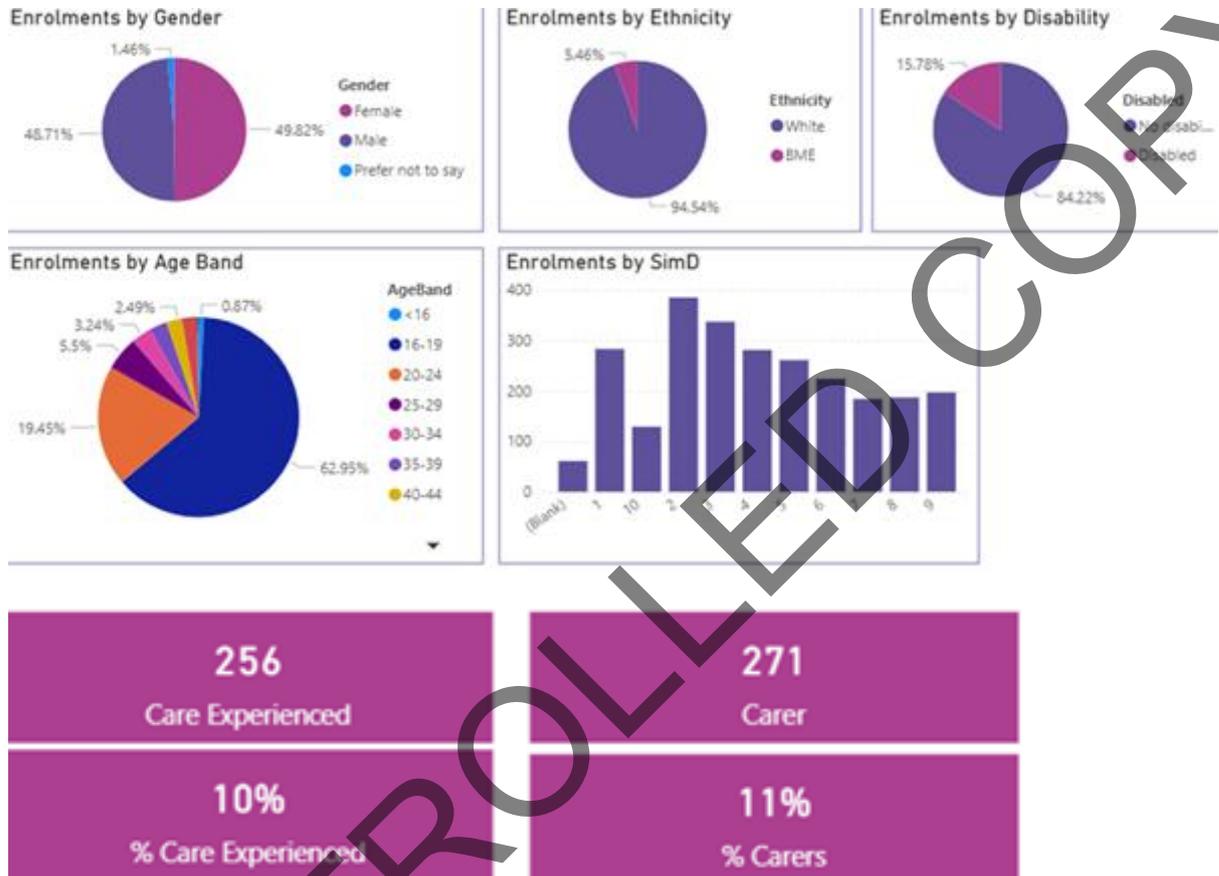


Figure 1 above shows the profile of our full-time applicants, while Figure 2 illustrates the profile of full-time enrolments for the 2025/26 session.

54% of full-time applicants are female, while enrolments are just under 50% split between male and females. 16-19 year olds are the largest age band, both in terms of applicants and enrolments (both 63%). Just under 7% of full-time applicants, which is also consistent with enrolment data, classify themselves as coming from a Black or Minority Ethnicity.

Over 12% full-time applicants come from SMID10 (most deprived postcodes). SMID10 & SMID20 combined is around 28% (most deprived postcodes). However, the conversion to enrolment is lower, with 10% from SMID10 and 22% combined from SMID10 and SMID20. 19% of full-time applicants have stated they have a disability; however, this reduces to just under 16% of enrolments.

You will also see that 11% of applicants are care-experienced. However, this reduces to 10% of our full-time enrolments, which is a similar to the previous academic session. We anticipate that that care experienced students will increase following our January start intake.



## 6. Student Activity For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

For full-time active students for 25/26, 821 students have accessed support from our Inclusion and Student Services team. This is an increase of 79 students in comparison to the full academic year for (24/25). It is important to highlight that we are only three months into the academic year and this figure will inevitably increase. Therefore, we must continually review to ensure we can meet this demand.

### Modern Apprenticeship Update 2025/26

We remain one of the largest providers of Modern Apprenticeships across the sector with Engineering consistently high, and our biggest contract is with Babcock. Our largest growth area is within Health and Social Care.

There are currently 1,125 Modern Apprenticeships (across all years), being delivered across 26 frameworks, working with over 300 employers. To date, we have achieved 331 new starts towards a target of 491 and our recruitment activity continues.

### Full-time Applications Received for 26/27 (as at 6 November)

Alloa	Falkirk	Stirling	Total
25	148	35	208

## 5. Key Considerations

<b>Timetables</b>	The majority of timetables were available to review in July via PDF and from August via the App.	<b>Action 2026/27</b> The deadline for completing timetables is June 2026 now fixed in the onboarding activities.
<b>Pre-enrolments</b>	Lowest number of pre-enrolled students in class at the start of term.	<b>Action 206/27</b> Online enrolment guide and face-to-face sessions to continue.
<b>Funding</b>	Bursary system live date mid July 2025. Issues still ongoing concerning SAAS delays.	<b>Action 2026/27</b> Review of this process planned for next month.
<b>Transition Project</b>	Gathering of transition information is vastly improved.	<b>Action 2026/27</b> 743 transition forms completed via the portal.
<b>Start of session</b>	New students supported by team of helpers during the first week of term at all campuses.	<b>Action 2026/27</b> Approach to continue for next session.
<b>Open Evening</b>	Four Open Evenings planned.	<b>Action 2026/27</b> Open evenings are planned for Nov and March.
<b>Complaints</b>	No complaints received.	<b>Action 2026/27</b> Sustain this position throughout the recruitment cycle.



## 6. Student Activity For Discussion

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<b>Recruitment Strategy</b>	A Recruitment SLWG has been set up in October 2025.	<b>Action 2026/27</b> Action plan to be produced and delivered by the SLWG.
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### 6. 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 2025/26 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 allows us to enhance our marketing and recruitment efforts.
Communications	Information to be cascaded to teams on the current recruitment position.

### 7. Risk and Impact

There is a financial risk to the College of not recruiting to target, which is mitigated through the actions described in this paper to maximise recruitment.

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

Total Risk Score – 6

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	x	
	Technology		

Is the score above the Board Risk Appetite level? No

Risk Owner – Alison Stewart

Action Owner – LMT

Paper Author – Lyndsay Condie

SMT Owner – Alison Stewart



## 7. Outcomes Framework and Assurance Model For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### 1. Purpose

To provide the committee with an update on the SFC Outcomes Framework and Assurance Model.

### 2. Recommendation

That members note and discuss the information.

### 3. Background

SFC launched the new Outcomes Framework and Assurance Model in 2024. This is a change in approach from the former Outcome Agreement.

The SFC guidance can be found at <https://www.sfc.ac.uk/publications/outcomes-framework-and-assurance-model/>. Please refer to Appendix 1 for timeline and Appendix 2 for additional technical guidance.

In summary, the new Outcome Framework and Assurance Model aims to clarify the Scottish Funding Council's expectations, reduce the reporting burden on colleges, and focus on outcomes rather than planned activities, while still taking into account the nuances of individual colleges' circumstances through a continued programme of regular engagement.

### 4. Key Considerations

#### Outcomes Framework

The purpose of the Outcomes Framework is to set the Scottish Funding Council's expectations for colleges in return for funding, focusing on broad outcomes rather than specific targets and providing an opportunity to engage with a wider number of specialist representatives from across colleges.

#### Key Outcomes

For colleges, there are nine key outcomes within the new framework.

Funding Regularity	Ensuring funds are used for their intended purposes.
Good Governance	Demonstrating accountability, risk management, and compliance.
Financial Viability and Sustainability	Maintaining short-term viability and long-term sustainability.
Estates and Infrastructure	Effective management of estates and digital infrastructure.
High Quality Learning and Teaching	Providing high-quality education and continuous improvement.
Student Interests, Access and Success	Ensuring education is accessible and supportive.



## 7. Outcomes Framework and Assurance Model For Discussion

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Skills and Work-based Learning	Producing work-ready graduates.
Net Zero	Embedding green growth and net zero transformation.
Equality, Diversity and Inclusion	Complying with equality duties and fostering good relations.

The two key components of the Assurance Model are Monitoring and Engagement.

### Monitoring Process

The monitoring process is designed to ensure that the College delivers the outcomes specified in the Outcomes Framework. It involves the collection and analysis of data and information to assure SFC and other stakeholders. They have incorporated many aspects of the previous Outcome Agreement monitoring process; however, they have also added some additional monitoring steps to the process.

#### Existing Monitoring

- Existing mechanisms such as FES returns, external audit opinions, and project funding reports will continue to be used.
- Internal and external audit reports, annual reports, and governance effectiveness reviews are part of the current monitoring framework.

#### Additional Monitoring (SFC Guidance attached for reference)

- The monitoring approach incorporates existing data collection methods where they are still fit for purpose.
- Guidance has just been issued for the new monitoring approach for academic year 2025-26 – Summary is located within Appendix 2 or via the following link <https://www.sfc.ac.uk/publications/outcomes-framework-and-assurance-model/>
- Thematic reviews for 2025-26 focus on Good Governance and Student Interest and Success.
- Contextual commentary via an MS Form can be submitted in January to highlight additional information not captured during the quarterly meetings (this is not mandatory)
- Case studies linked to key themes to be submitted by Spring 2026

### Engagement Process

The engagement process involves a range of interactions between SFC and the College. This process is designed to ensure ongoing communication, support, and monitoring of institutional performance and outcomes.

#### Key Components

- Regular Meetings
- Senior Leadership Dialogue
- SFC Board Engagements
- Dialogue with Representative Bodies



## 7. Outcomes Framework and Assurance Model For Discussion

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- Risk-Based Engagement

**Summary of engagement meetings to date – Refer to Appendix 1 for timeline**

Meeting	Discussion Topics	FVC Representatives
July 2025	Equality Outcomes Recruitment Update TQER	Sarah Higgins-Rollo, VP Learning, Teaching and Student Experience Rob McDermott, Head of Quality and Teaching Enhancement Sarah Tervit, – Head of Inclusion and Student Services Lyndsay Condie – Director of Operations
September 2025	Recruitment Update Modern Apprenticeship Update Student Satisfaction Survey Discussion on Green Skills and related projects	Alison Stewart, Depute Principal Sarah Higgins-Rollo, VP Learning, Teaching and Student Experience Caroline Hogg, Head of Apprenticeships Rob McDermott, Head of Quality and Teaching Enhancement Mhairi Hay, Director of Curriculum Lyndsay Condie, Director of Operations

Before each meeting, the Scottish Funding Council shares data on discussion topics, which is cross-matched against College data for discussion.

Future meetings are **21 November 2025** and **6 March 2026**. For the planned March meeting, we have invited the Student President and Vice President. Please refer to Appendix 3 to view the agenda for the next engagement meeting.

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

Paper for information only at this stage.

### 6. Equalities

Assessment in Place? – No, paper is for information.

### 7. Communities and Partners

N/A

### 8. Risk and Impact

There could be a risk to College funding if the College doesn't have an Outcomes Framework agreed with SFC.

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

Total Risk Score – 5



## 7. Outcomes Framework and Assurance Model For Discussion

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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? No

Risk Owner – Alison Stewart

Action Owner – LMT

Paper Author – Lyndsay Condie

SMT Owner – Alison Stewart

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## Appendix 1 OFAM Engagement Timeline - Colleges

Summary Engagement Timeline		
Quarter	Institutional Engagement	Core monitoring sources
January to March	Funding Regularity	Outturn recruitment in previous/current AY
	High Quality Learning & Teaching	SEAP
April to June	Student Interests, Access & Success	Recruitment of key under-represented groups
	Financial Viability & Sustainability	Annual Accounts
July to September	Skills & Work-based Learning	Recruitment of WB students / College Leaver Destinations
	Funding Regularity	Recruitment position pre-AY / audit issues
	Estates	Annual Reports, Estates Strategies, College Baseline Survey
	Good Governance	Annual Report, GERS
	High Quality Learning & Teaching	Preparation for next SEAP (if required)
October to December	Student Interests, Access & Success	Retention, Success, Pre-AY position and 2025 Student Survey, NEOs/PSEDs
	Financial Viability & Sustainability	Financial Forecast Returns

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## Additional Information – OFAM Guidance 25-26

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Dear All,

External Guidance for the Outcomes Framework and Assurance Model (OFAM) has been [published](#). This gives an overview of the OFAM process including details on the sign-off and contextual commentary. Technical guidance is available [here](#).

### Contextual commentary:

- The draft **sign-off summary** will be provided to you by your Outcome Manager (OM) shortly after your Quarter 4 engagement meeting. An example of this is available in Annex B of the guidance.
- You have the option to add any exceptional context via your **contextual commentary** which is to be submitted using the Microsoft Form link provided by your OM.
  - Adding context is **optional**, it should only be provided if you believe something material has not been captured through the assurance process.
    - It **should not** be used to provide updates to information gathered in the quarterly meetings; these will be captured through future engagement.
    - It **should not** be used to provide information relating to things outside the OFAM measures.
  - Where **no additional context** is needed, please insert 'N/A' as instructed on the form to complete the process.
  - For **High Quality Learning & Teaching** (universities and colleges) and **Research/Knowledge Exchange** outcomes (universities) there is no place on the form for additional context because relevant context has already been captured in the SEAP/RAA/KEIF work.
  - For the **cross-cutting themes** of Net Zero and Equality, Diversity and Inclusion, we welcome examples of where these themes are relevant to the delivery of all outcomes. This will help us to shape our future OFAM engagement. Where we have captured information on these themes already, this will be included in your sign-off summary.
  - This is designed to be a high-level summary, and as such the Microsoft Form has a **capped character limit**: 700 characters with spaces/approx. 100 words. For the cross-cutting themes this is 1000 characters/approx. 170 words
  - Depending on the timing of your Q4 meeting, you will either return your contextual commentary form **by mid-January 2026 or end of January 2026**.

- Once returned, your Outcome Manager will add any relevant additional context you provide to the sign-off summary and return it to you to be signed by your Accountable Officer within **2 weeks**.
- We will **review** the sign-off/contextual commentary **process** and welcome feedback in **Q1 meetings 2026** so that we can consider any potential changes for 25-26 sign-off.

**Thematic Reviews:**

- In AY24-25, SFC conducted Thematic Reviews in relation to **College Skills for the Green Economy** and **Governance Effectiveness Reviews**.
- In AY25-26, SFC will continue to work on **Good Governance** and also undertake a deep dive relating to **Student Interests**. Further details on this will be circulated in due course.

**Case Studies:**

- Information relating to the topics of Case Studies for AY24-25 will be released shortly.
- The deadline for this will be **Spring 2026**.

## Appendix 3

### 21 November 2025 – Outcome Framework and Assurance Model

#### Agenda

##### Outcome: Student Interests, access and success:

- Student Satisfaction and engagement Survey
- Retention and Attainment. Discussion on this area will include performance against the following measures:

Measure: Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)

Measure: Proportion of enrolled care-experienced students successfully achieving a recognised qualification (FT & PT)

Measure: Proportion of enrolled students in the most deprived postcode areas (SIMD10) successfully achieving a recognised qualification (FT & PT)

Measure: Proportion of enrolled students on full-time FE courses aged 16 to 19 successfully achieving a recognised qualification

- Update on recruitment
- National Equality Outcomes

##### Outcome: Financial Viability & Sustainability

- Financial Forecast Returns - Our Financial Analyst, Andrew Millar will attend for this outcome.



## 8. Performance Indicators Analysis 2023-24 For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### 1. Purpose

For members to discuss the analysis of Performance Indicators for academic year 2023-24 and note the intended implementation of improvements.

### 2. Recommendation

That members discuss the analysis and note recommendations for action.

### 3. Background

The Scottish Funding Council publishes Performance Indicator data for the college sector on an annual basis. Historically the data would have been published October to December following the academic year, for 2023-24 the data was published in July 2025.

The purpose of the PI's is to inform the college, the sector and stakeholders about performance and to allow for the evaluation of performance of students by level of course, hours of study and subject area. It also supports the monitoring and of specific categories of students including age, ethnic minority, disability and care-experience status. FVC has set ambitious PI targets in the College Strategy 2025-30. The reflection and evaluation of the data should drive improvement and impact on student experience within the college.

### 4. Key Considerations

Please note that the calculation of the success of Performance Indicators was changed in AY 2023-24 to exclude early withdrawal, whereas before, the success of Performance Indicators was calculated based on enrolled students. Therefore, no direct comparisons should be made between 23/24 and any other session.

Figure 1 shows a comparison of the overall sector against FVC PIs for 2023-24.

Fig 1

Overall Sector					
Mode	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Full Time</b>					
FE	66%	61%	59%	64%	67%
HE	73%	72%	63%	65%	67%
<b>Part Time</b>					
FE	78%	76%	76%	77%	80%
HE	78%	81%	79%	79%	82%

Forth Valley College					
Mode	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Full Time</b>					
FE	70%	68%	68%	68%	69%
HE	71%	71%	69%	70%	69%
<b>Part Time</b>					
FE	89%	82%	84%	87%	89%
HE	92%	84%	83%	83%	85%



## 8. Performance Indicators Analysis 2023-24 For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### Full-Time Further Education

Academic Year	% Completed Successfully	% Partial Success	% Withdrawal	% Completed Successfully at Top Performing College
2020-2021	67.9%	8.7%	23.4%	73.6%
2021-2022	67.6%	3.1%	29.2%	FVC
2022-2023	67.9%	7.2%	24.9%	72.8%
2023-2024	69.2%	7.1%	23.7%	77.5%

Fig 2

Fig 2 reflects that within FT FE, FVC are incrementally improving but a minimum of 2.5% increase in attainment is required to achieve within the top 3 colleges (based on 23/24 data). Sector Average - 67.1%

Actions to support improvements in FTFE retention and attainment that were implemented in 24/25 include:

- ISS team led in engagement with high schools positive destination and SLDR meetings. Schools have reported that this early intervention supported more school leavers to sustain their course. This activity is not sustainable for 2025-26 due to a reduction in resource, however schools will be supported to access the school portal.
- Transitions project piloted in 2024-25 and over 400 transition forms received for school leavers, supporting early interventions for ASN students. Project is nearing completion and transition information is being transferred directly into Triple S.
- LDW forum facilitates the standardisation in approaches to attendance and engagement monitoring and actions.
- Partial success actions plans implemented in high risk courses.
- Supporting Student Success Working Group convened to review support related to exceptional entries, disciplinary processes and unacceptable behaviour forms to ensure most vulnerable students are supported. All outcomes are in draft format and will be implemented when Triple S system update timescales are confirmed.

The impact of all 24/25 actions to drive improvement will be evaluated via the CCI process and evidenced via department and organisational Self Evaluation and Action Plan (SEAP).

### Part-Time Further Education

Academic Year	% Completed Successfully	% Partial Success	% Withdrawal	% Completed Successfully at Top Performing College
2020-2021	77.2%	17%	5.9%	89.2%
2021-2022	84.3%	6.2%	9.5%	91%
2022-2023	87.1%	4.7%	8.2%	90.9%
2023-2024	89.4%	6.1%	4.6%	93.3%



## 8. Performance Indicators Analysis 2023-24 For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Fig 3

Fig 3 shows the success rates for part-time FE has been improving over the past 4 years, with the College above the sector average of 80.4% and currently 3<sup>rd</sup> college in the sector.

The analysis of 2022-23 identified a small decline in success in 80-160 hours courses. This has improved in 2023-24, increasing from 90.3% success to 94.6% success.

### Full-Time Higher Education

Academic Year	% Completed Successfully	% Partial Success	% Withdrawal	% Completed Successfully at Top Performing College
2020-2021	70.9%	11.8%	17.4%	81.9%
2021-2022	69.3%	5.9%	24.8%	69.9%
2022-2023	69.6%	11.6%	18.8%	74.1%
2023-24	68.8%	10.5%	20.7%	74.4%

Fig 4

Fig 4 shows that within FTHE FVC had been fairly consistent since 2020 and is still above the sector average of 66.9%, however a min of 4% improvement in attainment is required to be within the top 3 colleges (based 23/24 data).

### Part-Time Higher Education

Academic Year	% Completed Successfully	% Partial Success	% Withdrawal	% Completed Successfully at Top Performing College
2020-2021	83.1%	11.1%	5.8%	89.1%
2021-2022	82.8%	8.7%	8.5%	88.9%
2022-2023	83%	8.2%	8.9%	90%
2023-24	85.3%	10.2%	4.5%	89.5%

Fig 5

Fig 5, PTHE reflects mostly Modern Apprenticeships, Schools and Distance Learning, and most provision performs consistently well due to high levels of motivation and engagement. Schools HNC's can be inconsistent and challenging. This is due to the level 7 content being higher than school based subjects and numbers can be low (infill). Within the school based HNC's the recommendation is to only consider HNC provision when there is a clear learning pathway that progresses to university of employment.



## 8. Performance Indicators Analysis 2023-24 For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### Age - Outcomes by age group on courses lasting 160 hours or more

Academic Year	% Completed Successfully 2023-24	Sector Position
Under 18	69.9%	7th
18-20	76.6%	4th
21-24	84.2%	1st
25-40	80.1%	5th
41 and over	79.2%	11 <sup>th</sup>

Fig 6

The key group that is targeted for improvement according to age is the under 18 group. The % completing successfully may be aligned to the changing nature of learners. Under 18 success has improved from 67.3% in 2022/23 to 69.9% in 2023/24, reflecting the impact of targeted interventions.

Actions to support improvements in the under 18 group that have been implemented in 24/25 include:

- Get Ready to Learn Workshops offered to all school leavers and priority groups.
- Enhanced engagement with school positive destination meetings at all 3 local authorities. (School Leavers progressing to full-time college courses)
- Staff development included sessions on changing nature of students and Trauma Informed Practice
- Linked LSA's and SGA's to departments to support early intervention and building of relationships with most vulnerable students.
- Including exceptional entrants in the SGA 'Named Contact' process to offer enhanced support
- LDW Forum is driving consistent approach to attendance monitoring, reporting and auctioning.
- Attendance and Engagement Student report developed.
- Transitions Information form required for all school pupils attending a SCP course or progressing to full-time course.

### Subject Area - FE and HE Outcomes by ES subject group on courses lasting 160 hours or more

Subject Area	FE % Completed Successfully	HE % Completed successfully
Computing and ICT	88.4%	74.1%
Engineering	90.9%	80.2%
Construction	83.7%	86.2%
Special Programmes	86.5%	
Business, Management & Administration	75.4%	79.5%



## 8. Performance Indicators Analysis 2023-24 For Discussion

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Sport and Leisure	58.6%	77.8%
Media	60.2%	71.3%
Art and design	63.5%	86.9%
Languages and ESOL	53.2%	
Hairdressing, Beauty and Complementary Therapies	72.2%	69.8%
Hospitality and tourism	70.1%	58.8%
Care	61.8%	63.4%
Science	56.6%	67.4%

Fig 7

The notable subject areas that have declined success rates between 2022/23 & 2023/24 are Care & Hospitality and Tourism. Hospitality dropped from 74.3% (1st in sector) to 58.8%. This may relate to the change in delivery model that was introduced from 2023/24 which was included in the May 23 consultation. PI predictions from 2024/25 have indicated that HE performance improved.

Care has experienced a steady decline over the past 3 years. This curriculum area has experienced multiple contributing factors including impact of staffing issues and challenges with retention and high proportion of students that require additional support. Education Scotland has recently published a thematic review on Care curriculum across the sector and recommendations are being considered.

Sport and Science are also areas of some concern. Sport had a particularly successful year with the schools HNC which has improved the PI's, however FE has been challenging. Science has underperformed for a few years and has a challenging profile of students.

For 2025/26, the Institutional Led Quality Review (TQEF) will be completed on Science, Sport and Hair and Beauty. This process will allow a "mini-TQER" to be completed within these subjects areas and will be reviewed by the Head of Quality and Teaching Enhancement and the VP Learning and Student Experience.

### Gender - Outcomes by level and gender on courses lasting 160 hours or more

Gender	% Completed Successfully	% Partial Success	% Withdrawal
FE Females	69.9%	10.3%	19.7%
FE Males	80.1%	7.6%	12.3%
HE Females	72.4%	9.3%	18.2%
HE Males	76.9%	11.3%	11.7%

Male students are performing better than female students in both FE and HE. This will be partially related to the representation of males within the MA numbers and also the representation of female students within underperforming subject areas e.g. care.



## 8. Performance Indicators Analysis 2023-24 For Discussion

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The Attendance and Engagement Report and consistent monitoring/reporting of attendance by LDW's aims to address the challenges in attendance that can lead to withdrawal.

### Key Groups - Outcomes by key group on courses lasting 160 hours or more

	% Completed Successfully	Sector Average
All enrolments over 160 hours	76.4%	71.7%
10% Most deprived postcode areas	74.1%	67.2%
20% Most deprived postcode areas	72.1%	68%
Ethnic minority	68.9%	70.8%
Disability	72.5%	67.2%
Care Experienced	56.7%	60.5%

The priority within the key groups is to improve attainment for our most vulnerable students and these interventions should acknowledge the challenges faced by students from deprived post codes and those with care experience.

The college strategy commits to improving success for care experienced students by 3%, therefore a specific focus on CE action plans and PI tracking will be implemented into the CCI process for 2025/26.

### Next Steps

Performance Indicators for 24/25 are unlikely to be available until June 2026. This paper will be circulated to departments to inform SEAP's and Improvement Plans for 25/26. Curriculum review planning for 26/27 should reflect specifically on subject area and FE/HE performance trend data.

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

From 24/25, Scotland's Tertiary Quality Enhancement Framework (TQEF) is the new quality assurance and enhancement framework for Scotland's college and university provision.

FVC has already achieved "Effective" in the Tertiary Quality Enhancement Review, however this is only one pillar. The Self Evaluation and Action Plan will be submitted to SFC in November 2025. The Institution Led Quality Reviews will be completed in Spring 2026. The improvements and actions detailed within this paper will require evidenced tracking and evaluation of impact which will increase the resource requirements in comparison to the previous quality assurance model.

### 6. 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.



## 8. Performance Indicators Analysis 2023-24 For Discussion

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	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	X
Legal	Financial	Project/Programme	
Property	Reputational		
	Technology		

The primary risk is to our students who do not achieve due to barriers and challenges that could be mitigated. The college has a strong culture of reflection and improvement and student experience and success is the key priority.

**Is the score above the Board Risk Appetite level? No**

**Risk Owner – LMT**

**Action Owner – LMT**

**Paper Author – Sarah Higgins-Rollo/Lyndsay Condie SMT Owner – Sarah Higgins-Rollo**



## 9. Institution Led Quality Review For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

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### 1. Purpose

To inform members of the Institution Led Quality Review (ILQR) process as required by the newly introduced Tertiary Quality Enhancement Framework (TQEF), driven by the Scottish Funding Council (SFC).

### 2. Recommendation

That members note and discuss the information.

### 3. Background

The Institution Led Quality Review (ILQR) is a core component of Scotland's Tertiary Quality Enhancement Framework (TQEF). It serves as the internal mechanism through which colleges and universities evaluate and enhance the quality of their academic provision and support services.

ILQR and the outcome of the process make up a key part of the TQEF and the processes that are part of this. The outcomes are an integral part of the cyclical TQER activity as well as the Annual Institution Liaison Meetings. The review outcomes and subsequent plans play an intrinsic role in informing the Student Enhancement Action Plans (SEAPs) submitted annually to the SFC.

### 4. Key Considerations

#### Scope and Purpose

ILQR applies to all SFC-funded provision, including:

- Credit-bearing and non-credit-bearing courses
- Higher education and further education programmes
- Work-based learning, apprenticeships, placements
- Online and distance learning
- Professional services contributing to the student experience

The ILQR will evaluate the effectiveness of annual monitoring and follow-up actions.

It will ensure academic standards are secure and learning, teaching, and assessment are of high quality. In this it will confirm curriculum currency and comprehensive student support whilst promoting critical reflection and identify good practice.

#### Review Criteria and Methodology

The review process will involve:

- The creation of a self-evaluation report developed collaboratively with staff and students.
  - A review team comprising internal staff, at least one external member, and a student representative.
-



## 9. Institution Led Quality Review For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

Students, where possible, will be involved in all stages of ILQR. This could involve the co-developing self-evaluation reports, participating as full members of review teams as well as contributing feedback through surveys, focus groups, and structured discussions.

The Student Learning Experience Strategy should be the focus of the review.

See Appendix B.

### Review Cycle and Scheduling

All provision, including non-academic services, will be reviewed within a six-year cycle. The review schedule will be maintained and updated annually, ensuring that review activity occurs in each academic session. The schedule should be flexible enough to allow for, where necessary, the review of an area that has been demonstrating challenges across a range of criteria and where a review is deemed necessary to support reflection and more detailed action planning.

See Appendix C.

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

The process will involve a range of staff from Directors to CMs, Heads, Lecturers and Support staff. In this it is an additional activity to an already busy annual cycle of activity.

The role of **Vice Principal, Learning and Student Experience** and the **Head of Quality and Teaching Enhancement** is an intrinsic part of the review process as they will instigate the review and ultimately lead on the reflection on the outcome and have an overview of the Action Planning process.

The collation of the review evidence in the form of the Self Evaluation report will be the responsibility of the appropriate manager.

Whilst additional work the well-established CCI process and the recently introduced **Self Evaluation Action Plan (SEAP)** report writing is part of the evidence that this activity will feed into. Though additional resource will be needed in terms of time allocation this activity is an extension of the activity that all staff are involved in.

Student engagement through the support of the Student Association organised class rep systems is a crucial part of the process and as yet is untested in terms of how effective this will be. including reflection on the information presented

### 6. Equalities

**Who does this impact?** All staff and students

**Assessment in Place?** – No, this was done at the national level



## 9. Institution Led Quality Review For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

### 7. Communities and Partners

N/A

### 8. Risk and Impact

There could be a risk to College funding if the College doesn't have an Outcomes Framework agreed with SFC.

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

Total Risk Score – 9

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	
		Technology	

Is the score above the Board Risk Appetite level? No

Risk Owner – LMT

Action Owner – Rob McDermott

Paper Author – Rob McDermott

SMT Owner – Sarah Higgins-Rollo

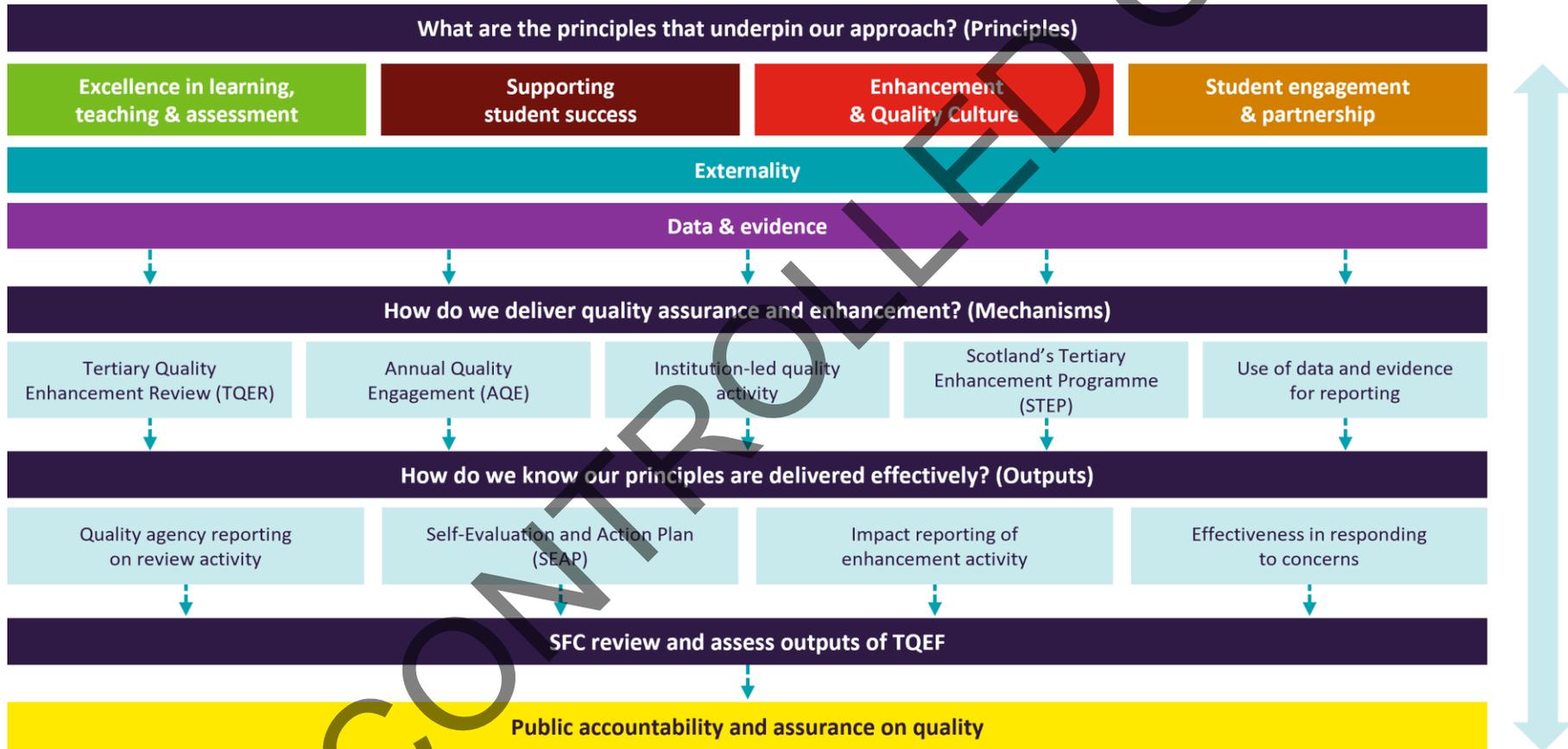


# 9. Institution Led Quality Review For Discussion

13 November 2025

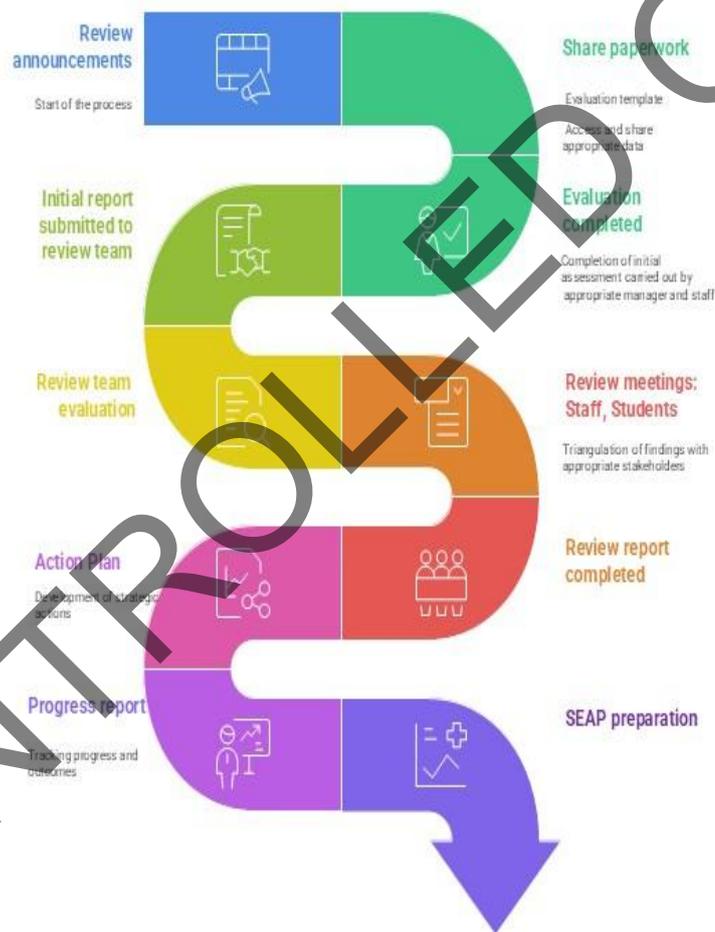
LEARNING & STUDENT EXPERIENCE COMMITTEE

## Appendix A: TQEF QA Processes



Appendix B Process

The ILQR Process Timeline



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Appendix C Proposed Groupings for Review

Proposed Schedule ILQR						
Year	Start Date	Scheduled Areas				
Year 1	Nov-25	Hairdressing, Beauty Therapy and Make-Up Artistry	Sport/Health Care	Quality/VLE	Multidiscipline: Workbased	Science/Chemical Eng
Year 2	Nov-26	Communications and Marketing	Electrical & Instrumentation	Finance;	Culinary, Bakery and Patisserie)	Art & Design, Core Skills
Year 3	Nov-27	Mechanical/maths	Access/Working with Communities	Sound Production	Student partnership SA	Student support
Year 4	Oct-28	Human resources	Supported programmes	Manufacture /Fab & Weld	Hospitality and Event Management	Learning Resources
Year 5	Oct-29	Plumbing/SECTT	Media, Communications & Film and TV	Woodmachining and Joinery/Civil engineering	Art and Design/Access	Business/Accountancy
Year 6	Oct-30	STEMC: Work based	Painting and decorating/bricklaying/ Construction management	Computing	Childcare;	



# 11. Future Agenda Items For Discussion

13 November 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
March 2026	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey/Student Activity	Lyndsay Condie
	Care Experienced Students – Impact of Interventions	Sarah Tervit
	School Portal – report on impact of developments	Lyndsay Condie
	SQA Update – Move to Qualifications Scotland and HN Nxt Gen Developments	Sarah Higgins-Rollo
June 2026	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey/Student Activity	Lyndsay Condie
	ILQR Reflections and Evaluation	Rob McDermott

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

Not applicable

## 6. Equalities

Assessment in Place? – Not applicable.

## 7. Communities and Partners

Not applicable



# 11. Future Agenda Items For Discussion

13 November 2025

LEARNING & STUDENT EXPERIENCE COMMITTEE

## 8. Risk and Impact

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

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

Total Risk Score – Not applicable

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

Is the score above the Board Risk Appetite level? No

Risk Owner – Not applicable

Action Owner – Not applicable

Paper Author – Sarah Higgins-Rollo

SMT Owner – Sarah Higgins-Rollo



Forth Valley College TQER Action Plan October 2025

Area for development and Tertiary Quality Enhancement Framework (TQEF) principle	Actions and planned impact/outcomes	Milestone(s), target date(s), continuing/carried forward	Responsible/lead
<p>Recommendation 1 <b>Understanding and ownership of the College's Strategic Plan and Student Learning Experience (SLE) Strategy</b></p> <p>The College should increase understanding and ownership of the Strategic Plan among staff and students and provide a clear link between the Strategy, underpinning sub-strategies, and departmental and individual action plans.</p> <p><b>(Excellence in Learning, Teaching and Assessment)</b></p>	<p>a. <b>Embed the Strategic Plan and SLE Strategy within College quality and continuous curriculum improvement processes.</b></p> <p>Include the Strategic Plan &amp; SLE Strategy in Continuous Curriculum Improvement Meeting 1 (Sept 2025) and subsequent review cycles. Outline expectations for Curriculum Managers to embed SLE principles in team evaluations, curriculum reviews, Personal Review &amp; Developments (PRD's) and improvement planning. Align departmental objectives and action plans with the pillars and success measures of the SLE Strategy.</p> <p>b. <b>Launch and promote the Strategic and SLE Strategies through a cohesive college-wide campaign</b></p> <p>Develop and roll out an SLE Strategy brand toolkit (including Teams backgrounds, visual assets, and signage). Visually align and colour-code all strategic, curriculum, and quality documentation to the pillars of the SLE Strategy for consistency and visibility. Integrate strategy awareness into staff induction, staff development days, and college communications.</p> <p>c. <b>Strengthen staff and student engagement with the Strategic and SLE Strategies</b></p> <p>Incorporate an SLE overview within Class Representative and Forth Valley Student Association (FVSA) training to increase student understanding of how feedback and learning experiences align to strategic aims. Align the Listening to Learners survey with the SLE pillars to capture learner perceptions and measure progress. Share outcomes and examples of impact with staff and students through regular communications and enhancement updates.</p> <p><i>Increased awareness and understanding of how students, staff and departmental actions contribute to college priorities.</i></p> <ul style="list-style-type: none"> <li>• Greater consistency and alignment across departments.</li> <li>• Enhanced ownership of strategic objectives and success measures.</li> </ul>	<p>a. Include SLE Strategy as a core agenda item at CCI Meeting 1. Communicate expectations for Curriculum Managers to embed SLE principles within curriculum evaluation, PRDs, and improvement planning (Sept 2025 - Completed)</p> <p>b. (i) Design and approve promotional materials, including brand toolkit, visual assets, and communications plan to promote staff and student awareness. (Aug 2025 - Completed)</p> <p>(ii) Officially launch the SLE Strategy brand toolkit (Teams backgrounds, posters, signage) across all campuses and digital platforms. Introduce campaign through Staff Development Day and internal communications. (Sept 2025 - Completed)</p> <p>(iii) Ensure curriculum review documents, CCI reports, and departmental action plans are visually aligned and mapped to SLE pillars. (May 2026)</p> <p>c. (i) Include SLE overview in Class Rep and FVSA training sessions. Align Listening to Learners survey questions to SLE pillars. (Nov 2025)</p> <p>(ii) Review progress via CCI Meeting 2 and Learning Improvement &amp; Student Experience Committee (LISEC). Gather feedback from staff and students on awareness and ownership of the SLE Strategy. (Dec 2025)</p> <p>(iv) Summarise evidence of increased understanding and alignment within SEAP 2025/26. Use Listening to Learners survey and staff feedback to demonstrate impact. (Nov 2026)</p>	<p>Vice Principal Learning &amp; Student Experience (VPLSE) / Head of Quality &amp; Teaching Enhancement (HQTE)</p>
<p>Recommendation 2 <b>Visibility of information relating to complaints.</b></p>	<p>a. <b>Review and enhance the complaints process and reporting framework related to analysis, reflection &amp; action planning.</b></p>	<p>a. (i) Conduct a full review of current complaints procedures, including analysis, reflection, action planning, and visibility of reporting. Identify improvements and alignment</p>	<p>VPLSE/HQTE/Leadership Management Team</p>

<p>The College should review how it makes information regarding the process and outcomes of complaints available to students and the public to increase its visibility</p> <p><b>(Supporting Student Success)</b></p>	<p>Undertake a full review of current complaints handling, including analysis, reflection, action planning, and visibility of reporting. Implement identified improvements to ensure consistency, clarity, and alignment with the College’s quality enhancement framework. Confirm and communicate clear responsibilities and processes for Stage 1 and Stage 2 complaints.</p> <p><b>b. Improve visibility and accessibility of complaints information for students and the public</b> Redesign web, portal, and induction materials to make the complaints process clear, accessible, and easy to navigate. Publish an Annual Complaints Report on the College website, highlighting key themes, actions, and outcomes. Deliver annual updates and analysis to LISEC, LMT and Learning &amp; Student Experience Committee.</p> <p><b>c. Strengthen student awareness and engagement with the complaints process</b> Collaborate with FVSA, class reps, and Learner Development Workers to promote understanding of the complaints process and its role in driving improvement. Embed complaints awareness within induction, class rep training, and student engagement communications. Share “You Said – We Did” examples to demonstrate impact and close the feedback loop.</p> <p><b>d. Embed complaints resolution as a driver of quality enhancement</b> Formally recognise complaints analysis and resolution as part of the College’s enhancement and continuous improvement processes. Integrate complaint themes into ILQR activities and annual departmental feedback from Quality and Teaching Enhancement. Ensure complaint trends and learning outcomes inform Self Evaluation and Action Planning priorities and enhancement reporting.</p> <p><i>These actions will create a transparent, student-centred complaints system that is easy to access and understand. Clearer processes, improved visibility, and stronger student engagement will build trust and confidence, while embedding complaints analysis within quality enhancement processes will ensure learning from feedback drives continuous improvement across the College.</i></p>	<p>opportunities with quality enhancement processes. (Nov 2025) (ii) Finalise and publish clear guidance for Stage 1 and Stage 2 complaints, including roles, responsibilities, and expected timescales.(Dec 2025)</p> <p>b. (i) Redesign student- and public-facing materials (web pages, portal content, and induction resources) to make the process clearer and more accessible.(June 26) (ii) Agree annual reporting cycle to LISEC, LMT, and LSE Committee, and publish an anonymised annual report on the College website. (Dec 2025)</p> <p>c. Collaborate with FVSA, class reps, and LDWs to raise awareness of the complaints process and share “You Said – We Did” updates. Integrate complaints awareness into induction and class rep training. (Feb 2026)</p> <p>d. Incorporate complaints analysis and outcomes into ILQR and SEAP reporting. Provide annual feedback to departments on key themes, improvements, and areas of good practice. (June 2026)</p>	
<p>Recommendation 3 <b>Strengthening the student voice and its influence.</b></p>	<p><b>a. Strengthen impact of student representation and participation in governance and decision-making.</b> Provide mentoring and preparation for sabbatical officers and student members to enable confident and informed participation.</p>	<p>a. Confirm mentoring and induction support in place for sabbatical officers and student members across all key committees and working groups, including the Board of Management, with (Dec 2025)</p>	<p>VPLSE/HQTE/Leadership Management Team/ Directors of Curriculum/Curriculum Managers</p>

<p>The College should create further opportunities for the wider student body to influence change and increase student partnership and engagement in quality improvement and evaluation processes.</p> <p><b>(Student Engagement and Partnership)</b></p>	<p>Include a standing Student Voice agenda item in all quality improvement and CCI meetings.</p> <p><b>b. Embed student partnership within curriculum review and quality enhancement</b> Involve student representatives directly in CCI discussions, programme review forums, and action planning meetings. Develop the class rep role and training to ensure meaningful feedback is gathered and acted upon within programme evaluations.</p> <p><b>c. Diversify opportunities for all students to provide feedback and influence change.</b> Introduce new approaches to surveys, forums, and focus groups, using both Quality and Teaching Enhancement and FVSA staff to increase reach and response rates. Pilot open meetings and drop-in sessions for students to meet senior managers and discuss their experience. Tailor engagement methods to reach under-represented groups and part-time or work-based learners.</p> <p><b>d. Improve visibility and communication of student feedback and resulting action</b> Publish regular “You Said – We Did” updates across digital platforms and on campus to demonstrate impact. Share engagement data and improvement outcomes with staff and students to promote joint ownership of change. Embed feedback outcomes within SEAP reporting to evidence partnership in action.</p> <p><b>e. Enhance student participation in strategic planning and governance structures.</b> Provide role descriptions and pre-meeting briefings to support effective student participation in key groups e.g. LISEC, Digital Skills Group. Schedule student consultation sessions (led jointly by FVSA and the Vice-Principal (Learning &amp; Student Experience)) at key points in the annual planning calendar to gather views on College priorities and share progress.</p> <p><i>Students will have stronger, more consistent representation and meaningful influence in College decision-making. Enhanced communication, wider participation, and transparent feedback will embed a genuine culture of partnership, ensuring that student perspectives directly shape strategic priorities, curriculum design, and the overall learning experience.</i></p>	<p>b. Ensure student involvement in the CCI process through a dedicated agenda item at each meeting and develop the class rep role to strengthen their contribution to programme review and action planning. (May 2026)</p> <p>c. Launch refreshed approach to student feedback including refreshed survey suite, programme review forums led by Curriculum Managers, and open student meetings with senior managers to expand opportunities for influence and dialogue. (August 26)</p> <p>d. Publish regular “You Said – We Did” updates on College social media, digital platforms, and campus displays to demonstrate impact of student feedback and close the communication loop. (May 26)</p> <p>e. (i) FVSA and Vice President to be supported with role descriptions and pre-meeting briefing to enhance effective participation in LISEC and DSG (Jan 2026)</p> <p>(ii) Senior management student consultation sessions to be scheduled on each campus. (Feb 2026)</p>	
<p>Recommendation 4 <b>A systematic oversight on quality enhancement initiatives.</b> The College should implement a more cohesive approach to enhancement activity</p>	<p><b>a. Review and clarify governance and reporting structures for enhancement activity</b> Undertake a comprehensive review of the reporting lines and Terms of Reference for LISEC, Short Life Working</p>	<p>a. Complete a review of the governance and reporting framework for enhancement activities, including LISEC, SLWGs, and Board Committees. Produce a visual governance flowchart and confirm reporting and escalation routes for approval via LISEC and LMT. (May 2026)</p>	

that evidences strategic oversight, recording and reporting across activities and facilitates broader engagement of staff and students.

**(Enhancement and Quality Culture)**

Groups, and relevant Board Committees to clarify roles, responsibilities, and accountability for enhancement. Produce a visual governance flowchart showing escalation routes and feedback loops between working groups, CCI, and committee structures. Present proposed governance structure and revised ToRs for approval via LISEC and LMT.

**b. Strengthen LISEC's remit to lead and oversee enhancement and quality culture**

Refresh the LISEC Terms of Reference to ensure a clear strategic focus on enhancement oversight, alignment with the Student Learning Experience (SLE) Strategy, and evaluation of CCI and Student Partnership activities. Ensure representation from all academic departments, FVSA, and key cross-college functions such as Digital, Inclusion, and Sustainability. Embed monitoring of enhancement impact as a standing agenda item.

**c. Formalise the Continuous Curriculum Improvement (CCI) Procedure**

Produce and implement a formalised CCI Procedure outlining objectives, timelines, templates, and approval routes. Include guidance on recording, monitoring, and reporting CCI actions at course, departmental, and cross-college levels. Secure approval of the procedure via LISEC and LMT to ensure consistent practice and accountability.

**d. Implement a centralised system for tracking and reporting enhancement activity**

Establish a Quality Enhancement and CCI Action Register to capture all enhancement initiatives across the College, including project leads, progress, and outcomes. Link the register to SEAP, TQER, and departmental operational plans for strategic oversight. Produce standardised quarterly reports for LISEC and LMT and ensure that student voice and feedback are captured in all enhancement reviews and reports.

*The College will have a clearly defined, transparent, and strategically aligned framework for quality enhancement, supported by consistent governance, formal procedures, robust reporting, and active engagement of staff and students in driving improvement.*

b. Update LISEC's ToR to strengthen its strategic oversight of enhancement, alignment to the SLE Strategy, and inclusion of monitoring responsibilities for CCI, Student Partnership, and quality culture. (Jan 2026)

c. Develop and approve a formalised CCI Procedure outlining objectives, timelines, and reporting expectations. Implement consistent recording and sign-off processes across all departments. (May 2026)

d. Scope and design a central Quality Enhancement and CCI Action Register to record enhancement initiatives, outcomes, and impact. Produce quarterly reporting templates for LISEC and LMT. (June 2026)

Ensure student representation and feedback are incorporated into enhancement reporting, CCI reviews, and LISEC discussions. Evidence student contributions within quarterly and annual enhancement reports. (May 2026)

Area of good practice and TQEF principle	Actions and planned impact/outcomes	Milestone(s), target date(s), continuing/carried forward	Responsible/lead
<p><b>The design of high-quality learning environments.</b></p> <p>The College provides a diverse range of learning tools, spaces and experiences designed to provide learners with authentic and engaging learning experiences which enable them to transition effectively into employment.</p> <p><b>(Excellence in Learning, Teaching and Assessment)</b></p>	<p>a. <b>Implement and embed consistent Moodle course templates across all curriculum and support areas</b>  Work with curriculum teams to design, refine, and roll out standardised Moodle templates that promote a learner-friendly, accessible, and intuitive experience.  Ensure templates are fully aligned with Universal Design for Learning (UDL) principles and the College’s Student Learning Experience (SLE) Strategy. Provide structured guidance and exemplar courses for staff adoption.</p> <p>b. <b>Quality &amp; Teaching Enhancement (QTE) to continue to drive professional development in leaning and teaching improvements.</b>  QTE Team to continue providing one-to-one and group support to staff in applying effective teaching, learning, and assessment practices.  Facilitate peer sharing, showcase events, and cross-college workshops on quality enhancement themes.</p> <p>c. <b>Maintain active engagement in sector-wide enhancement and quality networks</b>  Continue College participation in key sector groups such as spars, SQA Quality Managers Forum, College Development Network Steering Group, and SMUG.</p> <p>d. <b>Support staff to design and evaluate learning and assessment approaches through data-informed enhancement</b>  Use student feedback, attainment data, and engagement analytics to support staff in improving teaching and assessment design. Integrate evaluation outcomes into CCI and SEAP processes for continuous enhancement.</p> <p><i>Students will experience consistent, accessible, and engaging learning environments that reflect best practice in digital design and pedagogy. Staff will be supported through professional learning and sector collaboration, driving continuous improvement in teaching quality, learner satisfaction, and attainment outcomes.</i></p>	<p>a. College-wide implementation of Moodle template. (Jun 2026)</p> <p>b. Staff development and support delivered – QTE led training, one-to-one support, and showcase events completed. (Jun 2026)</p> <p>c. Cross-sector engagement maintained and reported. Active participation in national enhancement groups; lessons shared internally. (Ongoing, review date Jun 2026)</p> <p>d. Survey student satisfaction with digital learning; review engagement, retention, and attainment data. (Dec 2026)</p>	<p>VPLSE/HQTE/DDI</p>
<p><b>The provision of comprehensive and effective induction and ongoing support for new staff.</b></p> <p>The College operates a suite of induction and onboarding activities that effectively embeds new staff within the college community and ensures early support and encouragement to develop in their role.</p> <p><b>(Excellence in Learning, Teaching and Assessment)</b></p>	<p>a. <b>Maintain and refine the College-wide induction programme</b>  Review existing induction materials to ensure they remain accurate, accessible, and aligned to the Strategic Plan and Student Learning Experience (SLE) Strategy. Continue to deliver central induction sessions that introduce new staff to the College’s priorities, values, and quality expectations. Gather short feedback from participants to inform small, practical improvements.</p> <p>b. <b>Strengthen coordination between central and departmental induction</b></p>	<p>a. Confirm accuracy and alignment of materials with current strategy and SLE priorities.(Dec 2025)</p> <p>b. Departmental induction checklists implemented and shared with Curriculum Managers to ensure consistency and completion. (Aug 2026)</p> <p>c. QTE &amp; HR continue to provide ongoing support.</p>	<p>VPLSE/HQTE/Head of Human Resources</p>

	<p>Work with departments to ensure that local induction complements the central programme and covers role-specific requirements. Share a simple induction checklist to support consistent practice and record completion.</p> <p><b>c. Provide ongoing access to advice and support through existing structures</b> Continue to provide guidance and support through the Quality, Teaching and Enhancement (QTE) Team and HR Learning and Development. Encourage informal peer support within departments, using existing staff networks and meetings.</p> <p><b>d. Monitor and report on induction and support activity</b> Collate induction participation data and summarise key feedback themes annually. Share outcomes with LISEC and Learning and Student Experience Committee (LSE) to evidence continued good practice and identify improvements.</p> <p><i>The College will have sustained its comprehensive and effective induction and support processes through refinements, ensuring consistency, alignment to College priorities, and continued positive experiences for new staff without additional resource demands.</i></p>	<p>d. (i) Feedback from new staff collected. Short online survey distributed after induction cycles. (Jun 2026) (ii) Summary report presented to LISEC/LSE. Review feedback and confirm any minor enhancements. (Jun 27)</p>	
<p><b>The comprehensive and effective approach to supporting learner transition.</b></p> <p>The College has a comprehensive range of policies, processes and services facilitated by dedicated staff roles which combine to provide highly effective support to learners at all stages of their journey. Student support is particularly effective in relation to transition into college, and from college on to employment or further study and has a demonstrable and positive effect on student success, satisfaction and confidence, including for disadvantaged groups.</p> <p><b>(Supporting Student Success)</b></p>	<p>a. <b>Maintain and enhance collaboration across internal and external stakeholders</b> Continue to work with partners (schools, universities, employers, and community) to support smooth transition into, through, and beyond college.</p> <p>b. <b>Strengthen consistency in supporting exceptional entrants and priority learner groups</b> Develop and monitor a standardised approach to support for exceptional entrants and other learners at risk of not succeeding. Focus on key areas of transition, attendance, engagement, and wellbeing using inclusive, trauma-informed, and positive behaviour approaches. Use available data and LDW input to identify early support needs.</p> <p>c. <b>Formalise LDW operational guidance to improve consistency across departments</b> Build on existing collaborative work between academic departments and Inclusive Student Services (ISS) to define and communicate clear LDW expectations. Provide practical guidance outlining LDW responsibilities, communication pathways, and use of engagement tools. Review implementation with departments to ensure consistent learner experience.</p> <p>d. <b>Continue to evaluate learner transition outcomes and feedback</b> Monitor progression, withdrawal, and achievement data for key groups and transition points.</p>	<p>a. Evidence continued work with stakeholders via department SEAP. (Ongoing)</p> <p>b. Agreed model for supporting exceptional entrants and priority groups. Model shared with departments, schools and published on website. (Aug 2026)</p> <p>c. LDW operational guidance finalised, approved by LISEC and distributed. (Feb 2026)</p> <p>d. Evaluation of learner transition outcomes. Analysis of retention, achievement, and feedback data completed and reported to LSE Committee. (Dec 27)</p>	<p>VPLSE/HISS</p>

	<p>Gather learner feedback on transition experiences through surveys, class rep discussions, and evaluation activity. Report findings and actions to the Supporting Student Success Group and Learning &amp; Student Experience Committee (LSE).</p> <p><i>The College will have maintained and refined its effective support for learner transitions through improved consistency, clearer guidance, and strengthened collaboration. This will sustain high levels of student satisfaction, retention, and achievement, particularly for those requiring additional support or entering college through non-traditional routes.</i></p>		
<p><b>The positive impact of work to enhance data management and use across all areas of the College.</b> The College has embedded the awareness, sharing and reflection on data particularly in relation to effective decision-making in curriculum management and planning, and learning, teaching and student support within academic teams and operational/professional services.</p> <p><b>(Enhancement and Quality Culture)</b></p>	<p><b>a. Strengthen the use of data for reflection, evaluation, and action planning</b> Support teams to use data as part of regular review and improvement discussions, including department SEAPs, CCI, and departmental meetings. Provide simple templates and examples of effective data use in evaluation and decision-making. Highlight case studies where data-led action has improved student experience or performance.</p> <p><b>b. Provide focused training and support on use of Power Bi.</b> Deliver short, practical training sessions for key staff in academic and corporate teams to build confidence in data usage and interpretation.</p> <p><b>c. Enhance visibility and accessibility of key datasets</b> Ensure that core performance, engagement, and feedback data are shared through established platforms (e.g. Power BI dashboards, SEAP reports). Encourage teams to reference data in improvement planning to evidence impact and inform enhancement activity.</p> <p><i>The College will have a more coherent and confident approach to data management and use, ensuring that staff at all levels gather, interpret, and act on data to inform improvement. This will strengthen governance, promote evidence-based decision-making, and further enhance the student experience.</i></p>	<p>a. Improved integration of data into SEAP and CCI cycles, evidence of data-informed reflection and evaluation across teams.(Nov 2026)</p> <p>b. Training and guidance resources developed and delivered. Short training sessions and publication of quick reference materials.(April 2026)</p> <p>c. Power Bi workspaces to be promoted and circulated to staff via EFocus. (Dec 2025)</p>	<p>Depute Principal/Director of Operations/VPLSE/DDI/HQTE</p>
<p><b>The positive, ambitious and enhancement-led staff- and student-centred culture.</b> The College has created and maintains a positive working environment in which staff feel empowered and encouraged to consistently enhance the learner experience.</p> <p><b>(Enhancement and Quality Culture)</b></p>	<p><b>a. Continue to drive engagement across the Communities of Practice.</b> Promote via efocus, LISEC and CCI meetings.</p> <p><b>b. Publish the updates and actions of the staff cultural survey and Work Task Analysis activities.</b> Monitor progress and provide updates to staff through College communications.</p> <p><b>c. Promote professional development and wellbeing opportunities</b> Continue to offer accessible staff development aligned to both role-specific needs and broader wellbeing priorities. Encourage participation in internal workshops, cross-departmental projects, and external enhancement events.</p>	<p>a. Use eFocus, LISEC and CCI meetings to raise awareness and encourage wider staff participation in Communities of Practice. (Ongoing – Review impact through QTE SEAP)</p> <p>b. (i) Cultural survey and Work Task Analysis outcomes published. Share summary of findings and initial action points with all staff via eFocus. (Jan 2026)</p> <p>(ii)Progress update on Cultural Survey and WTA, actions taken and improvements made. (Aug 2026)</p>	

	<p>Publicise wellbeing initiatives and support services to maintain a healthy and engaged workforce.</p> <p>d. <b>Recognise and celebrate success and contribution</b> Continue to highlight staff and student achievements through college communications and support staff to engage with national/local awards. Share good practice case studies demonstrating impact on the learner experience.</p> <p><i>Staff will be actively engaged in professional and collaborative activities, informed about cultural and workload improvements, and recognised for their contributions to enhancement, strengthening Forth Valley College's positive, supportive, and ambitious culture.</i></p>	<p>c. Monitor and report CPD and wellbeing activity including staff feedback and impact to LMT. (Annually, Sept 26)</p> <p>d. Good practice case studies collated and published. Highlight examples of staff-led enhancement and innovation through College communications.</p>	
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