

Board of Management

You are invited to attend a meeting of the **Board of Management** to be held on
Thursday 26 March 2015 in Room S1.19, Stirling Campus at 4.30 pm. Refreshments will be available from
 4.00pm

MEETING AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Principal's Report Ken Thomson

FOR APPROVAL

4. Minute of Board of Management of 11 December 2014
 5. Matters Arising
None
 6. Minutes of other Committees:
 - a) Strategic Development Committee – 26 February 2015
 - b) HR (Inc. Nomination Committee) – 3 March 2015
 - c) Finance Committee – 17 March 2015 (Draft)
 - d) Audit Committee – 19 March 2015 (To be tabled)
 7. Board of Management Hugh Hall
 - Appointment of Committee Chairs
 - Board Calendar 2015/16
 8. Appointment of Vice Chair (Verbal) Hugh Hall
 9. * FE Code of Governance Alison Stewart
 10. * International Strategy Colette Filippi
- (Paper 10 is withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)
11. * 2015/17 Outcome Agreement David Allison
 12. * Tuition Fees & Fee Waiver Policy David Allison

(Paper 12 is withheld from publication on the Forth Valley College website under Section 25 Information Otherwise Accessible of the Freedom of Information (Scotland) Act 2002 – <http://www.forthvalley.ac.uk>)

13. Donation to Forth Valley College Foundation

Alison Stewart

FOR DISCUSSION

14. National Bargaining

Andrew Lawson

(Paper 14 is withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)

15. Student Association Update

Lorraine Simpson

16. Estates Development Progress Report (to follow)

Tom Gorman

17. Review of Risk

18. Any other competent business

Uncontrolled Copy

1. Purpose

To present to the Board of Management the Principal's report on activity undertaken since the last Board meeting in December 2014.

2. Recommendation

That the Board note and comment on the activity undertaken since December 2014.

3. Key Highlights

- 3.1 At the start of the year SFC approved our Outline Business Case (OBC) submission for the new estate. Since then we have worked closely with Scottish Futures Trust (SFT) in preparing the appropriate tender documentation for the Technical Advisers who will take forward the Full Business Case (FBC) and last week the interviews were held here in the College. Following a thorough process we have recommended that Aecom be appointed as Technical Advisors to the Project Board. Many thanks to the interview panel on the day, Tom Gorman, Claire Shiels, Alison Stewart, Paul Johnstone and myself from the college and Anne Mearns representing the Board.
- 3.2 Meantime we have completed the demolition of Middlefield, fenced off the site and are in the process of concluding missives for 4.5 acres of the Gateway to give the college around 15 acres for the new estate. We delivered a £90k saving in the Middlefield demolition and secured SFC agreement to utilise this funding towards the costs of the FBC.
- 3.3 We are also taking forward the Estates Communications Strategy which will involve employer and community engagement across Forth Valley in addition to working with our own staff and students. With the FBC in progress, Tom's plan will see a start on site in November 2016.
- 3.4 On 1 April 2015 the College will host a local celebration for our Association of Colleges (AoC) Beacon Award for Innovation in Further Education (FE) which was formally presented to the College by the Minister for Skills at Westminster, London in February. At our event we will have Martin Doel, Chief Executive of the Association of Colleges (AoC) and Charlotte Bosworth, Director of Skills and Employment from OCR (Oxford Cambridge RSA Qualifications Awarding authority) who were the sponsoring body. In addition we will have Mary Pitcaithly, CEO Falkirk Council in attendance and the vote of thanks will be given by Councillor Craig Martin, Leader of Falkirk Council. Loraine Simpson will give a student president's perspective and Hugh Hall will accept the award on the College's behalf. We extended an invitation to Angela Constance, Cabinet Secretary for Education and Lifelong Learning, who unfortunately will not be able to attend but will be contributing to the video showcasing "Making Learning Work". We are anticipating around 90 guests from the college, Board of Management, employers, schools and other stakeholders. For information, the college's success was noted in the Scottish Parliament.
-

- 3.5 The College has developed an online portal to allow initially Falkirk schools and Falkirk Council Education Services to access application information from young learners in the Falkirk area. The portal has been developed to support young learners transitioning from school to college, and allows pupil support teams in schools to see if a pupil has applied for a Forth Valley College course, to see the status of the pupil's application, to view when a pupil is scheduled to attend for an interview or information event, and to view conditions attached to any conditional offer. The positive response to the portal from Falkirk Schools has been incredible. This sector-leading development is the first of its kind, and is testament to the strength of the relationship between the College and Falkirk Council. This innovation has been led by David Allison and will be showcased to the Strategic Development Committee in June.
- 3.6 The College hosted the Scottish Government Cabinet meeting at our Alloa Campus in early March. Nicola Sturgeon was greeted by Lorraine Simpson, Student Association President, Andrew Lawson, Associate Principal, Tina Murphy, Provost Clackmannan Council and myself. In early January we were able to showcase our facilities and the work of our apprentices when the Scottish Government Board for Developing Scotland's Young Workforce visited our Falkirk Campus and in December, the Curriculum for Excellence Programme Board held their meeting in our Stirling Campus. We are working hard to lift the profile of the college through every opportunity to "show and tell" using staff, students and our facilities.
- 3.7 I'm absolutely delighted that with all the work and commitment put in by Lorraine Simpson and her team, the Forth Valley College Student Association has been recognised nationally with their nomination for three awards at the NUS Scotland Awards 2015. They have been shortlisted for the overall Student Association; Lorraine Simpson has been short-listed in the 'Officers' category and Administrator Lynne McClelland has been put forward for the 'Staff' award. We will know the outcome by the Board meeting as winners will be announced on Friday 20 March at the NUS Scotland National Conference in North Berwick with all submissions also being put forward into the NUS UK Awards 2015.
- 3.8 Our Communications and Marketing team came away with four awards at the recent CDN Marketing Awards with a gold in the 'Students' Award for Website' category with the student judging panel commending the site for being informative and accessible. The team also won a silver award in the 'Integrated Marketing Campaign' for their work during Scottish MA Week 2014. Finally, they were also presented with a bronze award in the 'Events' category in relation to Falkirk Campus 50th Anniversary Celebration Event and a bronze award in the 'Promotional Literature' category for the Forth Valley College: Key Facts Leaflet.
- 3.9 As part of the College's communication strategy we agreed that all news and college communication would be sent internally through one means, removing the multi email approach. This has been a great success with weekly eFocus newsletters containing local news and contributions from staff. This can also be made available to Board members to complement College Scotland's policy briefing material and the daily monitoring report if they wish.
-

4. Local College News

- 4.1 Following the Learning for Work dinner and networking event held at the Stirling Campus in November, Scottish Power (SP) and Lornshill Academy hosted a day long employability and training session in the Falkirk campus. The event was put on for 9 fifth year pupils and they were given an insight into SP, interviewing and employability skills and a chance to experience what it's like to work five metres above the ground on the SP Transmission Training Centre. All 9 have either applied for apprenticeships with SP or onto full time programmes within the College. The Depute Head Teacher was delighted with the work undertaken by SP and the college have captured the event on video. The video was used to open the Developing Scotland's Young Workforce Programme Board when they visited the college.
- 4.2 The College have been winners again over the last few months after being awarded the Buttle UK Quality Mark which endorses the training and teaching of teenagers and young people in care. The assessors noted that the college has a high standard support plan for Looked After Young People and Care Leavers.
- 4.3 The College's Falkirk Campus refectory has once again been awarded a Scottish Government Healthy Living Award. It's the sixth year in a row that the team of chefs and serving professionals have achieved the award and it seems they did even better during their assessment than they have before.

5. Networking

- 5.1 I have been successful in my application to the Board of the new Historic Environment Scotland which is the merger NDPB resulting from Historic Scotland and the Royal Commission on the Ancient and Historical Monuments of Scotland (RCAHMS).
- 5.2 Member of the Skills Committee for the Chemical Science Skills Group in order to deliver the Chemical Sciences Skills Investment Plan.
- 5.3 Attended the annual meeting of the OGAS Principals in Aberdeen to approve the business model and ensure future participation.
- 5.4 I attended the JISC* Strategic Forum in London as a Board member and Trustee. The college are now working with JISC Scotland and potential support for digital learning and other new technologies.
- 5.5 Attended the SCDI Forum – Decentralising Powers, Driving Productivity.
- 5.6 Attended and presented at the Falkirk Economic Partnership, a strategic group involving senior representatives from Falkirk Council, Ineos, Forth Ports, Calachem, Scottish Canals, Scottish Enterprise and Scottish Government to develop a vision for Falkirk and Grangemouth.
-

- 5.7 Forth Valley College hosted a table at the Forth Valley Chamber of Commerce annual awards held at Dunblane Doubletree Hilton.

(*Jisc (formerly the Joint Information Systems Committee, and still commonly referred to as JISC) is a United Kingdom NDPB whose role is to support post-16 and higher education, and research, by providing leadership in the use of information and communications technology (ICT) in learning, teaching, research and administration. It is funded by all the UK post-16 and higher education funding councils.)

6. Presentations

- 6.1 The college hosted a private dinner for Forth Valley Chamber of Commerce which included a presentation and tour of the Stirling Campus.
- 6.2 I presented to the Bridge of Allan Rotary Club at our Stirling Campus which was followed by dinner and a tour.

7. Key Meetings

I undertook the following key meetings in the period December 2014 to March 2015:

- 7.1 Brian Curle, Director of FE Developments (FEDD), to look at opportunities for college staff to become involved and to show case college curriculum strategy.
- 7.2 Joanna Gaukroger, UK Government for Business, Innovation and Skills to provide information on Forth Valley College as part of a research project to UK Government on FE Structures in merger.
- 7.3 Tom Lewis, CEO Mhor Group with Diane Creed, to identify opportunities for hospitality students in Tom's business and to support a future food and drink festival.
- 7.4 Professor Michael Grenfell and Dr Richard Dockerell from Stirling University to pursue links with the University's Education department and future TQFE offering.
- 7.5 Hugh McAloon and David Suitor from Scottish Government with Colette Filippi on Developing Scotland Young Workforce and Change theme 5 involving employers and the new Invest in Youth Groups.
- 7.6 Adrian Gillespie, MD Scottish Enterprise Operations, Growth, Innovations and Infrastructure and Julia Brown, Area representative and Life Sciences Scottish Enterprise and Colette Filippi to advance opportunities with the Falkirk Campus and curriculum areas in science and engineering.
- 7.7 John McDonald, MD OPITO in Aberdeen to discuss tender opportunities.
- 7.8 John McNally MD Ineos and Ian Fyffe HR Director Ineos, with Colette Filippi to identify future opportunities and synergies in apprenticeship training.
-

- 7.9 Dr Frank Rourke, Business Development Manager with Colette Filippi and Tom Gorman to discuss college developments alongside Ineos proposals for a new headquarters.
- 7.10 Avril Gold, Senior Manager Chief Executives office and Stacey Burrett, Director of Communities and Partnerships; two new senior managers in Stirling Council.
- 7.11 Jonathan Clark SDS Director on Foundation and advanced apprenticeships and other potential innovations.
- 7.12 Robert Graham, MD Grahams Dairies and Mark Richardson with Colette Filippi on future plans for Graham's Dairies and links with the college.
- 7.13 Barbara Legg, University of the Third Age to identify opportunities at the Stirling Campus.
- 7.14 Aileen McKechnie, new Director of Advanced Learning and Science, Scottish Government.
- 7.15 Professor Julian Jones, Acting Principal Heriot Watt University, Depute Principal Richard McGookin and Depute Principal John Sawkins, Depute Principal Learning and Teaching with Fiona Brown and Colette Filippi to discuss opportunities with Heriot Watt University.
- 7.16 Provost Mike Robbins, Mustafa Arac, External Affairs, Ankara, Turkey with Andrew Campbell.
- 7.17 John Kemp, Director SFC Strategic Developments, Martin Kirkwood Director Estates Development SFC, Alison Meldrum Outcome Agreement Manager SFC with Tom Gorman and Alison Stewart on estate and financial related issues.
- 7.18 Lorraine Simpson and Student Association on three occasions, one of which was hosted by Hugh Hall at the University of Strathclyde to meet the University President.
- 7.19 Dr David Mitchell and Colin Tennant both of Historic Scotland with Ian Morrison to discuss potential for new Traditional Skills Centre alongside the Stonemasonry Centre.
- 7.20 Joe Wilson, new CEO Colleges Development Network (CDN) with Andrew Lawson.

8. Colleges Scotland

- 8.1 I attended three meetings of the College Principals Group.
 - 8.2 I attended one meeting of the Colleges Scotland Learning, Skills and Quality Committee as Principal representative.
 - 8.3 Attended one meeting of the Leading and Learning Steering group of CDN. A strategic advisory group working with CDN in developing and delivering CPD for senior managers across the sector.
-

8.4 Met with Colleges Scotland and representatives from COSLA, ADES (Association of Directors of Education Scotland) and SLAED (Scottish Local Authority Economic Development) in identifying common partnerships for Developing Scotland's Young Workforce.

9. Community Planning Partnership

9.1 Attended two meetings of the Falkirk Community Planning Leadership Board

9.2 Attended two meetings of the Stirling Community Planning Leadership Board. Anne Mearns also attends these meetings as Board member representative.

9.3 Chaired one meeting of the Stirling Community Planning Partnership.

9.4 Chaired Stirling Local Employability Partnership in developing a strategic plan to link into Stirling's single outcome agreement.

10. Financial Implications

None

11. Equalities

Assessment in Place? – Yes No

If No, please explain why – This paper is an overview report only, there are no changes to College policy or practice involved.

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

12. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	x

Please describe any risks associated with this paper and associated mitigating actions – None

Risk Owner – Ken Thomson

Action Owner – Ken Thomson

13. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No Health and Safety – Yes No

Please provide a summary of these implications – N/A

Paper Author – Ken Thomson

SMT Owner – Ken Thomson

Uncontrolled Copy

Room S1.19, Stirling Campus (commencing at 9.30am)

Present: Mrs Anne Mearns (Vice Chair)
Dr Ken Thomson (Principal)
Ms Lorraine Simpson (Student Union President)
Mr Colin Alexander
Ms Beth Hamilton
Mr Andrew Carver
Mr Ken Richardson
Mr Nigel Scott
Mr Robert Addie
Mrs Elaine McGeorge
Mr Liam McCabe
Mrs Fiona Campbell
Mrs Caryn Jack
Mr Bob Gil

Apologies: Mr Hugh Hall
Mr Tony Smith

In Attendance: Mr David Allison, Associate Principal and Executive Director Information Systems
Mrs Alison Stewart, Associate Principal and Executive Director of Finance
Mr Tom Gorman, Association Principal and Executive Director of Estates Developments
Mrs Fiona Brown, Associate Principal and Executive Director Learning and Teaching
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Mrs Caroline Storey, Diversity Coordinator

Equalities Presentation

The Vice Chair introduced the College Diversity Coordinator who was invited to attend the Board meeting to update members on the College's duties under Equalities legislation.

The Diversity Coordinator presented on the topic, providing members with background on the legislation and discussed how the College can work to remove disadvantages for people with protected characteristics.

She highlighted that the College's responsibilities were to be proactive to ensure disadvantages were removed through systematic and ongoing scrutiny of College policy, practice and decision making.

Members queried how the College could ensure that the wide variety of suppliers we use were also meeting the aims of the legislation. Staff noted that major procurement was done via APUC who had a role in pre-vetting suppliers to ensure they met the legislation.

It was noted that smaller suppliers may not have the ability or expertise to ensure compliance and it was agreed that the College would examine potential methods to support smaller organisations.

The Diversity Coordinator discussed the use of impact assessment within the College for areas such as policy renewal/development and noted that all decisions taken by the College should have due regard to whether there will be an impact on individuals with protected characteristics.

Members agreed that the format of Board papers should be reviewed to ensure members are made aware of any equalities issues relating to decisions they are taking.

Members queried the level of equalities training undertaken by College staff. It was confirmed that all staff undertake online modules in this area.

B/14/011 Declarations of Interest

None

B/14/012 Principal's Report

The Principal summarised the content of his update report on activity since the last meeting of the Board.

Members discussed the element of the update relating to College graduation ceremonies in Stirling. Following discussion it was agreed that the College would conduct a comparison appraisal of a number of venues to ensure the best balance between cost and the student's graduation experience. The outcome of this appraisal should then be brought back to the Board.

- a) Members noted the content of the update
- b) Members congratulated the College on the recent award wins, particularly the Beacon Award, highlighted in the paper

B/14/013 Minute of Board of Management Meeting of 25 September 2014

The Minute of the meeting of 25 September 2014 was accepted as an accurate record.

Members queried whether there was a minute of the Strategic Discussion which had followed the 25 September meeting. The Principal confirmed that there was not a minute taken.

Following discussion, it was agreed that future Strategic discussions should result in a report to the Board.

B/14/014 Matters Arising

None

B/14/015 Minutes and draft minutes of other Committee

a) HR (Inc. Nomination Committee) – 18 November 2014

Members queried College progress with Board recruitment. The Associate Principal and Executive Director of Finance updated members on progress to date.

Members requested an update on progress against national bargaining and the Principal provided further information.

HR Committee members highlighted the potential risk to the College once national bargaining was implemented whereby poor industrial relations at another College would have the potential to have a national impact.

Members noted the content of the minute

b) Strategic Development Committee – 20 November 2014

Members noted the content of the minute

c) Audit Committee – 27 November 2014

Members noted the content of the minute

d) Falkirk Campus Project Board – 2 December 2014

Members noted the content of the minute.

e) Finance Committee – 9 December 2014 (verbal)

The Chair of the Finance Committee reported to members on the activity of the Committee. He noted the discussion that had been held on the financial aspects of the Outline Business Case (OBC) and reported that the Committee was comfortable with the figures contained in the OBC.

He also noted the work of the Associate Principal and Executive Director of Finance and the Finance team in adapting to a number of significant changes in recent years, including two changes to the College's financial year end date.

B/14/016 Annual Report of Institutional Review of Quality

The Associate Principal and Executive Director Learning and Teaching presented the annual report to SFC on the College's self-evaluation of quality.

She covered the highlighted items in the report and asked members to approve the submission of the report to SFC.

The Principal noted that the College had also recently replaced the internal Learning and Teaching Committee with a Creative Learning and Leadership Group. He highlighted the good practice being created and that a report on its activity would be brought to SDC and the Board in due course.

a) Members approved the submission of the annual report

B/14/017 Falkirk Campus Outline Business Case

The Association Principal and Executive Director of Estates Developments presented the OBC to members for approval.

He highlighted the proposed timescale for delivery of a new Falkirk Campus and the role that the OBC played in the overall approval process.

Members queried the potential value of the existing site and how this might be utilised by the College. The Association Principal and Executive Director of Estates Developments confirmed that options were currently being evaluated to ensure the best value is achieved from the disposal of any assets.

The Vice Chair noted that the Chair had submitted some remarks in relation to this agenda item. Foremost amongst these was to note the risks associated with the anticipated funding gap and the need to obtain assurances from SFC for the College's intended method of addressing these.

Members queried the plans for community engagement. It was confirmed that a requirement of the successful consortia at contract award stage would be to have a detailed community engagement strategy.

The Chair of the Falkirk Campus Project Board also highlighted that it would be part of the Project Board's remit to monitor community engagement levels.

Members queried the timescales associated with the overall campus development project, noting that it did not tie into the College academic calendar and that there was also a risk of further costs from inflation due to any delays.

The Associate Principal and Executive Director of Estates Developments noted that the Scottish Futures Trust already considered the proposed programme to be

ambitious and that risks relating to increased costs owing to construction over-runs would be assumed by the consortia appointed to deliver the new campus.

Members queried the extent to which the OBC committed the College to a particular design for the new campus. The Associate Principal and Executive Director of Estates Developments confirmed that the OBC was considered to be outline only and that it was fully expected that the design and other aspects of the new campus would evolve throughout the design process.

It was also recommended that the College should seek assurances from Falkirk Council regarding the future development intentions for the land surrounding the new campus site.

a) Members approved the Outline Business Case for submission to the Scottish Funding Council.

B/14/018 FVC Foundation – Application for Funding

The Associate Principal and Executive Director of Finance reported that College management had met with the Foundation trustees last week to discuss the Falkirk campus development.

She noted that the College's preferred route for funding to allow the College to progress to Full Business Case (FBC) would be from SFC. She highlighted however that contingency needed to be in place should a funding request to SFC be unsuccessful and was therefore seeking approval from the Board to apply for funding from the Foundation should it become necessary.

a) Members approved the content of the paper

B/14/019 Extension of Internal Audit Appointment to 31 July 2015

The Associate Principal and Executive Director of Finance presented a paper seeking approval to extend the appointment of the current internal auditors to the College. She noted that the change was due to the further change to the College's year end date and that it would be good practice to maintain the same firm of internal auditors for the whole financial year to assist in the external audit of the accounts.

a) Members approved the extension to 31 July 2015.

B/14/020 Extension of FES FM Contract

The Association Principal and Executive Director of Estates Developments summarised a report seeking approval to extend the contract of the current FM providers to the College by two years. He provided background to the appointment of the current contractors and confirmed that there was provision in place within the contract to extend this appointment.

He noted that the extension would be on a negotiated basis to ensure the best possible position for the contract.

Members noted that this paper had previously been considered and approved by the Audit Committee and endorsed the committee's recommendations relating to access and control of electronic data on College performance.

a) Members approved the extension of the FES FM contract for two years.

B/14/021 Remit for Falkirk Campus Project Board

The Chair of the Falkirk Campus Project Board presented the proposed remit for the group. He highlighted that a draft had been considered by the Project Board at its recent meeting and amendments had been made to the version being presented to the full Board.

He reported that the remit was designed to enable the Project Board, who would initially be meeting on a monthly basis, to discharge its duties whilst at the same time ensuring items reserved to the full Board continued to be brought before it.

Members recommended that it would be helpful to periodically review the authority levels of the Project Board during key stages of the campus development process.

Members also highlighted that the Finance Committee had recommended that resource levels for supporting the campus developments be reviewed and additional resource put in place where required.

Members also requested that the purpose section in the remit be amended to add in "associated services" to the second bullet point.

a) Members approved the remit of the Project Board and noted their thanks to those Board members who had agreed to serve on this group.

B/14/022 Student Association Update

The Student Association President outlined the report on the Student Association's activities since the last meeting of the Board.

She highlighted the positive relationships being built with Stirling University and the benefits this would bring to students in relation to club/society membership.

She also advised members that the Student Association was currently examining the provision of enhanced transcripts for students which would capture any additional training and volunteer activity they undertake whilst at the College.

a) Members noted the content of the report

B/14/023 Review of Risk

Risks were highlighted in the individual papers.

B/14/024 Any other competent business

The Associate Principal and Executive Director of Finance requested that Board members who had yet to submit their self-evaluation forms and the evaluation of the Chair do so to enable this information to be reviewed.

Uncontrolled Copy

Room S1.19, Stirling Campus (commencing at 4.30pm)

Present: Mrs Anne Mearns (Chair)
Mrs Fiona Campbell
Ms Lorraine Simpson, Student Association President
Mrs Caryn Jack
Mr Andrew Carver
Mr Colin Alexander

Apologies: None

In Attendance: Mr David Allison, Executive Director of Information Services
Mrs Fiona Brown, Executive Director, Learning and Teaching
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Mr Andrew Campbell, International Manager (for item S/14/028)

The Chair opened the meeting by updating members on changes to the membership of the Committee since the last meeting in November 2014.

S/14/025 Declarations of Interest

None

S/14/026 Minutes of meeting held on 20 November 2014

The Minute of the meeting of 20 November 2014 was accepted as an accurate record.

S/14/027 Matters arising

a) S/14/019 Outcome Agreement Self Evaluation 2013/14

The Chair referenced the recommendation from the committee that a sub-group be established to review the College self-evaluation report prior to its submission to SFC. The Executive Director of Information Services confirmed that this would happen prior to the next submission deadline in October.

b) S/14/020 Student Association Update

The Chair noted the interest from members on links with Universities and noted that this would be covered in the Student Association Update paper.

S/14/028 International Strategy

The International Manager presented members with an overview of the new international strategy for the College. He highlighted the drivers for the strategy, the key areas for development and the importance of partner engagement.

Members queried the potential impact of international recruitment on the College's Highly Trusted Status (HTS) with the UK Visa and Immigration (UKVI). The International Manager updated members on the rules governing this and acknowledged the potential risk re dropout rates from having a small number of international students. The Executive Director of Information Systems confirmed that, based on previous experience, the UKVI could be approached to discuss any potential issues on a case by case basis. This helped to mitigate the risk associated with a small number of international students.

Members queried the links to Universities in place to take best advantage of existing international relationships and expertise. The International Manager confirmed that the College had begun to liaise directly with Universities and that this work would continue.

- a) Members welcomed the creation of the strategy and noted the intended development of the College in this area
- b) Members withheld full approval pending the completion of an Equalities Impact Assessment on the strategy
- c) Members recommended that a risk assessment of each new development (sector or country) should be conducted before committing the College to any activity

S/14/029

2015-17 Outcome Agreement

The Executive Director of Information Systems presented members with the latest draft of the Outcome Agreement and noted that he was seeking approval from the Committee to take this document to the full Board of Management.

He highlighted that the draft presented to SFC had been seen by the College's SFC Outcome Agreement Manager and that positive feedback had been received.

Members queried some of the figures relating to targets and response rates; noting that the figures appeared to be open to interpretation. The Executive Director of Information Systems agreed to review the figures and surrounding text to ensure this was clarified.

Members also requested a final proof reading to correct minor inconsistencies in the use of language between sections. The Executive Director of Information Systems confirmed that this would occur prior to its submission to the Board of Management.

- a) Members approved the document, subject to highlighted changes, to be taken to the Board of Management for approval
 - b) Members agreed to forward any further comments directly to the Executive Director of Information Systems
-

S/14/030 Student Association Report

The Student Association President presented an update on the activity of the Association. She highlighted the developing links with Stirling University and also noted that the College had been invited to bid to be the host for the “Gathering” which was held in Stirling University last year.

The Student Association President also updated members on the restructure of the Student Executive team which will be going to SMT in the near future for approval.

She also informed members that the Student Association had been shortlisted for the NUS Scotland Awards 2015 in the following categories –

- Lorraine Simpson for the Officer category
- Lyne McClelland for the Staff category; and
- The Student Association in the Students’ Unions – Colleges category

Winners would also be submitted to the NUS UK awards 2015 for consideration.

- a) Members noted the content of the update
- b) Members congratulated the Student Association on the awards nominations and wished them luck for the ceremony on 20 March

S/14/031 Protection of Children, Young People and Adults at Risk of Harm – Annual Report

This item was postponed to the next meeting of the Committee.

S/14/032 Scotland’s Youth Employment Strategy

The Executive Director, Learning and Teaching presented a report on the new Scottish Government Strategy. She outlined the key themes within the strategy and the implications for key College partners, such as Schools and Employers.

She informed members that the College was well placed to meet the challenges of the new strategy and outlined the arrangements already in place.

Members noted that employer engagement should be led by employers rather than umbrella groups and encouraged the College to interact directly with employers, highlighting the benefits to them of participation.

- a) Members noted the content of the report

S/14/033 Student Activity Report and PI Demonstration

The Executive Director of Information Services presented a report to members based on the SFC data for the sector on student performance.

He demonstrated the system which allowed College departments to drill down to individual subject area and compare how the College performs against the rest of the sector. He showed that the College overall was the best performing College across all modes of FE and HE provision.

Members noted the leading position of the College in a number of subject areas but expressed concern regarding the underperformance of the College in Social Sciences compared to the sector.

- a) Members noted the content of the report

S/14/034 Operational Plan Monitoring

The Executive Director of Information Services provided an update on progress against the College operational plan targets. He highlighted three areas where activity had been delayed and discussed the reason for each of these delays.

Members welcomed the user friendly nature of the report format.

- a) Members noted the content of the report.

S/14/035 Review of Risk

No new risks were identified.

S/14/036 Any Other Competent Business

None.

Room A204, Alloa Campus (commencing at 4.30pm)

Present: Mrs Beth Hamilton (Chair)
Mrs Fiona Campbell
Mr Nigel Scott
Mrs Elaine McGeorge

Apologies: None

In Attendance: Mr Andrew Lawson, Associate Principal, H R and Operational Effectiveness
Mr Steven Still, HR Manager
Mr Stephen Jarvie, Corporate Governance and Planning Officer

H/14/11 Declarations of Interest

None

H/14/12 Minutes of meeting held on 18 November 2014

The Minute of the meeting of 18 November 2014 was accepted as an accurate record.

H/14/13 Matters arising

a) H/14/08 HR Effectiveness Internal Audit Report

The Associate Principal, HR and Operational Effectiveness reported that all recommendations contained within the audit report have been implemented.

H/14/14 Staff Development

The HR Manager provided members with an update on the recent support staff development week in early February 2015. He indicated that the feedback received to date on the new approach had been overwhelmingly positive.

He further indicated that a full report would be provided to the next meeting of the Committee.

Elaine McGeorge raised some concerns relating to the Moodle based training and the HR Manager confirmed that all feedback of this nature would be captured and used to review the systems in place.

a) Members noted the content of the report

H/14/15 Staffing Establishment Update

The HR Manager presented an update on the staffing establishment of the College.

He noted that improvements to College systems would allow for more regular updates on the staffing establishment to be provided to the Senior Management Team as well as the Committee.

Members queried some of the figures in relation to the Business Development unit. The HR Manager confirmed that this was in part due to the date the figures were produced and that he would review the information on the system.

Members queried whether there was a quantifiable ratio of staff to student numbers. The HR Manager commented that, owing to the manner the College is funded, available staffing hours were mapped against the number of SUMs allocated to the College by the Scottish Funding Council.

Members queried the use of fixed term contracts in the College. The HR Manager explained that this was in relation to specific activity, particularly for the delivery of contract activity.

- a) Members noted the content of the report and the intention to bring this to each meeting of the Committee.

H/14/16 Policy Update/Progress

The HR Manager provided members with an overview on progress with updating HR policies. He informed members that Unions were consulted on proposed changes to policy arising from changes to internal practices or legislative changes.

- a) Members noted the content of the report

H/14/17 HR Systems Report

The HR Manager summarised recent developments to internal HR systems to enable more connected and smarter working.

He noted that other HR teams throughout the College sector appeared interested in accessing the systems in place to see if they could use them.

Members highlighted the need to ensure the College protects its intellectual property arising from the development of these systems

- a) Members noted the content of the report
 - b) The College will investigate ways to safeguard intellectual property
-

H/14/18 Review of Risk

The Executive Director of HR and Student Services noted the National Bargaining remained a high risk for the College.

Members highlighted the risk to Intellectual Property arising from sharing of College developed systems.

H/14/19 Any Other Competent Business

National Bargaining

The Executive Director of HR and Student Services provided an update on the latest developments in the progress towards national bargaining.

He outlined the current positions of the Government and Unions and noted the concerns of Colleges, particularly surrounding their ability to afford any centrally directed pay increases.

Members noted the concerns.

General Teaching Council (GTC)

The Executive Director of HR and Student Services noted that the GTC had offered to allow staff with the TQFE qualification to register as members.

Members welcomed the extra recognition for staff skills.

E-Cigarettes

Members noted that the recommendation that the College policy for e-cigarettes contain references to their not being charged from College equipment did not appear to have been implemented. It was agreed that this would be fed back to the Health and Safety team.

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present: Mr Liam McCabe (Chair)
Ms Caryn Jack
Mr Andrew Carver

Apologies: Mr Ken Richardson

In Attendance: Mrs Alison Stewart, Associate Principal and Executive Director of Finance
Dr Ken Thomson, Principal
Mr David Allison, Associate Principal and Executive Director Information Systems
Mr Andrew Lawson, Associate Principal and Executive Director HR and Operational Effectiveness
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Mrs Monica Halcro, Senior Finance Manager

F/14/049 Declarations of Interest

The Chair declared an interest owing to the links between the College and Stirling University at Degree level and under the Scottish Funding Council (SFC) HEI funded activity.

F/14/050 Minutes of Meeting held on 9 December 2014.

The minutes of the meeting held on 9 December 2014 were approved.

F/14/051 Matters Arising

- a) F/14/046 Outline Business Case: Financial Appraisal

The Associate Principal and Executive Director of Finance updated members on progress in regard to the disposal of the Branshill site. She noted that discussions were ongoing with SFC regarding the retention of the receipt of land. She also highlighted that the market value of the land had reduced but that SFC were aware of this.

- b) F/14/048 Resource Budget 2014/15

The Associate Principal and Executive Director of Finance confirmed this matter arising would be covered under F/14/053.

- c) F/14/050 Any other competent business

The Associate Principal and Executive Director of Finance confirmed that the College accounts had been submitted to OSCR in January. She reminded members that the delay was a sectoral issue and that the accounts had been delayed by the longer than anticipated time it took for them to be laid before parliament.

F/14/052 Tuition Fees and Fee Waiver Policy

The Associate Principal and Executive Director Information Systems presented members with the annual update to the College's Tuition Fees and Fee Waiver Policy.

He reported that the majority of fees were set by the Scottish Government and outlined the proposed changes to the fees which are determined by the College. He confirmed that research into the fees charged by other Colleges had been conducted and that the College fees fell within the range of the sector.

He also highlighted the changes proposed to international fees, again based upon research into the charges applied across the sector.

- a) Members approved the Tuition Fee and Fee Waiver Policy for submission to the Board for final approval.

F/14/053 Donation to Forth Valley College Foundation

The Associate Principal and Executive Director of Finance presented the paper outlining the possible options for donations. She confirmed that, owing to ongoing uncertainty as covered under F/14/055 it was not possible at this time to confirm the final donation amount to members.

The Associate Principal and Executive Director of Finance noted that discussions with Barclays had been taken place in February and that, at this time, there was no indication that they would take any action regarding the breach relating to the 2013/14 accounts. Barclays are still considering how to manage this situation.

Members noted the potential issue regarding breaching the banking covenants with Barclays and highlighted that, owing to the change in College status to a public sector organisation since the creation of the covenant, that the College should look to negotiate with Barclays as to whether the covenants can be changed or removed.

- a) Members noted the content of the report

F/14/054 Resource Return 2014/15 (April 14 – March 15)

The Associate Principal and Executive Director of Finance updated members on the requirement of SFC for Colleges to submit Resource Returns. She noted that rather than the March return being audited by the external auditors there was an additional requirement for Finance Directors to sign off on the March Resource Return. She confirmed that this would be circulated to committee members for approval prior to submission to SFC.

The Associate Principal and Executive Director of Finance then provided members with an update on the developments for utilisation of College surpluses as initially proposed by Scottish Government and SFC. She noted that, as of last week, this position appears to have changed as SFC had withheld £696k of funding from the College's March payment. She noted that this appeared to be due to an overspend in other areas of Scottish Government expenditure which required them to make savings in other sectors.

She highlighted the concerns the College has regarding a sector wide approach that did not recognise the position of the College in relation to the Falkirk Campus development and the need for the College to fund £9m of costs from its own resources.

Discussions with SFC would indicate that, while they agree with this position, they are wary of setting a precedent for other Colleges.

The Associate Principal and Executive Director of Finance noted that Scotland's Colleges are meeting with the Scottish Government today to discuss this issue.

The Principal informed members that he has had discussions on this issue with the Chair of the Board who has advised on waiting on the outcome of the meetings with Scottish Government before engaging further in this matter.

The Chair noted that the risk on this paper should be assigned to the Principal as risk owner.

- a) Members noted the update

F/14/055 Forecast Financial Outturn 2014/15 (April 14 – July 15)

The Senior Finance Manager presented members with the updated forecast financial outcome. She covered the changes in a number of key areas and highlighted the uncertainty relating to the donation level for the foundation and the impact this would have on the outturn position.

Members queried the potential impact with the College auditors should the College end up with a net current liability position.

The Associate Principal and Executive Director of Finance noted that the College would stress the position that the College is a sound ongoing concern, with a signed Outcome Agreement for next year and that both the Scottish Government and Scottish Funding Council had no concerns regarding the College given the support already announced for the Falkirk campus.

The Associate Principal and Executive Director of Finance also confirmed cash flow would not be an issue as the College has a £500k overdraft facility.

Members noted the potential impact of reporting deficits in terms of OSCR and for the securing of commercial work. It was recommended that, should a deficit be reported, the Chair of the Board should write to SFC to request a letter of assurance which could be used in these areas. Members requested that this risk be flagged to Audit Committee from a governance perspective.

- a) Members noted the content of the report

F/14/056 Indicative Allocations AY 2015/16

The Associate Principal and Executive Director of Finance reported on the indicative allocations which were announced in February. She noted that the overall Grant in Aid level remains unchanged, as does the required activity levels for the College. It was highlighted however that there was an 8% cut in student funding levels.

The Associate Principal and Executive Director of Finance provided members with an overview of the student funding provision within the College as compared to other Colleges. She noted that the College has a track record of successfully managing these funds but that those Colleges who continually overspend in this area were continuing to be funded at levels higher than the College. The view of the Senior Management Team is that the College is being disproportionately disadvantaged for being efficient in the administration of student funding and that this decision penalised Forth Valley College students.

The Principal confirmed that the College had written to SFC to stress this point.

He noted that the College had suggested a possible solution via ESF funded activity however it is unlikely this would not address the issue owing to the strict regulations on the use of this funding.

The Associate Principal and Executive Director of Finance also reported on a blanket 25% cut in capital funding levels. She highlighted that this again disproportionately impacted the College as we are gearing up to a major capital investment and the OBC financial projections were based upon being able to top-slice capital funding to meet the non-NPD funding gap. As additional burden is that there is already top-slicing in place to service the loan facility for the Alloa and Stirling builds.

- a) Members noted the content of the update

F/14/057 Pension Schemes Triennial Valuations

The Associate Principal and Executive Director of Finance provided members with a paper outlining the outcome of the valuation exercise. She noted the increased costs to the College following the valuation and the impact that this would have in a flat-cash Grant-In-Aid situation.

- a) Members noted the content of the paper
-

F/14/058 Review of risk

Risks were identified in each paper.

F/14/059 Any other competent business

None.

Uncontrolled Copy

1. Purpose

To update members and seek approval on a number of matters relating to the operations of the Board of Management.

2. Recommendation

That members note the appointment of Board of Management members, the updated committee structure and membership and approve the appointment of Committee Chairs and approve the Board Calendar for 2015/16.

3. Background

Following the enactment of the Post 16 Education (Scotland) Act 2013 and the transitional arrangements which were put in place at that time, all previous board members appointments ceased on 2 March 2015.

4. Membership

Non-executive members: a Nominations Committee completed an open recruitment process to appoint 12 non-executive members. On completion of this process 9 previous members were appointed along with 3 new appointees – Lorna Dougall, Steven Tolson and Angela Winchester.

Student Representation: The Student Association held elections for a full time President, 3 part campus presidents and an administrator in August 2014. From this membership Lorraine Simpson (Student Association President) and Alan Buchan (Campus President) have been appointed as Board of Management members.

Staff Representation: Elections for staff member representation on the Board of Management were held earlier this month. Alison Stephen, a lecturer in Creative Industries, was elected as the academic staff representative and Ralph Burns, a HR Business Partner, as the support staff representative.

5. Committee Chairs

Appendix 1 details the full Board of Management and Committee structure from March 2015. It is proposed that those members of Committees highlighted in red are appointed as the Committee Chairs:

Audit	Nigel Scott
Finance	Liam McCabe
HR (& Nominations)	Beth Hamilton
Remuneration Committee	Vice Chair of Board of Management
Strategic Development Committee	Vice Chair of Board of Management
The Falkirk Campus Project Board*	Ken Richardson

*The Falkirk Campus Project Board is not a Board Committee as it includes non-Board of Management members. It does however include 3 Board Members and approvals are only valid if a Board of Management member has voted.

6. Board Calendar

The Board calendar for the remainder AY 2014/15 and for AY 2015/16 is included in Appendix 2.

7. Board Evaluation

It is an essential part of good governance (as noted in the FE Code of Governance) that members complete both a self-evaluation and an evaluation of the Chair. In this instance Members who previously served on the Board of Management have been asked to complete the evaluations based on April 2014 to March 2015. Evaluation forms have been issued and should be returned directly to Ann Mearns or brought to the meeting.

8. Financial Implications

None

9. Equalities

Assessment in Place? – Yes No

If No, please explain why – This paper outlines changes as a result of legislative and other changes. Additionally the Board has a 50/50 split in terms of gender balance.

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

10. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	x

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

There is a risk that the Board will not be able to recruit & retain members who have the appropriate skills and knowledge to take Forth Valley College forward.

In mitigation of this an open recruitment process was undertaken attract quality applications and to ensure the Board of Management has the correct skill mix required.

Risk Owner – Hugh Hall

Action Owner – Alison Stewart

11. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications - Text

Paper Author – Alison Stewart

SMT Owner – Alison Stewart

Appendix 1 - Board of Management Committees

	BoM	No	Audit	Finance	HR	Remuneration	Strategic Development	Falkirk Campus Project Board
SMT Lead	Ken Thomson		Alison Stewart	Alison Stewart	Andy Lawson	Andy Lawson	David Allison	Tom Gorman
No of meetings per year	12		4	4	3	As required	4	12
No of members	18		5	5	5	3	10/11	8
Chair	Hugh Hall					Hugh Hall		Ken Thomson
Principal	Ken Thomson							
Vice Chair						Vice Chair	Vice Chair	
Non Executive Members	Colin Alexander	2	Colin Alexander		Fiona Campbell		Fiona Campbell	Colin Alexander
	Fiona Campbell	2		Andrew Carver			Andrew Carver	
	Andrew Carver	2					Lorna Dougall	
	Lorna Dougall	2	Lorna Dougall					
	Beth Hamilton	3	Beth Hamilton		Beth Hamilton	Beth Hamilton		
	Caryn Jack	2		Caryn Jack			Caryn Jack	
	Anne Mearns	2			Anne Mearns		Ann Mearns	
	Liam McCabe	2		Liam McCabe			Liam McCabe	
	Ken Richardson	2		Ken Richardson				Ken Richardson
	Nigel Scott	2	Nigel Scott		Nigel Scott			
	Steven Tolson	2			Steven Tolson			Steven Tolson
	Angela Winchester	2		Angela Winchester			Angela Winchester	
Student Representatives	Lorraine Simpson	1					Lorraine Simpson	
	Alan Buchan	1					Alan Buchan	
Teaching Staff Member	Alison Stephen	1					Alison Stephen	
Support Staff Member	Ralph Burns	1	Ralph Burns					
Co-opted	Bob Gil	1						Bob Gil

Committee Chairs highlighted in red

* Estates Project Board Members (not FVC BoM)

Tom Gorman	SMT
Alison Stewart	SMT
David Allison	SMT
Julia Kennedy	SFT

Appendix 2 – Calendar of Meetings

Meeting	AY14/15	AY 15/16	AY 15/16	AY 15/16	AY 15/16
Board of Management	Thursday 25 June 2015 Falkirk	Thursday 24 September 2015 Alloa (including Strategic Discussion)*	Thursday 10 December 2015 Stirling 9.30 a.m. followed by Xmas Lunch	Thursday 24 March 2016 Falkirk	Thursday 23 June 2016 Falkirk
Audit	Thursday 4 June 2015 Stirling	Thursday 27 August 2015 Stirling	Tuesday 24 November 2015 Falkirk (5.30pm start)	Thursday 10 March 2016 Falkirk	Tuesday 2 June 2016 Falkirk
Finance	Tuesday 16 June 2015 Stirling	Tuesday 15 September 2015 Falkirk	Tuesday 24 November 2015 Falkirk (4pm start)	Tuesday 15 March 2016 Falkirk	Tuesday 14 June 2016 Falkirk
HR	Tuesday 9 June 2015 Stirling		Tuesday 12 November 2015 Alloa	Tuesday 1 March 2015 Alloa	Tuesday 7 June 2016 Alloa
Remuneration (As Required)		Thursday 27 August 2015 Stirling (after Audit)			
Strategic Development	Thursday 11 June 2015 Falkirk	Thursday 10 September 2015 Falkirk	Thursday 19 November 2015 Falkirk	Thursday 25 February 2016 Stirling	Thursday 9 June 2016 Alloa

*The Board of Management meeting on 24 September 2015 will incorporate the Board's annual strategic discussion with a start at 2pm and lunch being available from 1.15pm.

All other meetings are assumed to start at 4.30pm unless otherwise stated

1. Purpose

To present to members for consideration the Code of Governance for Scotland's Colleges which was published in December 2014.

2. Recommendation

That members approve the adoption of the code.

3. Background

As part of the post 16 education reforms it was agreed that a Code of Governance for Scotland's Colleges would be developed. The Code was developed collaboratively with a wide range of stakeholders including representatives of students and staff and was published in December 2014.

4. Code of Governance

Colleges are required to comply with the Code of Governance for Scotland's Colleges as a condition of grant from the Scottish Funding Council. It establishes standards of good governance practice for all college boards and provides the essential foundations for compliance within the legislative framework set out by the further and higher education acts. Exceptions should be rare and will have to be explained publicly.

The Code is based on 5 key principles:

- Leadership and Strategy
- Quality of the Student Experience
- Accountability
- Effectiveness
- Relationships and Collaboration

Boards must not only follow the letter but also the spirit of the Code to ensure good governance. Each college is required to state its adoption of the Code in the corporate governance statement contained in its annual audited financial statements. The Chair, on behalf of the Board, is also encouraged to report personally as to how the principles have been applied by the Board.

Where, for whatever reason, a college's practice is not consistent, with any particular principle of the Code, this should be made known to the Scottish Funding Council. This should be done immediately when a College becomes aware of an inconsistency and, without exception, in advance of publishing the information. An explanation for that inconsistency must be clearly stated in the corporate governance statement. Colleges will be expected to offer a clear rationale for exceptions in the context of their college's operational model and to identify mitigations.

5. Financial Implications

Please detail the financial implications of this item – None

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – Not applicable

Please summarise any positive/negative impacts (noting mitigating actions) – Not Applicable

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low		
Very Low	X	

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

Risk that the College does not comply with the principles of the code resulting in poor governance.

Adoption of the Code will be formally approved by the Board of Management and compliance thereafter will be monitored by the Audit Committee through internal and external audit reporting.

Risk Owner – Alison Stewart

Action Owner – Stephen Jarvie

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – Not Applicable

Paper Author – Alison Stewart

SMT Owner – Alison Stewart

For Board Use Only - Committee Action Tracker

Please indicate below whether the subject of this paper has been considered at Board Committee level and any actions arising from this.

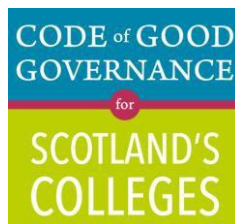
Considered by Audit Committee – 19 March 2015

Actions Required Members recommended submission to the Board for approval

Uncontrolled Copy

Code of Good Governance

Uncontrolled Copy



Foreword

Colleges in Scotland thrive in the heart of their communities, serving the interests of those communities, students, employers, governments and their agencies and other stakeholders. They have an essential and valuable role in Scottish society. In 2013, they delivered learning to over 230,000 students and, over the past eight years, have contributed over £1billion to the Scottish economy. Colleges are also a major employer with 13,500 directly employed staff.

Colleges receive substantial public funding and also operate in an increasingly commercial and enterprising way. They are expected to innovate, pursue new opportunities and take measured risks in delivering what is best for their stakeholders. In recent times, they have gone through major transformational change, embracing regionalisation and post 16 education reforms.

Against this background, it is right and proper that the highest standards of governance and propriety are expected of our colleges and those individuals who serve them. This Code of Good Governance codifies the principles of good governance that already exist in our colleges and promotes accountability and continuous improvement in how colleges are governed.

The Code was developed collaboratively with a wide range of stakeholders including representatives of students and staff. It has been subject to extensive consultation. The Code is based on key principles and has been written in a way that is mandatory and anticipates compliance. All Colleges that receive funding from the Scottish Funding Council and regional strategic bodies will be expected to comply with the Code; exceptions should be rare and will have to be explained publicly.

The Code will be reviewed formally every three years but given the transformational changes that have been underway in the college sector specifically, and developments in good governance more generally, the Code will be kept under ongoing review. It will be supported by supplementary guidance designed to embed and operationalise the principles set out in the Code. Colleges Scotland will act as custodian of this process but, in keeping with the way that the Code was created, the broad church of stakeholders who drew up the Code will be engaged fully in its development and revision.

Colleges have an important individual and collective role to play in promoting economic, social and cultural well-being. We expect this Code of Good Governance to provide the essential underpinning to help discharge that role to the highest standards possible.

Hugh Hall, Chair of the Code of Governance Steering Group

Code of Good Governance for Scotland's Colleges

Governance and the Code

Corporate governance:

- is the way in which organisations are directed and controlled
- defines the distribution of rights and responsibilities among the different stakeholders and participants in the organisation
- determines the rules and procedures for making decisions on corporate affairs including the process through which the organisation's objectives are set
- provides the means of achieving those objectives and monitoring performance.

Scotland's colleges refers to colleges either funded by the SFC or by a regional strategic body for the provision of education. Such colleges can be incorporated or non-incorporated. The overarching purpose of good governance for Scotland's Colleges is to:

- Lead the college and set its strategic direction and values
- Ensure effective management and financial controls to support the student experience within a framework of public accountability and transparency
- Deliver high quality of learning and outcomes.

The Code of Good Governance for Scotland's Colleges has been developed, and is owned, by the college sector. Colleges are required to comply with it as a condition of grant from either the Scottish Funding Council or their regional strategic body. It establishes standards of good governance practice for all college boards and provides the essential foundations for compliance within the legislative framework set out by the further and higher education acts.

There is an expectation that regional strategic bodies will also embrace this Code where relevant.

Boards must not only follow the letter but also the spirit of the Code to ensure good governance. Boards must think deeply, thoroughly and on a continuing basis about their overall tasks and the implications of these for the roles of their individual members. Key to this is the leadership of the Chair, the support given to and by the

Principal, and the frankness and openness of mind with which issues are discussed and tackled by all board members.

Statement of Compliance with Good Governance

Each college should state its adoption of the Code in the corporate governance statement contained in its annual audited financial statements. The Chair, on behalf of the Board, is encouraged to report personally as to how the principles have been applied by the Board. Where, for whatever reason, a college's practice is not consistent, with any particular principle of the Code, it should make this known to the Scottish Funding Council or Regional Strategic Body. This should be done immediately they become aware of an inconsistency and, without exception, in advance of publishing the information. An explanation for that inconsistency must be clearly stated in its corporate governance statement. Colleges will be expected to offer a clear rationale for exceptions in the context of their college's operational model and to identify mitigations.

Principles

Section A: Leadership and Strategy

Conduct in Public Life

- A.1 Every college must be governed by an effective board that is collectively responsible for setting, demonstrating and upholding the values and ethos of the organisation.
- A.2 The nine key principles underpinning public life in Scotland, which incorporate the seven Nolan principles, must be the basis for board decisions and behaviour. These key Principles are:
- Duty/Public Service
 - Selflessness
 - Integrity
 - Objectivity
 - Accountability & Stewardship
 - Openness
 - Honesty
 - Leadership
 - Respect
-

Vision and Strategy

- A.3 The board is responsible for determining the college's vision, strategic direction, educational character, values and ethos. For an assigned college, the Board must have regard to the strategy determined by the Regional Strategic Body. Board members have a collective leadership role in fostering an environment that enables the college to fulfil its mission and meet Scottish Government priorities, for the benefit of students and the community it serves.
- A.4 The board must develop and articulate a clear vision for the college. This should be a formally agreed statement of the college's aims and desired outcomes which should be used as the basis for the college's overall strategy and planning processes.
- A.5 The board provides overall strategic leadership of the college. The board is responsible for formulating and agreeing strategy by identifying strategic priorities and providing direction within a structured planning framework.
- A.6 The board must ensure that a comprehensive performance measurement system is in place which identifies key performance indicators. It must ensure that it scrutinises performance measures and reports in order to determine whether or not the college's vision and mission are being fulfilled and that the interests of stakeholders are being met.
- A.7 The board (except in the case of assigned college boards) is responsible for negotiating its outcome agreement with the SFC, to meet the needs of the region and make best use of available funding, consistent with national strategy. The board must ensure effective engagement with all relevant stakeholders in the development of its outcome agreement and monitor performance in achieving the agreed outcomes.

The role and responsibilities of the boards of assigned colleges should be undertaken in the context of the roles and responsibilities of their regional strategic body, which differ depending on whether a college is incorporated or not. Assigned college boards must contribute constructively to the development of the outcome agreement led in its region by the regional strategic body. The board must support the regional strategic body to monitor performance in achieving the agreed outcomes.

Corporate Social Responsibility

- A.8 The board must demonstrate high levels of corporate social responsibility by ensuring the college behaves ethically and contributes to economic development while seeking to improve the quality of life of its workforce as well as of the local community and society at large.
- A.9 The board must exercise its functions with a view to improving economic and social wellbeing in the locality of the college. It should have regard to social and economic needs and social inclusion.
-

- A.10 The board must provide leadership in equality and diversity. The board must ensure it fulfils its statutory obligations and duties in respect of equalities legislation.
- A.11 The board must seek to reflect in its membership, the make-up of the community through offering maximum opportunity of membership to a range of potential members and removing potential barriers to membership, in partnership with its regional strategic body, as appropriate.
- A.12 The board must appoint one of the independent non-executive members to be the senior independent member to provide a sounding board for the chair and to serve as an intermediary for the other board members and the board secretary when necessary. The senior independent member (or Vice-Chair) should also be available where contact through the normal channels of chair, principal, or secretary has failed to resolve an issue or for which such contact is inappropriate.

Section B: Quality of the Student Experience

Student Engagement

- B.1 The board must have close regard to the voice of its students and the quality of the student experience should be central to all board decisions.
- B.2 The board must lead by example in relation to openness, by ensuring that there is meaningful on-going engagement and dialogue with students, the students' association and as appropriate staff and trades unions in relation to the quality of the student experience. Consultation is essential where significant changes are being proposed.

Relevant and high quality learning

- B.3 The board must seek to secure coherent provision for students, having regard to other provision in the college's locality. The board must be aware of external local, national and international bodies and their impact on the quality of the student experience, including community planning partners, employers, skills development and enterprise agencies and employer bodies. The board must seek to foster good relationships and ensure that the college works in partnership with external bodies to enhance the student experience, including employability and the relevance of learning to industry needs.

Quality Monitoring and Oversight

- B.4 The board must ensure appropriate mechanisms are in place for the effective oversight of the quality and inclusivity of the learning experience and work with other bodies as appropriate to oversee and monitor this. The board must ensure that the college works in partnership with sector quality agencies and other appropriate bodies to support and promote quality enhancement and high quality services for students.
- B.5 The board must expect to see student surveys and monitor action plans that could impact on the quality of the student experience.
-

Section C: Accountability

Accountability and Delegation

- C.1 The board is accountable to students and to other stakeholders, including the public, employers and its local community for the provision of appropriate, high quality education that enhances social and economic well-being. An assigned college is also accountable to the Regional Strategic Body.
- C.2 Incorporated colleges must maintain and publicly disclose a current register of interests for all board members. Board members should declare any conflicts of interest in the business of the meeting prior to the commencement of each meeting of the board and its committees and withdraw from meetings as appropriate or when requested to do so.
- C.3 The board must ensure that its decision-making processes are transparent, properly informed, rigorous and timely, and that appropriate and effective systems of financial and operational control, quality, management of staff, risk assessment and management, are established, monitored, continuously improved and appropriately impact assessed.
- C.4 Boards may delegate responsibilities to committees for the effective conduct of board business. The minimum committees required are Audit, Remuneration and as appropriate Nominations/Appointments.
- C.5 Delegation of responsibilities from, and matters reserved to, the board and its committees must be clarified through a scheme of delegation including the functions delegated by the board to the chair, committees, the principal, the board secretary.
- C.6 Boards must consider and have in place procedures to ensure effective working relationships and constructive dialogue amongst the board as a whole and ensure there is effective reporting and two way communication between committees and the board.

Risk Management and Audit

- C.7 The board is responsible for the overall management of risk and opportunity. It must set the risk appetite of the college and ensure there is an appropriate balance between risk and opportunity and that this is communicated via the principal to the executive team.
 - C.8 The board must ensure that sound risk management and internal control systems are in place and maintained. It must ensure there is a formal on- going process for identifying, reporting, evaluating and managing the college's significant risks and review the effectiveness of risk management, business continuity planning and internal control systems.
 - C.9 The Audit Committee must support the board and the principal by reviewing the comprehensiveness, reliability and integrity of assurances including the college's governance, risk management and internal control framework.
-

- C.10 The scope of the Audit Committee's work must be defined in its terms of reference and encompass all of the assurance needs of the board and the principal. The Audit Committee must have particular engagement with internal and external audit and financial reporting issues.
- C.11 The membership of the Audit Committees must consist of non-executive board members who must be independent and objective. The chair of the board must not be a member of the Audit Committee. The role of the college executive is to attend meetings at the invitation of the committee chair and to provide information for particular agenda items.
- C.12 The Audit Committee terms of reference must provide for the committee to sit privately without any non-members present for all or part of a meeting if they so decide. The Audit Committee members should meet with the internal and external auditors without the executive team present at least annually.
- C.13 At least one member of the Audit Committee should have recent relevant financial or audit experience.

Financial and Institutional Sustainability

- C.14 The board is responsible for ensuring the financial and institutional sustainability of the college. College boards are accountable to the Scottish Funding Council or their Regional Strategic Body for the funding they receive from it. The board must ensure compliance with the SFC/Regional Strategic Body Financial Memorandum and the relevant aspects of the Scottish Public Finance Manual.
- C.15 Boards must ensure that funds are used as economically, efficiently and effectively as possible.
- C.16 For colleges that are charitable organisations, board members are also charity trustees. Boards must be aware of their responsibilities under charity legislation and ensure compliance with relevant provisions.

Employee Relations

- C.17 The board must ensure that the college meets its ethical and legal obligations to its staff. Day to day staff management is delegated to the principal.
- C.18 The board is responsible for employment policies and must ensure appropriate consultation arrangements are in place with staff and recognised trades unions.
- C.19 Boards should ensure that colleges comply with statutory, contractual and other duties placed on them through the national bargaining process.
- C.20 The board must seek to ensure effective dialogue between trades unions and management and should promote positive employee relations.
-

Section D: Effectiveness

The Board Chair

- D.1 The chair is responsible for leadership of the board and ensuring its effectiveness in all aspects of its role. The chair is responsible for setting the board's agenda and ensuring that adequate time is available for discussion of all agenda items, particularly strategic issues. The chair must promote a culture of openness and debate by encouraging the effective contribution of all board members and fostering constructive relations between board members.
- D.2 The Board and its committees should have the appropriate balance of skills, experience, independence and knowledge of the college to enable them to discharge their respective duties and responsibilities effectively.

Board members

- D.3 The whole board is collectively responsible and accountable for all board decisions. Board members must make decisions in the best interests of the college as a whole rather than selectively or in the interests of a particular group.
- D.4 Staff and student board members are full board members and bring essential and unique, skills, knowledge and experience to the board. Staff and student board members must not be excluded from board business unless there is a clear conflict of interest, in common with all board members.
- D.5 The board must ensure that the respective functions of governance and management, and the roles and responsibilities of the chair, the principal, the board secretary and individual board members, are clearly defined within a scheme of delegation.

Principal and Chief Executive

- D.6 The board must appoint the principal as chief executive of the college, securing approval for the appointment and terms and conditions of the appointment from the regional strategic body if necessary, and must put in place suitable arrangements for monitoring their performance.
- D.7 The board must ensure there is an open and transparent recruitment process for the appointment of the principal and obtain approval from the Regional Strategic Body for the appointment and their terms and conditions, where required. Students and staff should have an opportunity to contribute to the recruitment process.
- D.8 The board delegates to the principal, as chief executive, authority for the academic, corporate, financial, estate and human resource management of the college, and should ensure the establishment of such management functions as should be undertaken by and under the authority of the principal.
-

- D.9 The board must ensure a clear process is in place to set and agree personal performance measures for the principal. This process should seek the views of students and staff. The chair, on behalf of the board, should monitor, review and record the principal's performance, at least annually, against the agreed performance measures.
- D.10 There must be a formal procedure in place for setting the remuneration of the principal by a designated committee of non-executive members. The board may wish to supplement this by taking evidence from a range of sources. In particular, staff and students should have a role in gathering and submitting evidence to the relevant committee.
- D.11 The principal has an important role in supporting effective governance. The principal, as a board member, shares responsibility with the chair and the board, supported by the board secretary, for enabling good governance through supporting effective communication and interaction between the board and the rest of the college including staff and students.
- D.12 The chair and the principal have a shared responsibility to provide leadership for the college. The principal is the operational interface between the board and the college.
- D.13 The board must provide a constructive challenge to the principal and executive team and hold them to account.

Board Secretary

- D.14 All board members must have access to a board secretary who has an important governance role in advising the board and individual board members and supporting good governance. The board secretary should advise the board and executive team on governance, the role of the board and board matters.
- D.15 The board secretary must directly support the chair and the board in ensuring that the board receives appropriate, timely and high quality information in a form that allows it to monitor and scrutinise the college's activities and to challenge performance when required. The board secretary must support the chair, the board and the executive team in ensuring compliance with all relevant legislative and governance requirements.
- D.16 The board secretary is responsible to the board and reports directly to the chair. The board secretary must be independent of the college executive in relation to their board secretary role. The appointment and removal of the board secretary should be a decision of the board as a whole.

Board Member Appointment, Induction and Training

- D.17 There should be a formal and open procedure in place for recruiting and selecting new non-executive board members. Boards must have regard to all relevant Ministerial Guidance on board appointments.
- D.18 The board is responsible for ensuring appropriate arrangements are in place for the conduct of student elections and nominations and elections of staff members to the board.
-

- D.19 The chair must ensure that new board members receive a formal induction on joining the board, tailored in accordance with their individual needs. The board secretary should support the chair in the provision of relevant induction for new board members.
- D.20 All board members must undertake appropriate training and development in respect of their governance role. The board secretary should support the chair in the provision of relevant training and development opportunities for board members, which should be tailored to meet board members skills and needs. The board secretary must keep records of the development activity of board members, including the chair.

Board Evaluation

- D.21 Extension of the term of office of board appointments requires evidence and the Board must ensure appropriate mechanisms are in place to support this.
- D.22 The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness every three years to five years.
- D.23 The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs. The evaluation of the board chair should normally be led by the vice-chair/senior independent member.
- D.24 The performance of regional college chairs will also be evaluated by the Scottish Government, as regional college chairs are appointed by the Scottish Ministers and are personally accountable to them.

Section E: Relationships and Collaboration

Partnership working

- E.1 Colleges and/or regional strategic bodies must work in partnership to secure the coherent provision of a high quality of fundable further and higher education in their localities.
- E.2 Colleges and/or regional strategic bodies must ensure effective consultation, local and regional planning and must follow the principles of effective collaborative working: mutual respect, trust and working towards commonly agreed outcomes.
- E.3 Boards must ensure effective partnership working with local and national bodies including businesses, public and third sector organisations to develop commonly agreed priorities following the principles of effective collaborative working.
- E.4 The board must encourage and support effective partnership working and collaboration within and across regions to address local needs and meet national priorities and specialisms.
-

Openness and Transparency

- E.5 The work of the board and its committees should be communicated appropriately to internal and external stakeholders to support effective and transparent governance.
- E.6 The board, via the board secretary, must ensure the board agenda, minutes, policies and appropriate reports are published within appropriate time frames, ensuring and monitoring compliance with freedom of information legislation.

Staff and Students

- E.7 The board must encourage a strong and independent students' association and should ensure that the students' association is adequately resourced.
 - E.8 The board must ensure that the students' association operates in a fair and democratic manner and fulfils its responsibilities. The students' association must have a written constitution, which should be subject to the approval and review by the board at intervals of not more than five years.
 - E.9 The board and the students' association must establish clear guidelines on relationships and effective communication.
 - E.10 The board should ensure that it is aware of the employees' and recognised trades unions views on relevant issues. The board should see staff surveys and monitor any resulting action plans. The principal is delegated to operationalise the outcome of board decisions, values and ethos to all staff.
 - E.11 The principal, on behalf of the board, must ensure that appropriate governance standards are embedded throughout the college.
-

1. Purpose

To seek approval from members on the College's Draft Outcome Agreement for Sessions 2015/17.

2. Recommendation

That members approve the enclosed revised draft 2015/17 Outcome Agreement.

3. Background

The College submitted an initial draft Outcome Agreement to SFC in November. SFC provided very positive feedback on this initial document, and provided suggestions on where more evidence could be provided. SFC also published in December indicative ESF Funding allocations for Session 2015/16, and at the start of February issued indicative core funding allocations. Both of these have been incorporated into the latest revision of our Outcome Agreement. SFC issued timelines within the Outcome Agreement guidance, which we are adhering to.

4. Key Considerations

Feedback from SFC, through Alison Meldrum, is that our Outcome Agreement for 2014/17 is a strong document, and as such there isn't an expectation from SFC that there will be a significant re-write for this year's document. As such, the Regional Context statement has been updated where appropriate to reflect any changes from last session. The Priority Outputs within the Regional Context currently relate to the College's Operational Plan for 2014-15, and will be updated once we have reviewed and developed our Operational Plan for 2015-16.

Further positive feedback from SFC highlighted a few areas where they felt we could further improve our Outcome Agreement, and this feedback has been taken on board with this revision. The main additions within the Regional Context Statement are the inclusion of a discrete College implementation plan for Developing Scotland's Young Workforce, and the College's CPD Plan. Other additions have been a section on Pre-employment courses and Advanced apprenticeships in Engineering. There has also been further detail provided on areas relating to articulation, work placements, care leavers, Extended Learning Support and gender.

With SFC issuing indicative funding allocations for both core grant and ESF Funding our Credit targets have been amended accordingly within the Outcomes & Targets section. In our initial draft Outcome Agreement all of our activity targets were in SUMs. In this latest revision all activity targets have been converted to Credits, including previous session activity to provide comparisons. There was no feedback from SFC on activity targets from our initial draft Outcome Agreement, where these had been increased for 2015-16 onwards. Following a request from Alison Meldrum in December we had indicated that we could deliver additional activity either through core grant or ESF, should this be available. Currently this latest revision reflects a proposed increase in credits delivered through ESF over our indicative allocation for both sessions 2015/16 and 2016/17 (an additional 1,000 Credits in each session) and a further 2,000 Credits increase in Core Grant proposed for Session 2016/17.

The Outcome Agreement timeline is shown, for information:

Guidance updated and published	August 2014
OA Negotiations start	September 2014
Self-evaluation report approved by SMT	21 October 2014
Self-evaluation progress report on 13-14 submitted	31 October 2014
First OA draft agreed by SMT	4 November 2014
First OA draft shared with HODs/HOS	6 November 2014
First draft shared with Strategic Development Committee	20 November 2014
First draft outcome agreement submitted	8 December 2014
First draft feedback/approval from Board of Management	11 December 2014
Amendments	February 2015
Indicative funding allocations announced	February 2015
Outcome Agreement approved by SMT	17 February 2015
Outcome Agreement approved by Strategic Development Committee	26 February 2015
Final Outcome Agreement approved by Board of Management	26 March 2015
Final Sign-off – final allocations announced	28 February 2015
Publication of outcome agreements	April 2015

5. Equalities

Assessment in Place? – Yes No

If No, please explain why – Separate equalities impact assessment is not required as equalities targets form part of the attached draft Outcome Agreement.

Please summarise any positive/negative impacts (noting mitigating actions) – Please see pages 26, 34 and 35 of the attached strategy for information

6. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – Our Outcome Agreement is our mechanism for agreeing funding and associated targets, and as such it's important that we use the document to effectively demonstrate the positive impact the College has on our students. A strong evidence base is available to demonstrate how effective learning and teaching is within Forth Valley College.

Risk Owner – David Allison

Action Owner – David Allison

7. Financial Implications

Please detail the financial implications of this item – The Outcome Agreement is a requirement of the Scottish Funding Council. Failure to submit, or meet the targets within, an outcome agreement could impact on the level of funding received.

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – The targets within the Outcome Agreement will, upon receipt of approval, be communicated to staff and key external stakeholders

For Board Use Only - Committee Action Tracker

Please indicate below whether the subject of this paper has been considered at Board Committee level and any actions arising from this.

Considered by Strategic Development Committee 26 February 2015

Actions Required Approved for submission to the Board

Paper Author –David Allison

SMT Owner – David Allison

Forth Valley Region

Forth Valley College
Outcome Agreement
2015/17

Draft v3 March 2015

Uncontrolled Copy

Contents

Introduction	3
Part 1 - Regional context statement	4
Catchment area profile	7
Meeting the needs of learners	11
Meeting the needs of employers	21
Access, equality and diversity	26
Student engagement	30
Part 2 - Outcomes & Targets	31

Introduction

Outcome agreements were introduced in 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities clearly and consistently to key stakeholders.

This outcome agreement covers the two year period from 2015-2017, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

Reporting

We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. We will produce a self-assessment report in October each year which highlights the progress being made.

Executive Summary

Forth Valley College is confident that it will deliver on our vision of Making Learning Work, and it is essential that we are able to demonstrate our contribution to the achievement of Scottish Government priorities, its responsiveness to key national policy drivers, our three local authority single outcome agreements, and more broadly, our contribution to communities and economies at local, regional, and national levels.

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2012-13 all of our top level achievement PIs for Full Time FE, Full Time HE, Part Time FE and Part Time HE were higher than comparative sector average achievement rates. In Session 2013-14 we increased all of our top level achievement PIs. Through this outcome agreement we are aiming to further increase achievement from Full Time FE, Full Time HE and Part Time HE learners by 3% points from our baseline of Session 2011/12, while increasing Part Time FE achievement by 1% point over the same period.

Whilst we note SFC's static situation for Central region, which is reflected in our overall funding and activity targets for sessions 2015/16 and 2016/17, we believe, on a national basis, we will have increased demand. That being the case we would review in partnership with SFC.

Part 1 - Regional context statement

College region Forth Valley

College regional grouping Forth Valley College

Funding

College region Forth Valley will receive £ 19,766,914 from the Scottish Funding Council for academic year 2015/16 to plan and deliver further and higher education in the region.

This funding is on the condition that the College Board signs and commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2017-18

The College has developed a new Strategic Plan for 2014-18 through our mission for Making Learning Work. Through this strategy we aim to meet the further and higher educational needs of the Forth Valley region, along with meeting the priority outcomes of both SFC and Scottish Government. To align our Outcome Agreement to our Strategic Plan we have mapped our six key priority outcomes against SFC priority outcomes within the Outcomes and targets section of this document. These six key priority outcomes, together with our vision and values, form the Forth Valley College business model which reflects the interdependencies of all aspects of college activity. Through delivery of our six key priority outcomes we will have:

- **Created a superb environment for learning**
- **Cultivated a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly**
- **Instilled an energy and passion for our people, celebrating success and innovation**
- **Led as a business that is a champion for governance, financial control and balanced risk taking**
- **Enhanced our position as the business and community partner of choice**
- **Delivered a whole system approach which is simply effective, efficient and consistent**

Priority Outputs to be delivered in AY 2015-16 (To be updated once our Operational Plan for 2015-16 has been developed)

The year one operational plan coming from our Strategic Plan for 2014-18 will set out the priority outputs to be delivered in AY 2014-15. The Board of Management of Forth Valley College approved the Strategic Plan in December 2013. Our priority outputs are:

1 – Create a superb environment for learning

- Seek approval from SFC and progress the Outline Business Case for Falkirk Campus
- Migrate all remaining staff out of our Middlefield building
- Create flexible learning spaces in Falkirk to build upon our successful model of Alloa and Stirling

2 – Cultivate a vibrant learning organisation where learners develop skills, achieve qualification valued by industry and progress seamlessly

- Fully implement the revised Curriculum Review process piloted in 2013-2014.
- Evidence effective employer engagement in curriculum review and development in each curriculum area.
- Develop the school-college partnership models in all three local authority areas to increase opportunities for school pupils to achieve vocational qualifications.
- Include objectives relating to priority strands of the Learning Strategy in all teaching department operational plans
- Implement effective strategies at college, department, programme and individual level to sustain or increase learner success.
- Pilot a tool for learners to track distance travelled in the development of their essential skills.

3 – Instil an energy and passion for our people, celebrating success and innovation

- Develop policies, procedures and processes to achieve the general and specific public sector duties in accordance with legislation.
- Ensure the College ethos of inclusion is promoted to staff and learners via induction and on-going training.
- Review remuneration and benefits packages to ensure they are sustainable and fair while motivating and rewarding.
- Provide a platform for 'Listening to Employees'

4 – Lead as a business that is a champion for governance, financial control and balanced risk taking

- Ensure that we operate best practice in governance through the implementation of, and compliance with, the Further Education Code of Governance.
- Successfully manage the transition of the College to an arms-length public body
- Deliver planned operational surpluses
- Implement robust financial planning and review processes.

5 – Enhance our position as the business and community partner of choice

- Develop effective engagement mechanisms with each client group
- Communications and marketing plan approved and operational
- Develop and area/campus approach to business development
- Implement the international review
- Maintain business and generate new business

6 – Deliver a whole system approach which is simply effective, efficient and consistent

- Enhance consistency of performance and speed of IT provision
- Enhance our learner and staff capacity to access IT flexibly
- Develop and implement effective dashboard reporting across areas of College activity
- Integrate and update Business Development processes.
- Improve access for students to their data through development of a single access point

Signed by College Region

INSERT SIGNATURE

Hugh Hall

Regional Lead, Forth Valley

Date: x April 2015

Signed by SFC

INSERT SIGNATURE

Laurence Howells

Interim Chief Executive Scottish

Funding Council

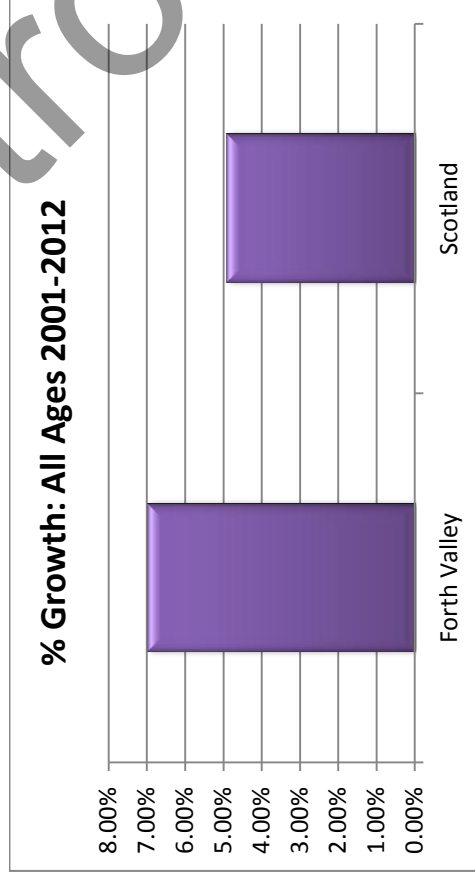
Date: x April 2015

The following section provides the regional context for the ambitions set out in our agreement.

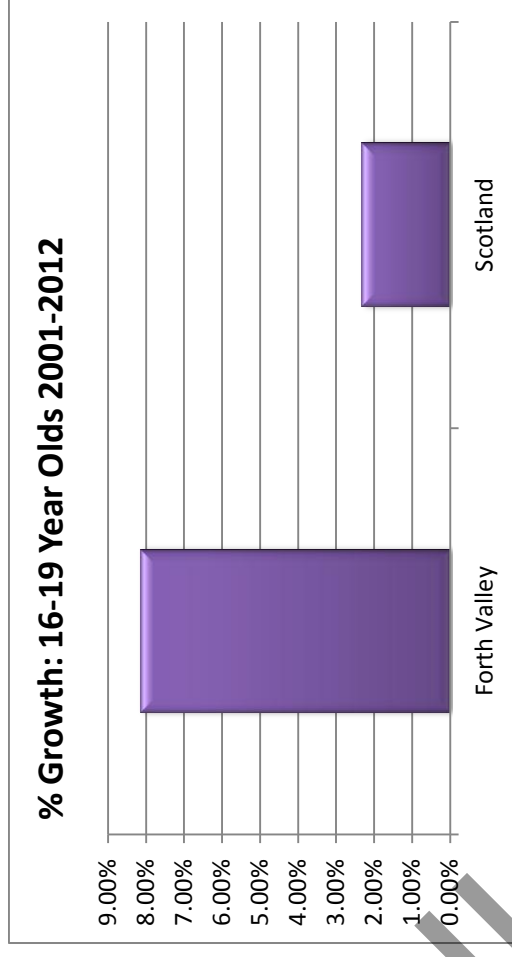
Catchment area profile

Population

The Forth Valley area has a population of just under 300,000 residents, with a demographic profile in line with Scotland, although Forth Valley has witnessed a larger population growth compared to Scotland over the period of 2001 to 2012:



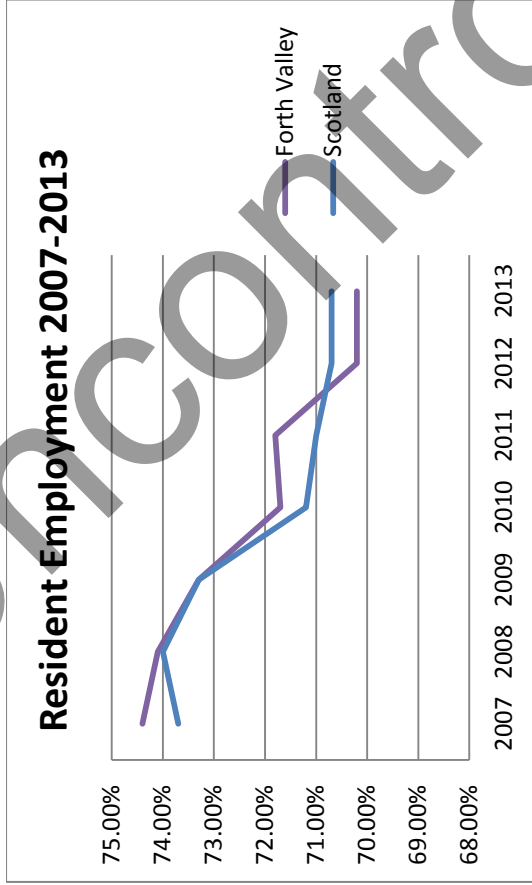
Within the 16-19 age group the growth in population Forth Valley has been almost 6 percentage points higher than Scotland over the same period:



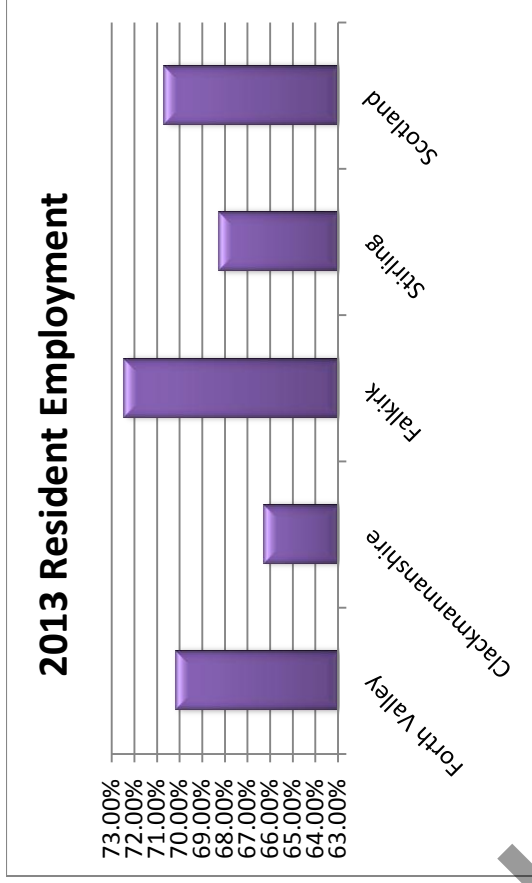
Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10).

Labour Market

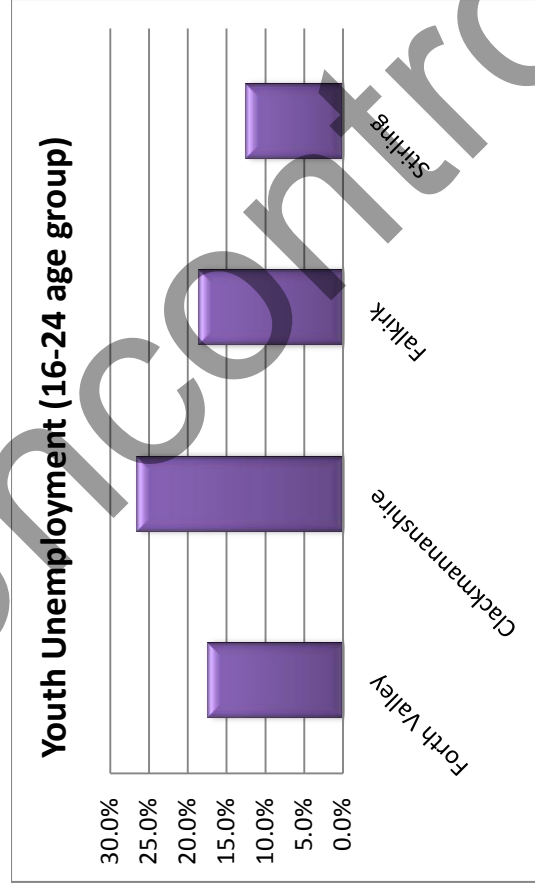
Forth Valley's employment rate fell from 74% to 70% between 2007 and 2013 taking it slightly below the national average. This downward trend was also witnessed across Scotland.



There are 5,000 fewer people in work in the region now compared to 2007, with the majority actively seeking work. Employment rates within Forth Valley's constituent Council Areas have all fallen since 2007, and currently vary, as demonstrated in the following table, with Clackmannanshire and Stirling having rates lower than the Scottish and regional average.

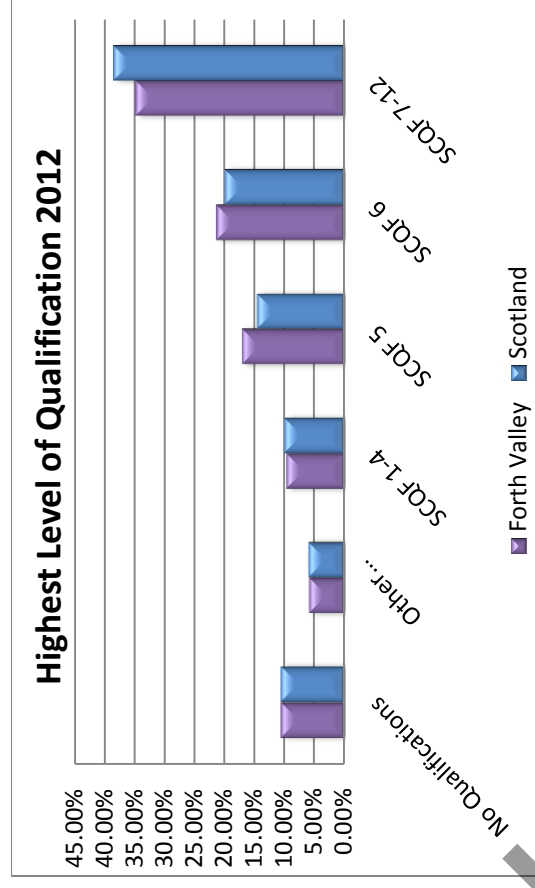


Youth unemployment within the Forth Valley region has risen from 9.9% in 2005 to 17.5% in 2013, with 4,000 16-24 year olds unemployed and looking for work in 2013. The following chart demonstrates how significant an issue this is within Clackmannanshire, which can be masked within the regional average.



Education and Attainment

The proportion of school leavers going into HE (including College HE provision) and FE has increased since the start of the recession, and there has been an equivalent decline in numbers entering work or going directly into unemployment. Forth Valley has fewer young people aged 16 to 24 with higher level qualifications (SCQF Levels 7-12) and therefore a lower percentage of the working age population have a higher level qualification relative to Scotland as a whole.



Post 16 Education & Training

Around 90% of students at Forth Valley College live within the region, half of which live in Falkirk. Forth Valley College plays a key role in providing opportunities for young people within the Forth Valley Area evidenced by the high participation rates at the College of school leavers. Within Falkirk 20.9% of 2013-2014 school leavers entered FE, while a further 12% entered HE in Colleges, with the majority going to Forth Valley College. Within Clackmannanshire 27.7% of 2013-2014 school leavers entered FE, while a further 11.5% entered HE in Colleges, with the majority going to Forth Valley College. Within Stirling 19.6% of 2013-2014 school leavers entered FE, while a further 11% entered HE in Colleges, with 36% of these going to Forth Valley College.

The college is working with its local authority partners to increase the number of school leavers entering FE from 2014-2015 onwards, in particular those who might otherwise become Unemployed Seeking, through innovative partnership programmes, including the jointly delivered School-College Opportunities to Succeed (SCOTS) programme, which offers guaranteed progression.

All graphs and data within this section have been extracted from the Regional Skills Assessment for the Forth Valley area.

Meeting the needs of learners

Forth Valley College has developed a regional curriculum strategy designed around both the needs of the Forth Valley region and national priorities linked to our specialist and high quality programmes tailored to our priority industries and Government key sector industries. The composition of the curriculum is subject to on-going review and is influenced heavily by input from:

- Scottish Government and SFC guidance on priority areas
- The Listening to Learners process
- Employers and sector bodies
- Stakeholders via community planning partnerships
- Close relationships with local employers across a number of key national sectors
- Post-16 training providers and University partners
- Skills Development Scotland and other national bodies such as Job Centre Plus

The College's ability to deliver effective learning across the region has been significantly enhanced by new estates developments in Alloa and Stirling. These award winning buildings not only provide sustainable and well equipped campuses for our learners, but also provide excellent civic buildings which are well used by their communities. On the Falkirk campus the College developed specialist provision in science and engineering as well as maintaining a good overall standard of facilities for all learners on this site. A capital grant of £1.2 million to support the expansion of science and engineering facilities for the Oil & Gas sector was invested last year. The beneficiaries are individuals who secure

fast access to employment and careers and companies who need a rapid workforce expansion to respond to market demand. Beyond these immediate target groups the benefits of the investment are felt through enhanced school/college activity in STEM subjects and for the wide range of science/engineering full-time learners.

Indeed the College has been recognised for its high quality delivery and engagement with employers through being shortlisted for the TES UK FE Provider of the Year for Session 2013-14, and through our Engineering lecturer Richard Reid being awarded the Most Innovative Teacher of the Year. The College also won the Association of Colleges Beacon Awards for 2014-15 in the category of Innovation within Further Education.

The development of a new Falkirk Campus to provide students with the same opportunities and learning experience that are currently delivered at our Alloa and Stirling campuses remains a priority for the College. On October 9th, John Swinney, Cabinet Secretary for Finance and Sustainable Growth announced to the Scottish Parliament that Forth Valley College would receive a share of £140m NPD Investment to develop a new campus in Falkirk. As such the College has developed, with support from Scottish Funding Council and Scottish Futures Trust, an Outline Business Case for a new Falkirk Campus located on an extended Middlefield site. To enable this plan the College has moved all remaining staff and students from our Middlefield Campus, and the building has now been demolished.

We will continue to map local provision to key industries and learner need across all campuses. This approach has enabled the

development of an efficient hub and spoke system of learning provision across our campuses, with Science/Engineering centred in Falkirk, Hospitality and Creative Industries centred in Stirling and with Alloa becoming the centre for Business, with most campuses offering access and progression to all the main college disciplines. A map of provision across our campuses is shown below:

	Falkirk			Alloa			Stirling		
	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+
Curriculum									
Access Provision									
Business									
Tourism									
Hospitality									
Construction									
Care									
Sport									
Creative Industries									
Computing									
Science									
Salon Services									
Engineering									

- Community Planning Partnerships (CPP) – Including Strategic Boards and full partnership in the development of Single Outcome Agreements
- CPP Local Employability Partnerships and associated sub-groups.
- CPP Local Education Partnership Groups
- Forth Valley PACE Partnership (all three local authorities, SDS, Job Centre Plus, third sector and Forth Valley College)
- 16+ Learner Choices and Opportunities for all
- Head Teacher and Principal Teacher Forum
- Engagement with the Single Outcome Agreement process for three local authorities.
- Forth Valley G7 (Consortium of key public sector Chief Executives across Forth Valley)

Forth Valley College works across a geographical area consisting of three local authority areas, all of which vary in terms of need and approach to delivery. The College plays a significant role in Local Employability Partnerships, with College staff leading these groups within Stirling and Clackmannanshire. As such we strive to deliver a consistent level of quality across the three areas, and where appropriate have worked to suggest and implement solutions which have met the needs of all partners, working closely with our partners to achieve this.

Close Working with Community Planning Partnerships

Working with our community planning partners in each local authority area (Falkirk, Clackmannanshire and Stirling), and through representation on the following groups we ensure we align skills and training with local, regional and national initiatives:

Falkirk CPP was audited by Audit Scotland in 2014 and the college has played a significant role in a Community Planning Improvement Group (CPIG) to implement the recommendations following the audit. Part of this was the establishment of a CPIG and the associated sub groups where the college is represented across all elements from partnership governance and community

empowerment to resource planning and performance management. It has led to a new partnership agreement across all the partners in the CPP in the Falkirk area which will support the development of the next Strategic Community Plan.

The Local Employability Pipeline and Local Provision

The Local Skills Pipeline and associated intervention aims to equip individuals with the core transferable and vocational skills to enter and progress within the labour market. Forth Valley College works with each Local Authority and Local Employability Partnership (LEP) to secure best value for public investment minimising duplication, enhancing services and maximising opportunities for local residents and employers.

The College has been supporting the work of the Stirling Local Employability Partnership, raising awareness of its good work and promoting the local positive destinations available. Much of our activities focused on the successful delivery of our first ever annual LEP conference and launch of the stirling.igintion.org web portal. This unique web portal maps local providers against the Skills Pipeline and supports people who are seeking work through referrals, careers support and advice, employer engagement and highlights the value of volunteering.

More than 90 delegates attended the conference - including Councillor Johanna Boyd the Leader of Stirling Council and Dr Ken Thomson Principal of Forth Valley College and Chairman of the Stirling LEP. The conference provided partners with the opportunity to share best practice and knowledge and promote how they are helping local people access jobs and training. Topics on the agenda included maximising 16+ choices, the Curriculum for

Excellence, widening participation and the ways in which organisations are addressing recommendations from the Wood Commission's report for developing Scotland's Young Workforce, "Education Working for All". Delegates took part in a series of workshops covering Core Skills, Opportunities for All, Aspire Adult Learning, Third Sector Volunteering, My World of Work and also a Q&A session with a panel containing experts from Stirling Council, Forth Valley College, Job Centre Plus, SDS and Stirlingshire Voluntary Enterprise.

Meeting the Opportunities for All guarantee

Forth Valley College is working very closely with local partners to review, in particular, access level provision to ensure our curriculum meets the needs of Forth Valley's young learners. An example of this is College staff are working closely with staff in local schools to develop a detailed understanding of individual learner aspiration for Christmas Leavers, and placing learners on College courses. We have set a target of increasing the proportion of SUMs delivered to learners aged 16-19 by over 3% to 58% over the two year period. The level and type of provision aimed at school leavers varies across our three campuses, and aligns with local need. This is achieved through regular dialogue with schools, Local Authorities, SDS and analysis of available information such as the School Leaver Destination Return.

The College is also piloting the development of a portal with Falkirk Council and SDS which will provide Council and School staff, along with SDS Careers staff, access to College application information for School pupils with the aim of providing enhanced support for school pupils in their application, and also to enable better tracking of young learners to help ensure they secure a positive transition

from School. If successful we aim to make this information available to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government,

Developing the Young Workforce Implementation Plan

Background

The college has well-established partnerships with its key local authority education services (Falkirk Council and the shared Stirling and Clackmannanshire education service) and, for many years, has been providing pupils in all 18 Forth Valley secondary schools (8 in Falkirk Council; 7 in the Stirling Council area; and 3 in the Clackmannanshire Council area) with the opportunity to achieve vocational qualifications at SCQF levels 4 and 5 as an integral part of their senior phase curriculum. These courses provide progression onto full-time non-advanced college courses.

Senior phase pupils apply for the courses and all applicants are interviewed to ensure that the places are offered to the pupils who will benefit most from the opportunity. Throughout this process, we also try to ensure proportionally even distribution of places across the schools.

Building on this strong baseline, we have been focussing on developing early responses to the recommendations of the report of the Commission for developing Scotland's Young Workforce, "Education Working for All". As an "early adopter" college, we have already worked with our local authority partners to make some adjustments to our school-college portfolio, based on the report's recommendations.

For 2014-2015 we have significantly reduced the volume of Higher course delivery for schools, retaining only Psychology, and have instead introduced HNC courses for pupils in S5 and S6. In 2014-2015 we are offering five HNC subjects (Hospitality Management, Electrical Engineering, Computing Science, Sports Coaching and Early Education and Childcare). Successful completion of these HNCs (over two years) guarantees a place on a full-time year 2 HND course in the college and there are also well-established articulation routes in place from these HNCs into year 2 of degree programmes at a number of HEIs. This year we also introduced pilot delivery of the NC Hospitality and the NPA Playwork and Childcare to the school-college portfolio, as an initial move towards the development and introduction of Foundation Apprenticeships. Both of these programmes provide progression onto full-time college courses.

We also continue to offer the jointly delivered School College Opportunities to Succeed (SCOTS) programme for pupils entering the Senior Phase (S4) who see college as a potential post-school destination, but are unclear about their choice of vocational area or future pathway and are deemed to be at risk of low achievement and a potential negative destination. This programme was highly successful with Falkirk Council in 2013-2014 and has now also been extended to Stirling pupils for 2014-2015. We engaged 120 Falkirk learners from all 8 schools on the programme in 2013-2014, and a further 120 from Falkirk and 80 from Stirling, from all 7 schools in 2014-2015.

The programme is unique, in that all the secondary schools work in close partnership with the College to co-deliver the programme. As well as attending the College tasters, pupils are supported by their schools to undertake an employability award based around their experiences on the College programme. Successful pupils are

guaranteed a place on a vocationally specific partnership course the following year and then into an appropriate full-time college course when they leave school.

This programme also specifically sets out to challenge gender stereotypical vocational choices, as all of the young people on the programme must agree to undertake the full range of vocational experiences, some of which are traditionally male oriented (such as Engineering) and some female (such as Care).

In addition to the above, we have well-established “alternative curriculum” courses on each campus for senior phase pupils who are more disengaged and/or have significant barriers to learning. We know that this provision is successful in re-engaging young people and raising their aspirations and has a positive impact on future progression.

The following implementation plan for 2015-2016 and beyond has been jointly developed with our local authority partners and, where appropriate, with Skills Development Scotland (SDS) and employers. Both of the local authority education services, as well as the college, have put in place dedicated staff at an appropriately senior level to facilitate the planning and implementation.

Implementation Plan

The following overarching strategic aims have been agreed with our local authority partners:

- To continue to support clear vocational progression pathways for senior phase school pupils at risk of low achievement and negative post-school destinations, including young people who are looked after or care leavers and others with additional

support needs. This will be achieved through continuing alternative curriculum provision on all three college campuses and sustaining the SCOTS programme and its guaranteed progression pathways;

- To focus school-college partnership activity on vocational, rather than academic, provision and on the achievement of vocational qualifications at SCQF level 5 or above. Whilst we will retain some SCQF level 4 vocational provision to support the pathways mentioned above, we will work to increase the numbers of pupils achieving vocational qualifications at SCQF level 5. We will still provide access to Higher Psychology for senior phase pupils, however this provision will need to be paid for by the schools/local authority. The college would wish to progressively expand the number of senior phase vocational opportunities available to Forth Valley pupils, as demand for places on these programmes currently significantly outstrips our ability to supply. However, there is a high risk that we will be unable to deliver on this, unless additional funded activity is made available;

- To prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific). We will achieve this through strong and effective joint planning with our partners and, where possible, increasing shared delivery with schools, so that at least some of the vocational learning can take place within schools;

- To progressively enhance the relevance of senior phase vocational pathways to employer and labour market need by, for example, replacing existing Skills for Work provision with Foundation Apprenticeship provision as it emerges;

- To engage more fully with employers in the design and delivery of school-college vocational pathways for senior phase pupils.

- This is perhaps the biggest challenge and will be a priority in 2015-2016. The college will use its extensive employer networks to support this and will also take a proactive role in the development of Forth Valley's Regional Invest in Young People Group. Employers will also be directly involved in providing placements and other input into the developing Foundation Apprenticeship programmes;
- To share knowledge and resources and build capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment and to co-deliver vocational qualifications to senior phase pupils. We will implement a planned programme of engagement with schools, including "road show" events; CPD for teachers and pupil support staff; parents' events and visits to college campuses. We will work specifically to develop school staff capacity to deliver parts of emerging vocational qualifications within their schools.
 - To work together to tackle stereotypical vocational choices in relation to gender. This will also be a specific focus of our planned engagement with schools. We will, where appropriate, target activities at specific gender groups and will make effective use of role models (staff, students, apprentices and other ambassadors) to promote STEM subjects to girls and subjects such as care to boys.

Falkirk

In our partnership with Falkirk Council, we benefit from well-established consortium timetabling arrangements, which mean that young people can attend college two afternoons each week without any negative impact on their school subjects.

In 2015-2016 we plan to continue with the successful delivery of a good range of Skills for Work (or equivalent) qualifications. We currently offer these at both SCQF levels 4 and 5 in some subject areas. Whilst we have an overall aim to increase achievement at SCQF level 5 and above, many of the more vulnerable learners coming through our SCOTS guaranteed progression route are not yet ready to achieve at SCQF level 5 and the level 4 courses provide an appropriate pathway for these young people.

In 2014-2015 we introduced HNC pathways for S5 pupils. The five subject areas were selected based on intelligence from the Forth Valley Regional Skills Assessment (RSA) and Skills Investment Plans (SIPs), as well as local labour-market intelligence. The only exception to this is the HNC Sports Coaching, which was a specific request from the Falkirk head teachers. Although this course has very good articulation routes, we are not confident that it meets labour market needs and this will be reviewed going forward. The pupils on the HNC programmes are progressing very well and, in 2015-2016 we have effectively doubled this provision by offering the same courses again at year 1, as well as the continuing year 2 provision. We have also added the opportunity to infill into a full-time HNC in Civil Engineering, which is part of the CITB Technician Apprenticeship and an area of growth with identified skills needs.

We are also delighted to be working with SDS and SSSC to deliver a Foundation Apprenticeship Pathfinder pilot programme in Health and Social Care in 2015-2016. This programme will be jointly delivered by the college, Graeme High School and local health and social care employers and will enable 16 senior phase pupils to achieve the SVQ Social Services and Healthcare level 2, as well as a range of employment relevant certificates, over two years.

We are additionally working with SDS, the Energy Skills Partnership, a further two secondary schools and employers to develop jointly delivered Foundation Apprenticeship Pathfinder programmes in Fabrication and Welding Engineering and Energy, for delivery commencing in August 2016.

Clackmannanshire and Stirling

In Clackmannanshire and Stirling, the college's partnership with the local authority shared education service and the ten secondary schools is also strong, however there are a number of challenges to be addressed. There is not yet a consistent approach to timetabling across the schools, which can put pupils participating in school-college partnership courses at a disadvantage, however this is now being addressed and a common timetable should be in place by June 2016. Also, the cost of transporting pupils to college is an issue for the schools, some of which are in very rural locations and at a significant distance from a college campus. These factors make it an ongoing challenge to achieve the economies of scale necessary to support a broad range of vocational choices for pupils.

In Clackmannanshire, there is a much narrower vocational offer available than in Falkirk and Stirling, however there is the need for a higher number and proportion of alternative curriculum places (46) available to senior phase pupils with significant barriers to learning. These courses include vocational taster experiences, and provide a transition experience for young people not yet ready to undertake a full vocational qualification.

In Clackmannanshire, at present, the degree of readiness to adopt new approaches to senior phase vocational learning (amongst school staff, pupils and parents) is lower and we are working hard

within the schools to raise awareness of the value of vocational pathways and to raise aspirations. For example, a group of senior phase pupils from one Clackmannanshire secondary school were brought to the college's Falkirk campus and given a practical experience in the overhead electrical transmission line training facility the college developed in conjunction with Scottish Power. This type of work will continue throughout 2015-2016. In addition, the SCOTS programme will be made available to Clackmannanshire S4 pupils from 2015-2016. There have been real benefits from the joint working arrangements on this programme in Falkirk and Stirling – bringing school teachers and college staff together for joint CPD and planning – and we anticipate that this will also contribute to raising awareness of vocational pathways and their value.

In Stirling the direction of travel is as for Falkirk, although progress has been a little slower, again largely because of timetable differences. For 2015-2016 we have replaced the NC Hospitality course offered in 2014-2015 with a Preparation for Hospitality Modern Apprenticeship programme, which is effectively a "Foundation Apprenticeship" and will guarantee successful pupils an interview for the college's own Hospitality Modern Apprenticeship programme. We are also currently in discussion with SDS, SSSC and the local authority with a view to extending the NPA Playwork and Childcare programme and developing it also into a Foundation Apprenticeship model over two years.

The tables overleaf set out the agreed school-college senior phase vocational portfolio for each local authority for 2015-2016.

Falkirk Senior Phase Vocational Courses 2015-2106	Places
School-College Opportunities to Succeed (SCOTS)	120
Skills for Work Travel and Tourism National 4	16
Skills for Work Early Education and Childcare National 4	16
Skills for Work Early Education and Childcare National 5	16
Skills for Work Construction Crafts National 4	12
Skills for Work Construction Crafts National 5	12
Skills for Work Sport and Recreation National 4	12
Skills for Work Creative Industries National 5	16
Skills for Work Engineering Skills National 4	12
Skills for Work Engineering Skills National 5	12
City and Guilds Introduction to Hair and Beauty	14
Foundation Apprenticeship Pathfinder in Health and Social Care	16
HNC Computing Year 1	12
HNC Computing Year 2	12
HNC Early Education and Childcare Year 1	16
HNC Early Education and Childcare Year 2	16
HNC Electrical Engineering Year 1	16
HNC Electrical Engineering Year 2	16
HNC Sports Coaching Year 1	16
HNC Sports Coaching Year 2	16
HNC Civil Engineering Year 1 (infill)	8
Total Places	402

Stirling Senior Phase Vocational Courses 2015-2106	Places
School-College Opportunities to Succeed (SCOTS)	84
Preparation for Hospitality Modern Apprenticeship (SVQ 2 units)	12
NPA Playwork and Childcare SCQF Level 5	16
NPA Sound Production SCQF Level 5	16
Skills for Work Early Education and Childcare National 4	16
Skills for Work Construction Crafts National 4/5	36
Skills for Work Creative Industries National 5	16
Skills for Work Hospitality National 4	12
City & Guilds Make-Up Artistry	16
HNC Hospitality Management Year 1	12
HNC Hospitality Management Year 2	12
Total Places	248

Clacks Senior Phase Vocational Courses 2015-2106	Places
School-College Opportunities to Succeed (SCOTS)	36
Skills for Work Early Education and Childcare National 4/5	16
Skills for Work Construction Crafts National 4/5	12
Skills for Work Engineering Skills National 4/5	12
City and Guilds Make-Up Artistry	16
Total Places	92

CPD Plan

Forth Valley College recognises the benefits from a bespoke approach to CPD and staff development strategies. This includes implementing an online, easily accessible, staff development process which benefits the employee, line manager and department. Compliance training as well as role specific training is identified and recorded in the employees' appraisal which maintains a focus on training. There is a positive impact on the culture and focus towards CPD which is evident in the employee uptake, engagement and feedback.

Two distinct strategies are adopted to tailor staff development to achieve maximum impact and return. Management and staff are included in selecting relevant themes as well as designing events around our Learning and Teaching Strategy which ensured that the training is relevant for lecturers CPD when working effectively with younger learners. A Training Needs analysis approach is also adopted with all departments to ensure department and individual development needs are captured and aligned to operational plans. This produces specific requirements for each department which enhances the delivery of the specific CPD. It also creates the opportunity for line managers to consider cross departmental training and multi skilling to improve effectiveness and reduce resource challenges.

Delivery of talent management programmes aimed at managers and Senior Management team allows the College to enrich leadership and management skills to deliver the College's mission, vision and values. This includes strategic requirements for Developing the Young Workforce programme and the associated Youth Employment Strategy.

TQFE is prioritised for staff who will be working with school pupils, and is spread across all academic departments. PDA is also identified for academic staff to support development and skills. A collaborative approach is adopted in sharing best practice throughout the college and within the sector. Several opportunities have been identified to enhance CPD such as the Staff Development Collaborative Group (SDCG) which focuses on shared CPD between colleges and utilises in house resource and talent. In addition joint CPD for school and college staff is being considered to raise awareness of each other's curriculum and to identify opportunities for mapping academic and vocational qualifications/joint delivery; also to share knowledge and build capacity of school staff to provide accurate and up to date careers advice and guidance about vocational pathways to pupils.

Articulation

Our partnership links with Higher Education continue to evolve, developing from traditional articulation models to integrated learner journeys, where students can seamlessly progress through Higher National college activity on to the next level within Stirling, Heriot-Watt and Strathclyde universities.

In 2014-2015, in partnership with the University of Stirling, we delivered four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Conservation Management; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, while they undertake

their HND in college; they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of wider student life, most of the students on these programmes stay in the University Halls of Residence and participate fully in student life. Data from the University of Stirling shows that participation from students from MD40 is higher on our integrated programmes compared to other under-graduate provision, evidencing that the integrated degree programmes are widening access.

We also continue to work in partnership with Heriot Watt University on the MEng Chemical Engineering and with the University of Strathclyde's Engineering Academy on their BEng Chemical Engineering.

The above provision will lead to an expected 75 successful students achieving HNC/D qualifications in June 2015 and "articulating" with advanced standing to degree courses at our partner institutions in 2015-2016. This will increase in 2016-2017 to around 130, as the additional two degree routes work their way through.

In addition to these Associate Student articulation arrangements, we also have around 40 formal articulation agreements, with guaranteed places, in a wide range of subject areas with University partners across Scotland. These lead, on average, to around 100 individual students articulating with advanced standing each year in subjects such as Accounting, Business, Sport and Tourism. We are working to grow this further by progressively enhancing our work with existing HN students to raise aspirations and support articulation transition, although the year-on-year numbers are

difficult to predict accurately, as they depend very much on HN students' individual interests and circumstances.

Gaelic Provision

The College continues to offer a flexible learning course on Learning Scots Gaelic.

Sustainability

Forth Valley College recognises that the changing climate will have far reaching effects on Scotland's economy, people and environment. Consequently, the commitment to carbon reduction remains a key strategic objective for the College, within the college mission statement of "Making Learning Work".

Our vision is to lead by example in all our activities and to ensure that learners are aware of the impact their actions will have, on the environment. This commitment is supported by the College Green Sustainability Statement that is approved by the Board of Management and Senior Management Team.

The College, through its partnership with Universities and Colleges Climate Commitment for Scotland (UCCCS) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating. The college remains on target to reduce t(CO2) levels by 25% from the baseline figure of

2873.35tCO2 by the year 2020. The figures from August 2014 illustrate a cumulative 17.2% reduction from the baseline year to date.

In December 2014 the College was the recipient of the College Development Network's Sustainability Award for the whole college approach to sustainability, which was an endorsement of our commitment to achieving our sustainability targets.

Meeting the needs of employers

Forth Valley College has a strong track record in supporting economic development through work with Scottish Enterprise, SDS, priority sectors and local employers. We provide extensive Modern Apprenticeship provision, work-based learning and up skilling and a range of tailored services for companies and their employees. The College is committed to delivering economic regeneration including the STEM national priority and supporting key sectors including Creative Industries and Hospitality and Tourism. Furthermore the College delivers significant services for Construction, Business, IT and Health and Social Science.

Modern Apprenticeship

Forth Valley College is one of the largest College providers of Modern Apprenticeship training and contributes significantly to the achievement of Scottish Government and SDS priorities. Our Modern Apprenticeship provision directly supports key sectors of the Scottish Economy with significant activity in Process and Engineering, Science, Hospitality and Salon Services and Construction. Our record for successful delivery of Modern Apprenticeships has also attracted non-government funded places through key sector bodies such as SECTT, SNIPEF and Construction Skills. We continue to achieve higher than average attainment rates for learners undertaking Modern Apprenticeship provision and will build upon this successful record with a proposed 12% increase in our target for direct starts to 285 in 2015/16.

Through this increase in directly funded starts along with substantial provision in indirectly funded students we plan to increase our

Modern Apprentice provision to over 1,000 students by Session 2017/18.

In Creative Industries, the Digital Media Modern Apprenticeship is a ground-breaking new initiative to support and develop trainees in the fast-paced environment of digital media production for print, online, television and radio broadcast. The course is the first of its kind in Scotland, working with the National Union of Journalists and Creative Skillset to transform media trainee opportunities at apprentice level. The first cohort has attracted engagement with industry and apprentices across Scotland, including Scottish Television, Herald and Times Group, Daily Record and Sunday Mail and Romanes Media Group.

Pre-employment Courses

The College has a target of enrolling 114 trainees through the Employability Fund, focussing on Construction and Retail & Customer Services, and delivered across all three of our main campuses. All trainees through the Employability Fund will have a work placement. Details of forecast outcomes for both Stage 3 and Stage 4 are shown below.

Stage 3

Forecast Outcome	
Modern Apprenticeship	7%
Job	17%
Sustained job (after 26 wks)	21%
Progression to stage 4	24%
Progression to further education	6%
Overall	76%

Stage 4

Forecast Outcome	
Modern Apprenticeship	9%
Job/self employment	31%
Sustained job/self employment	34%
Progression to further education	13%
Overall	88%

Advanced Apprenticeship in Engineering

SDS has supported the development of an Advanced Apprenticeship model linking college and university provision and we are delighted to be working with Heriot Watt university to take this forward. The concept of Engineers for Industry has evolved from the Engineers of the Future model and will facilitate the needs of industry and employers with both practical skills training blended with academic qualification in a cost effective and flexible manner.

The concept of the 'Engineers for Industry' training programme has taken the experience and knowledge gained from Engineers of the Future and is seeking to create a modularised qualification with different exit points for the students and hence entry points into employment. The clear need identified was for trained technicians as well as industry-ready graduates and this evolving programme will seek to allow different exit points to meet these requirements. The technician portion of the programme sets the core engineering concepts that can then be built upon towards professional engineering qualifications. If a student continues beyond the technician phase, then the following two or three years, dependent on the degree qualification, will be delivered in

collaboration between university and industry partners and will focus on applied experience-led training to facilitate industry-ready graduates. We will be working over the next year to fully develop this in consultation with employers and with Heriot Watt University.

Links to Industry

Forth Valley College has very strong links with industry across our courses in all teaching Departments, with employers having significant input into course designs, and in many cases, courses developed specifically for employers. The Business Development department supports the activities of all the teaching departments and provides a client management service to ensure employers fully understand the progression of their employees and the requirements for gaining industry cognised qualifications.

Our commitment to working with employers is at the forefront of our teaching departments ensuring we are meeting the needs of the industry sectors in which we operate. The Engineering department continues to work with Scottish Power to reflect on-going needs in the sector from craft apprenticeship, adult apprenticeships and higher level awards. Cross departmental working between the client managers in business development and the lecturers in engineering ensure that we are adapting and flexing elements of the training programme to ensure the apprentices are work ready and skilled for their progression out into industry.

The Engineering Department is also working closely with Shell UK and Ireland to co-create courses for the up skilling of Shell Technicians to Shell specific standards within the College environment using our bespoke training facilities. Another course developed was a bespoke hydraulics course for Shell that we

delivered on a Shell site using their live plant. This course was very successful and Shell are seeking to deliver this again.

Through our success with the Energy Skills Challenge Fund and our connections with the Chemical Sciences Skills Investment Plan, the Engineering Department is also working with three local companies to develop a bespoke up-skilling instrumentation course to resolve the issue of suitably trained instrumentation personnel. It will be targeted at electrical trades people and be offered on a one day per week basis to match the company's utilisation of key staff. We have also recently started discussion with GSK and Ineos O&P to develop a transition programme for automation engineering skills and this could be widened out to other employers within the chemicals sector.

Our Science department has recently developed strong links with the Life Sciences Skills Investment Plan implementation and is participating in a joint working group between education and industry in relation to the requirements for the life sciences MA. The department has recently changed our model of delivery to be a straight two year programme rather than a roll on roll off and this has attracted new employers to the college namely Quotient and SASA.

We have devised a number of short courses in conjunction with local employers such as Process Optimisation and Microbiology of Water treatment. HND Applied Biological Science, HND Applied Chemistry and HNC/D Chemical Process Technology were reviewed with employers to review course design. There is also significant employer engagement with the development of the Applied Biological Science Degree being developed jointly with the University of Stirling.

Within our Business department work placement questionnaires have been developed to gain employer feedback on the work readiness of our learners, which in conjunction with the learners' supervisor report, is used to shape course content for future cohorts, and also to provide feedback and personalised support for current learners. The recent successful introduction and development of our Heritage and Conservation degree programme has continued to receive support and advice from industrial contacts including Historic Scotland, Stirling Council Archaeological Services and members of the Scottish Tourism Alliance. In accounting meetings have taken place between accounting practitioners and FVC teaching staff to try and develop work experience programmes and to review our current programme content. These reviews ensured our programmes equipped our HN Accounting students with the skills and knowledge needed to help them gain employment in this field. We were also recently able to develop a small work experience programme in accounting with a major employer from the construction sector.

The Department of Construction in partnership with Stirling based Facilities Management group FES FM have created a new fully equipped training facility to train Building Service Maintenance Modern Apprentices (MA's) over the next 5 years. The MA's will be recruited from throughout the United Kingdom and trained to SVQ level 3 at the Alloa Campus facility. In October 2014 the partnership was awarded the best in "Learning and Career Development" category at the prestigious annual UK British Institute of Facilities Management (BIFM) awards event held in London.

In partnership with Robertson Construction, Historic Scotland, Scottish Canals and the Civil Engineering Contractors Association the Department is developing a wide range of new vocational and

Higher Education programmes in line with industry requirements, the Department has in addition, through effective employer and engagement have secured work experience for learners and opportunities for college staff to participate in Continuing Professional Development training and events.

Within the department of Access and Progression Job Coaching courses were designed and delivered for Stirling Council, which was bespoke provision to help individuals move into a supported environment in the workplace, and were primarily aimed at learners with additional support needs. In partnership with Stirling Council and Job Centre Plus who delivered a bespoke programme to improve employability and increase skills for learners to progress toward employment, primarily for learners with mental health issues. Both programmes were evaluated by the learner and their employer, and helped towards the College being awarded Training Provider of the Year.

The Department of Creative Industries has made significant advances in developing a wide range of employer links recently, with a department-wide realignment of provision ensuring a more adaptable, agile and industry-relevant suite of courses. Amongst these, the new Modern Apprenticeship in Digital Media is developed in conjunction with the National Union of Journalists, Creative Skillset and supported by Skills Development Scotland. Current employers engaged on the course include Scottish Television, The Herald and Evening Times Group, Daily Record and Sunday Mail and Dunfermline Press. In addition, the media section is developing links for work placements, guest lectures and course development support with a variety of organisations including Scottish Television, the NUJ, Prudential, Eden Consultancy and others. In addition, the Computing area of the department has made significant changes to

realign more closely with industry demands, and now offer significant industry-backed additional qualifications to students via vendor-accredited courses, with developing partnerships with a host of organisations including Oracle. In Art and Design, project-led learning ensures that students are preparing for industry-led activity throughout their courses, with a significant series of successful briefs, including work with Stirling Cycle Hub, the MacRobert's Arts Centre and Glaxo Smithkline. In Sound Production, students work with employers to learn specific specialist studio techniques, led via visits to studios and employer talks. In addition the team work with industry experts like Mediaspec to promote and develop courses. All students are encouraged to develop vital skills and understanding across the core competencies of industry-specific training; creativity; and enterprise and entrepreneurialism, with PDPs, work placements, visits, guest lectures and other activities all developing industry-relevant links.

Within the Department of Hospitality and Salon Services, employer engagement is the highest it has ever been. Students have been working with top industry professionals in the capacity of work placements or employed status. Key employers include Michelin Star Tom Kitchen; Gleneagles; Crieff Hydro; Dunblane Hydro; Maxxium House; Stirling Management Centre; Stark Events, to name but a few. Students have also participated in the Armed Forces Day in Stirling, serving royalty and key politicians; and The Ryder Cup. The department worked alongside Job Centre Plus to devise a Sector Based Skills Academy which offers work experience, employability skills and bespoke training to the long-term unemployed.

To ensure that our programmes meet local employer/authority requirements, the Department of Care, Health & Sport is

represented on a range of collaborative working groups (Stirling Care Village, Stirling and Clackmannanshire Early Years Collaborative, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, and Local voluntary based sporting organisations). Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards. From the nationally recognised PDA awards for the Early Years and Sports sectors, to customised CPD awards in Health and Social Care, this delivery ensures that the department continues to provide training and services that consistently meet the requirement of learners and employers.

Within Health and Social Care we contribute to the Workforce Planning and Training Model being developed by NHS Forth Valley and Stirling Council at both strategic and operational levels. In addition to this HNC Care and Administrative Practice has articulation to Stirling University.

Within Early Education and Childcare we are working collaboratively with Falkirk, Stirling and Clackmannanshire councils to meet a growing demand for trained staff. As part of this collaboration, College staff engage in joint CPD with council staff.

Employer Engagement Systems Development

A significant project has been initiated within the College to help evidence and provide management information on the many forms of Employer Engagement undertaken by many staff within many areas of College activity. The aims of this project are to define what

strands of Employer Engagement we will aim to collect, and how we will centrally collate, report and use this information.

Work Placements

The College has set ambitious targets to increase the number of work placements available to our students from our 2013/14 figure of 476 to 600 in Session 2016/17. The main subject areas where this increase will be focused upon is Care, Business and Engineering. Part of our Employer Engagement systems development is to introduce a central work placement reporting tool which will allow greater transparency and monitoring of progress towards this target.

Access, equality and diversity

The College has a separate Equality Outcome Plan which outlines how we will meet the General Equality Duty to eliminate discrimination, advance equality and foster good relations. The Equality Outcome Plan is aligned to the themes of the College Outcome Agreement and establishes key equality actions and measures to be achieved over the period 2015-2017. As part of our continued process to mainstream equalities throughout all aspects of College operations, the priority equalities targets are included in this agreement.

Meeting additional support needs

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for learners with additional support needs. Support is tailored to individual circumstances with the learner at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with learners and the College is an accredited needs assessment centre for SAAS Disabled Student Allowance applications. All prospective, new and current learners are informed of support available and how to access it – learners are able to disclose support needs at any time during their time at college. Currently, in AY 2014/15, we are providing ELS to 464 students with a wide range of additional support needs, completing a range of programmes at various levels. The team also supports staff who support learners through the provision of advice, guidance, training and staff development.

It can be challenging to attempt to quantify the impact of ELS on a learner's achievement or progression as there are so many other factors at play. However, we evaluate our service to learners in a

number of ways. Annually we ask our learners for feedback via questionnaires on their experiences of the support provided and how this impacted on their learning and teaching. As part of self-evaluation, we then review and evaluate this information to make changes if required to our processes, procedures and our operational targets for the next year. We also facilitate focus groups with learners with additional support needs.

We completed an Equality Impact Assessment (EQIA) on the ELS service in 2014. It suggested a number of ways in which we could attempt to improve our service, the key one being improving the joined up approach across college to supporting learners and getting the message about support available out to all staff holding different roles in college. We are reviewing our service delivery and how we reach students who require support. We are going to work with students who have had benefit from our service (helped them stay on course/achieve), and use their experiences to formulate case studies to use in service marketing purposes. The aim is that real people feeding back their experiences of ELS may encourage others to seek this support.

While learner feedback is crucial we also ask for feedback from the teaching staff we work with on whom we rely to put arrangements in place for learner support and make adjustments. We work with teaching staff to intervene if a learner is not accessing support or the support needs changed. Teaching departments through self-evaluation monitor Pis and this includes learners with protected characteristics and those with disabilities often include those we provide ELS to. We provide support to do this – our Diversity Coordinator meets with Curriculum Managers to investigate the differences in attainment rates by course level for disabled and non-disabled students. We are currently reviewing our processes for

acting on the PI data and information. As a team, we plan to put the following in place:

- Follow up (phone/email contact) learners with disabilities who withdrew and were unknown to learning support or did not engage with learning support - in AY 2013/14 39% learners with disabilities who withdrew were unknown or did not engage with learning support
- Review ELS service promotion and utilise new methods of engaging learners
- Working with colleagues in Access & Progression, Student Services, Learning Resources and Stirling University, aim to improve cross-college support for increasing numbers of learners with mental health challenges

The College has recently been awarded the Buttle UK Quality Mark, recognising our commitment to ensuring there is excellent support within the College to help every Looked After Young Person/Care Leaver (LAYP/CL) to be successful in their studies. As part of it's application for the Buttle Quality Mark the College set out a very detailed Project Plan of how we plan to support LAYP/CL students which is being implemented to schedule. This Project Plan includes raising awareness of what support is available for LAYP/CL students, with examples being a separate area on the College website detailing available support, promoting information events to LAYP/CL external contacts and having staff and existing LAYP/CL students available at information events, the production of information leaflets among the range of support/activity already in place.

Through the Project Plan we have detailed processes in place to allow LAYP/CL students to disclose through Application, Enrolment

or induction, including how disclosures are followed up. We are working closer with our school contacts to encourage students to disclose, and are working to ensure an effective transition from school to College.

Through the Project Plan we are ensuring there is appropriate on-going support for LAYP/CL students. This support will vary depending on the individual, but may include weekly meetings with a course tutor or Learning Development Worker, or through regular monitoring against the student's Personal Learning Support Plan, or through regular support meeting with other LAYP/CL students, or through confidential counselling, or through additional core skills support to name just a few elements of support available.

The Project Plan details the additional and regular reports that are run and monitored to highlight early any progress or attendance issues with LAYP/CL students, and details the on-going continuing professional development being provided to ensure that staff can learn more about LAYP/CL and how to provide additional support.

The College is also working in conjunction with Corporate Parenting to signpost vulnerable youth including LAYP/CL students to work placements as appropriate to increase the number of positive destinations for these students.

Through our on-going commitment the College has set targets to increase the number of LAYP/CL students at the College, through both increasing disclosures from students and also increasing our overall number as LAYP/CL students become more aware of the support available from the College.

Meeting Diverse Needs

Forth Valley College strives to improve learners' life chances ensuring that learners with a disability have the opportunity to access educational provision that, where appropriate, best matches their abilities and allows them to reach their full potential and where suitable, progress from on to either mainstream provision, training or employment. The majority of the Access and Progression department's programmes build on learners' personal and social development, employability skills, health and wellbeing. College staff are involved in a Youth Transitions Work stream, where we work with Local Authorities and other agencies to identify care leavers, disengaged young people, and learners not in a positive destination in order to put in place local interventions. Currently, provision for learners with severe and complex needs is delivered within our school link curriculum and some of the learners progress onto our full time Lifestart programme either on a full or part time basis, or onto our Opportunities for Young People course. Our Enable Transitions worker supports learners to secure suitable work placement opportunities. Adults with severe and complex needs access our evening provision which is practical in nature (drama, music, art). The programme of study is accredited with SQA units at Access 1 level.

Not all learners with complex and profound needs undertake learning which has formal recognition of achievement, so are not all included within the target set for this group. The College is meeting the needs of this learner group by working closer with our partners to ensure smooth transition from school to college, with staff attending transition meetings and hosting events to try to make students and their families feel more supported in moving on to college from school.

We invite parents/carers into the College with the young person and conduct tours prior to their interview to help build a relationship with the young person and their families.

The College strives to ensure all learners have access to College courses, evidenced by our target of increasing the proportion of activity delivered to learners from the 10% most deprived postcodes by 1% to 11% over the two year period, which represents a higher percentage than the 7% of the whole Forth Valley population who reside within the 10% most deprived postcodes. We have also set a target of increasing enrolments from students from a black or ethnic minority from 2% to 3%, which represents a higher percentage than the 2% of residents within Forth Valley who are from a black or ethnic minority.

Gender

The College's overall enrolment figures demonstrate our commitment to gender equality with 48% of all enrolments being from female students in Session 2013/14, which is consistent with the previous session. At subject level there is under-representation of females within STEM subjects, which has been highlighted as a target, however this isn't a quick or easy fix. The College has a number of initiatives with one example being our STEM club which is aimed at primary aged pupils, and has attracted more females than males. The purpose of these courses is to spark an enthusiasm of young (predominantly female) learners in STEM subjects.

Our School-College Opportunities to Succeed courses are designed to provide a taster of subjects for school pupils entering their senior phase, and these courses have been deliberately designed to allow

both females and males to experience subject areas they may not have experienced before eg females experiencing Construction & Engineering, and males experiencing Hairdressing & Care. From it's first year of running two males progressed on to Childcare courses from this course.

Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-2018: Empowering Learners clearly sets out our commitment to increase learner ownership of and control over their own learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as “senior class representatives” and take an enhanced role in leading focus groups and training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives

engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students’ Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement.

There is strong student representation on our Board of Management, and representation on board committees, which ensures that the student body is also involved in strategic discussions related to our Outcome Agreement and in its approval.

Part 2 - Outcomes & targets

Outcome progress table

Indicator	Performance				Targets			Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17		
SFC Priority - Efficient and sustainable								
FVC Strategic Objectives – Leading as a business that is a champion for governance, financial control and balanced risk taking. Delivering a whole system approach. Simply effective, efficient and consistent. Creating a superb environment for learning.								
1. Gross carbon footprint (three-year period)	2810.79 tCO2	2632.39 tCO2	2379.00 tCO2	2331.42 tCO2	2284.80 tCO2	2239.11 tCO2		
SFC Priority - Right learning in the right place								
FVC Strategic Objective – Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly								
Volume of Credits delivered - Core Grant	82,232	80,072	84,391	83,894	83,894	83,894	83,894	
Volume of Credits delivered - ESF				1,951	1,951	1,951	1,951	
Total Volume of Credits delivered	82,232	80,072	84,391	85,935	85,935	85,935	85,935	
Proportion of Credits delivered to learners aged 16-19 and 20-24:								
<i>Total Credits delivered to 16-19</i>	43,944	43,251	43,553	46,405	47,264	48,124	48,124	
<i>Proportion delivered to 16-19</i>	53.4%	54%	51.6%	54%	55%	56%	56%	
<i>Total Credits delivered to 20-24</i>	14,366	14,950	18,342	17,187	17,187	17,187	17,187	
<i>Proportion delivered to 20-24</i>	17.5%	18.7%	21.7%	20%	20%	20%	20%	
Proportion of Credits delivered to full-time learners aged 16-19 and 20-24:								
<i>Total FT Credits delivered to 16-19</i>	29,790	27,774	27,348	34,009	34,944	34,944	34,944	
<i>Proportion delivered to 16-19</i>	58.8%	57.0%	54.8%	57%	58%	58%	58%	
<i>Total FT Credits delivered to 20-24</i>	9,892	9,843	11,349	13,126	13,255	13,255	13,255	
<i>Proportion delivered to 20-24</i>	19.5%	20%	22.7%	22%	22%	22%	22%	

Indicator	Performance				Targets			Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17		
Proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland:								
Number of Credits delivered to MD10	8,470	8,246	8,247	9,023	9,023	9,109		
Total number of Credits delivered in region	82,232	80,072	84,391	85,935	85,935	85,935		
<i>Proportion</i>	10.3%	10.3%	9.8%	10.5%	10.5%	10.6%		
Volume of Credits relating to learners from different protected characteristic groups and care leavers:								
Gender	48% Female	47% Female	46% Female	47% Female	48% Female	49% Female		
Ethnicity	2% Ethnic Minority	2% Ethnic Minority	2% Ethnic Minority	2% Ethnic Minority	3% Ethnic Minority	3% Ethnic Minority		
Disability	10% from learners who have disclosed a disability	10% from learners who have disclosed a disability	14% from learners who have disclosed a disability	10% from learners who have disclosed a disability	10% from learners who have disclosed a disability	10% from learners who have disclosed a disability		
Care Leavers	15	18	21	25	28	28		
Volume of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement	340	482	369	340	340	340		
Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	5,076	3,645	3,704	4,500	5,000	5,000		

Indicator	Performance				Targets			Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17		
SFC Priority - High quality learning								
FVC Strategic Objective – Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly								
Percentage of enrolled students successfully achieving a recognised qualification:								
FE - Full time - Total enrolments	2120							
FE - Full time - Successfully completed	1410							
FE - Full time - Proportion	66.5%	68.8%	70%	70%	71%	72%		
HE - Full time - Total enrolments	1251							
HE - Full time - Successfully completed	890							
HE - Full time - Proportion	71.1%	71%	72%	72%	73%	74%		
FE - Part time - Total enrolments	4452							
FE - Part time - Successfully completed	3786							
FE - Part time - Proportion	85%	89.2%	91%	89%	90%	90%		
HE - Part time - Total enrolments	772							
HE - Part time - Successfully completed	661							
HE - Part time - Proportion	85.6%	87.2%	89%	89%	89%	90%		
Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing:							Includes HEI Articulation Learners (103 learners in Sessions 2015/16 onwards)	
Number of AS articulating students	113	91	n/a	95	190	192		
Number of HND/HNC leavers	756	721	n/a	796	900	905		
Proportion	14.9%	12.8%	n/a	12.6%	21.1%	21.2%		
Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying								
Number	1,415	1,465	1,462	1,465	1,565	1,565		
Proportion	92%	93%	93%	93%	93%	93%		

Indicator	Performance				Targets			Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17		
FVC Priority – Equalities								
FVC Strategic Objective – Instilling an energy and passion for our people, celebrating success and innovation								
Increase the equalities data return rate for staff	n/a	40%	63%	70%	70%	80%		
Increase the equalities data return rate for learners	100%	100%	Our return rate for faith/belief was 99%; sexual orientation was 96%. All other protected characteristic return rates were 100%	40%	50%	60%		For Sessions 11/12 and 12/13, we have collected data on 4 protected characteristics – age, disability, gender and ethnicity. From 13/14 we have asked for data on all 8 protected characteristics – age, disability, gender, ethnicity, sexual orientation, marital status, gender reassignment and religion. This data then becomes baseline data for all protected characteristics.
Increase the number of published impact assessments	9	11	13	15	15	15		We also consider that our self evaluation process which analyses student profile, retention and attainment by equalities profiles to be an inherent assessment of impact

Indicator	Performance				Targets			Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17		
Increase the number of women studying STEM subjects within:								
Applied Science and Computing	39%	34%	39%	39%	39%	40%		
Engineering	4%	3%	4%	4%	4%	5%		
Ensure that the satisfaction of learners with protected characteristics will be at least equal to the satisfaction of overall learners	n/a	n/a	97%	95%	95%	95%	An equalities question was added to the post entry survey asking how satisfied learners were that the college promoted a culture of respect, this revealed that 97% of learners were either very or fairly satisfied. Further surveys will take place to gain an understanding of the overall learner experience for learners with protected characteristics.	
Ensure staff understand the requirement to promote equality to meet the General Equality Duty by the proportion of staff who complete equality training in every two year period.	59%	61%	tbc	80%	80%	80%	2013/14 information to be added when available.	

1. Purpose

To inform members of the current position in relation to the proposed donation to Forth Valley College Foundation.

2. Recommendation

That members note the content of this paper and recognise that outstanding queries are preventing the finalisation of the amount of the proposed donation to Forth Valley College Foundation. If the outstanding queries are resolved prior to the Board meeting, it is recommended that members approve the making of a donation, the value of which will be confirmed at the meeting.

3. Background

From 1 April 2014 Further Education Colleges in Scotland were reclassified as Arms Length Public Bodies. As such they are now treated as part of central government for financial budgeting and reporting purposes. FVC is therefore now required to control its expenditure so that it does not exceed pre-set Government budget cover limits. It should be noted that the College is no longer able to accumulate reserves or hold significant cash balances.

In advance of the reclassification a number of arms length charitable foundations were set up, with Scottish Government (SG) approval, with the aim of protecting the sector's existing accumulated cash reserves and future cash surpluses. The donations to arms length foundations in March 2014 were a short term solution to the longer term problem of the generation of surplus cash within the sector.

Forth Valley College Foundation was set up in December 2013. The objects of the Foundation are to advance the charitable purposes of Forth Valley College, to include the advancement of education by making grants and providing financial support for projects and activities being carried out and supported by Forth Valley College.

In March 2014 FVC donated £4.4m to Forth Valley College Foundation.

4. Key Issue

The sector is now caught between two different financial reporting mechanisms and budgetary control requirements which do not align with each other. The College's normal financial budgeting and reporting requires the College to generate operating surpluses after taking account of non-cash costs such as depreciation. In government accounting terms depreciation is treated differently within the reporting of resource utilisation.

Prior to 1 April 2014 Colleges would be expected to generate surplus cash which would be held in reserves for future investment. As an arm's length public body Colleges are not allowed to retain surplus cash.

The issue is that Colleges cannot square both sides of the equation. If surplus cash is eliminated by making a donation to the Foundation this creates a deficit in the statutory financial statements. If a donation is not made and Colleges report a surplus in their statutory financial statements the cash becomes “frozen” as it cannot be spent in future years without the appropriate additional resource cover from Scottish Government. The only viable option left would be the early repayment of the College’s loan with Barclay’s Bank.

5. Donation

At the time of issuing the Board papers it is not possible to confirm the actual amount of the donation. This will be dependent on the outcome of ongoing discussions with SFC regarding the permitted use of surplus cash. The value of the donation is likely to be in the region of £400k to £1.3m.

6. Financial Implications

Scenario 1: SG allows all surplus cash to be transferred to Foundation

A donation of £1.2m to Forth Valley College Foundation will support the College meeting its resource budget in government accounting terms. However this donation will eliminate the surplus cash the college has generated in the last 12 months and will result in the College reporting an operating deficit at both 31 March 15, the government accounting year end, and 31 July 2015, the College’s financial year end. This will also result in the College breaching the financial covenants of its Term Loan Facility with Barclay’s Bank.

Scenario 2: SG does not allow all surplus cash to be transferred to Foundation

A donation of £470k to Forth Valley College Foundation will result in an underspend in relation to the College’s resource budget in government accounting terms. This underspend will result in the remaining surplus cash the college has generated in the last 12 months being frozen or only available to repay the Barclay’s Term Loan. The College will report an operating surplus at both 31 March 15, the government accounting year end, and 31 July 2015, the College’s financial year end subject to the outcome of the FRS 17 Pension Valuations.

Scenario 3: SFC withholds £700k of funding

The Principal was notified on Friday 13 March 2015 that £700k of funding was being withheld from the final payment due to College as a result of on-going discussions with Scottish Government regarding the surplus cash colleges generate on their day to day operations. A meeting was held with SG, SFC and Colleges Scotland on Monday 16 March 2015 to seek a resolution to this. At the time of issuing the Board papers the College is still awaiting clarification on the outcome of that meeting. If the funding is withheld the implications are the same as in scenario 1 where the College will be reporting an operating deficit. The key difference being that the surplus cash is not held within the Foundation but rather centrally by Scottish Government.

7. Equalities

Assessment in Place? – Yes No

An equalities assessment is not applicable given the subject matter of the paper.

8. Risk

	Likelihood	Impact
Very High		
High	X	X
Medium		
Low		
Very Low		

At the point of writing this paper a number of issues remain unresolved which could impact on the amount of the donation to the Foundation. If Forth Valley College donates a lower level of funds to the Foundation it will have cash effectively locked in the bank account which cannot be spent. If Forth Valley College donates a greater level of funds than the in-year operational surplus this will result in an operating deficit.

The transfer to the Foundation may also breach the banking covenants if all the surplus cash is included in the donation. The bank will only test the covenants on receipt of the audited accounts which will be approximately 8-9 months after the year end. If covenants are breached they may issue a "Reservation of Rights" letter. The risk here being that they could ask for the loan to be repaid or seek to renegotiate the terms of the loan. Barclays have taken no action as yet following the breach of covenants based on the March 2014 financial statements.

The reporting of continuing deficits could impact on the financial evaluation of the College when tendering for commercial contracts.

While a short term solution may be found for March 2015 the issue remains. While Colleges continue to generate surplus cash, Scottish Government may seek to reduce funding to the sector.

Mitigating Actions include the ongoing discussions with SFC / SG and Barclay's Bank. SG and Audit Scotland have confirmed deficits resulting from the utilisation of the surplus cash resulting from covering depreciation charges will not give cause for concern over the Colleges financial sustainability. The College will seek letters of comfort from SFC to issue with commercial tenders.

Risk Owner – Alison Stewart

Action Owner – Alison Stewart

9. Other Implications –

Communications – Yes No

Health and Safety – Yes No

Paper Author – Alison Stewart

SMT Owner – Alison Stewart

1. Purpose

To advise members about the activities which are currently being undertaken by the Student Association for the year ahead.

2. Recommendation

That members note the content of the report

3. Student Association Update

Student Association team structure

In order for the Student Association to realise its full potential, it is being proposed that the Student Association increases its full time officers from two to four. The roles of President and Administrator will remain and the additional roles will cover Health & Wellbeing/Sport Activities and Education & Learner Engagement.

This re-structure is being planned out at the moment and providing all positions are allocated the new structure will be in place for the next term.

University Links

Stirling University have been attending our Re-Fresher's Fayres in order to promote that our students can now join their clubs & societies. They have also shown interest in playing friendly games with our teams.

I have spoken to Gavin McCabe from the University of Edinburgh, about "The Edinburgh Award" an award that has been created to further encourage and support students in recognising their achievements. I would like to bring something like this to Forth Valley and have been investigating the system of 'Open Badges' a programme designed to merit students on achievements that the college can create depending on department, courses etc.

Awards

The Student Association has been shortlisted for three awards by NUS Scotland. These include Staff member for Lynne McClelland, Student Officer for Lorraine Simpson and Student Association overall. The winners will be announced at the NUS conference in the 20th of March.

Events to date

Since November we have held numerous events within the college, these include:

Fundraising for CHAS and Children In Need

The 16 Days of Action campaign

Alcohol and Stop Smoking awareness stalls

Class Rep training

Student Councils

No Smoking day

Kidney Kids fundraiser

LGBT History Month

Fair-trade Fortnight

Red Nose Day

Healthy Body Healthy Mind events

Upcoming Events

Our Health & Wellbeing officer, Debbie Jackson, has been working with NUS Scotland on a 'SEE Me' pilot. This is to train three students to become mental health ambassadors. The three students have had training on mental health and how to identify signs of any problems. They will be delivering workshops to classes in the department as well as having a workshop open for all students to attend at the Stirling campus.

Healthy Body Healthy Mind events will continue until May, The Walk the Walk from Falkirk to The Helix was great, the next walk will be from Alloa campus to the Alloa Tower and then the Campus Chase at Stirling.

Student Elections- These will open in May.

4. Equalities

Assessment in Place? – Yes No

If No, please explain why – Not Applicable

Please summarise any positive/negative impacts (noting mitigating actions) – None

5. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – None. The Student Association continue to progress with their aims for the year

6. Financial Implications

Please detail the financial implications of this item – None. The Student Association budget for the year was approved by the Finance Committee and is in place to support activities.

7. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No Health and Safety – Yes No

Please provide a summary of these implications - Not Applicable

8. For Board Use Only - Committee Action Tracker

Please indicate below whether the subject of this paper has been considered at Board Committee level and any actions arising from this.

Considered by Strategic Development Committee 26 February 2015

Actions Required None

Paper Author – Lorraine Simpson

SMT Owner – Andrew Lawson