

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present: Mr Hugh Hall (Chair)
Mrs Anne Mearns
Dr Ken Thomson (Principal)
Ms Lorraine Simpson (Student Union President)
Ms Beth Hamilton
Mr Ken Richardson
Mrs Caryn Jack
Mrs Lorna Dougall
Mr Alan Buchan
Mrs Fiona Campbell
Mr Steven Tolson
Ms Angela Winchester
Mr Liam McCabe
Mr Colin Alexander

Apologies: Mr Andrew Carver
Mr Ralph Burns

In Attendance: Mr David Allison, Associate Principal and Executive Director Information Systems
Mrs Alison Stewart, Associate Principal and Executive Director of Finance
Mr Andrew Lawson, Associate Principal and Executive Director of HR and Operational Effectiveness
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Fiona Brown

Mr Ian Beach, Education Scotland, gave a presentation on the outcome of the recent Education Scotland visit. He highlighted that there were 19 areas of positive practice identified and that the 2 areas for improvement and 1 main point of action had already been identified by the College and that a strategy was in place to address these.

He highlighted the work of the Student Association and overall learner engagement throughout the College.

a) The Board noted the content of the presentation and expressed their appreciation for the work done by College staff to reach this positive result.

B/15/032 Declarations of Interest

None.

B/15/033 Principal's Report

The Principal presented a report on his activities since the last meeting of the Board of Management.

He highlighted that the College had received the TES award for Best Teaching and Learning Initiative, and provided an overview of the recent visit to the College by John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills.

He also referred to the recent SCOTS graduations and outlined the positive impact this activity has on young people who are at risk of becoming disengaged with learning.

- a) Members noted the content of the report and recorded their congratulations on the TES award win.

B/15/034 Minute of Board of Management Meeting of 24 March 2016

The Minute of the meeting of 24 March 2016 was accepted as an accurate record.

B/15/035 Matters Arising

- a) B/15/026 a) Falkirk Campus Project Board – 9 February 2016

This was covered under point B/15/036 a)

- b) B/15/010 Key Estates Issues and Strategic Options following completion of updated Full Business Case

This was covered under point B/15/036 a)

- c) B/15/029 Board Self Evaluation Activity (Verbal)

This was covered under B/15/045

B/15/036 Minutes and draft minutes of other Committee

a) Falkirk Campus Project Board – 26 May 2016

Ken Richardson, Falkirk Campus Project Board (FCPB) Chair, provided an overview of the recent meeting. He highlighted the timescales in relation to the approval of the Full Business Case, discussed the impact of the Falkirk Council decision not to proceed with the Arts Venue; and outlined the current project risks and mitigation plans.

b) Strategic Development Committee – 31 May 2016

Anne Mearns, Committee Chair, reported that the committee had requested changes be made to the Operational Plan to make individual objectives more specific. She also updated members on the College involvement with the Stirling Care Village, noting that the College was the sole training provider involved with this large project.

c) Audit Committee – 2 June 2016

Lorna Dougall, Committee Chair, reported that the recent meeting had received no high level recommendations from the College auditors.

d) HR (Inc. Nomination) Committee – 7 June 2016

Beth Hamilton, Committee Chair, noted that the meeting had covered a lot of ground and that this was reflected in the minute.

d) Finance Committee – 14 June 2016

Liam McCabe, Committee Chair, confirmed that the substantive business of the Committee had been brought forward to this meeting.

B/15/037

Budget 2016/17

The Associate Principal and Executive Director of Finance presented the proposed budget for 2016/17. She outlined changes to the funding allocation to the College and new financial challenges resulting from the cut in student support and capital funding levels, the end of the NI rebate; and the introduction of the Apprenticeship Levy.

She reported that the budget was showing a small surplus but highlighted that this position would only be reached if the College can deliver on some challenging targets for commercial, international and fundraising activity.

She also updated members on ongoing negotiations with Stirling Council to exit the contract for hospitality provision at the Raploch campus and outlined the reasons for this decision.

She highlighted that, as a result of the continued reduction in capital allocations to the College, anticipated top-slicing of capital funds in relation to the new Falkirk campus would not occur.

a) Members approved the Budget for 2016/17

B/15/038

Papers considered by Committees and recommended to Board of Management for Approval:

a) Treasury Management Strategy

The Associate Principal and Executive Director of Finance presented the Treasury Management Strategy and noted that, due to the changes in College status, this would be the last year there would need to be a strategy.

a) Members approved the Treasury Management Strategy

b) Foundation Annual Plan AY 16/17

The Associate Principal and Executive Director of Finance presented the proposed plan for funding requests to the Forth Valley College Foundation. These requests would be to support the Falkirk estates developments and to fund the Student Association posts.

She confirmed that this item had been fully considered by the Strategic Development Committee.

a) Members approved the Foundation Annual Plan AY 16/17.

c) Print Tender

The Associate Principal and Executive Director Information Services presented a paper seeking approval for the award of the College print tender [REDACTED].

The Associate Principal and Executive Director of Finance noted that, once Board approval was received, the College would also need to seek approval from the Scottish Funding Council as this is a condition of the financial memorandum.

a) Members approved the print tender paper

B/15/039 Remuneration Committee Remit

Beth Hamilton, Chair of the HR (Inc. Nomination) Committee, presented a revised remit for the Remuneration Committee to members. She confirmed that these changes had been made to increase transparency and scrutiny of the committee's activities in line with good practice.

a) Members approved the revised remit

B/15/040 Outcome Agreement 2016-17

The Associate Principal and Executive Director Information Services presented the Outcome Agreement 2016-17 for approval. He confirmed that the draft document had been seen and commented on by both the Strategic Development Committee and the Scottish Funding Council. The Principal noted that the development of the document had been subject to extensive review and achievement of objectives would be tracked via the College Operational Plan monitoring process.

Members queried when the next Strategic Dialogue meeting with SFC would occur and requested that, if one was not in place, SFC be invited to the next Board strategic session.

a) Members approved the Outcome Agreement 2016-17

B/15/041 Operational Plan 2016/17

The Principal presented the Operational Plan 2016/17 for approval. He provided background on the development of the plan and noted that the current 2014-18 Strategic Plan which this supports had been largely superseded and that work would commence on a 2017-2022 Strategic Plan.

a) Members approved the Operational Plan 2016/17

B/15/042 Board Calendar

The Associate Principal and Executive Director of Finance presented the draft calendar to members. She noted that an additional Board date had been added to support the approval process for the Full Business Case and that more meetings may be required in the future depending on the estates programme.

To enable forward planning, she also confirmed that the 2017/18 Board meeting calendar would be brought to the December 2016 meeting.

a) Members approved the Board Calendar

B/15/043 Student Association Update

The Student Association President provided an update on the activity of the Student Association since the last meeting of the Board of Management

She reported that the Student Association had won the Enterprise award at the recent NUS awards and has now been shortlisted for another NUS award.

She highlighted the very positive feedback received from Education Scotland and noted her thanks for the assistance of Fiona Brown and her staff.

She discussed a recent visit by the Student Association to an educational conference in Croatia and outlined the lessons learned from this visit.

The Vice Chair noted that the Student Association President had given a very interesting presentation on this visit to the Strategic Development Committee. It was agreed that this would be circulated to members.

a) Members noted the content of the update

B/15/044 Second Cultural Survey

The Associate Principal and Executive Director HR and Operational Effectiveness presented the outcome from the College's Second Cultural Survey.

He reported that the overall percentage of positive responses had increased.

He noted that there were a number of negative comments received and that these would be used to form the basis of an action plan to demonstrate the improvements being put in place in response to concerns.

a) Members noted the content of the report

B/15/045 Board Self Evaluation Activity and Chairs Evaluation (Verbal)

The Chair updated members on sector development regarding self-evaluation, evaluation of the Chair and independent assessment of the work of the Board.

He confirmed that further information on the independent assessment aspect would be circulated to the Board members and taken to the next meeting of the Audit Committee for approval.

a) Members noted the content of the report

B/15/046 The Code of Good Governance for Scotland's Colleges

The Chair presented the revised Code of Good Governance for Scotland's Colleges which is currently out for consultation. He sought feedback from members on the content of the document.

Members noted that the document was very much about compliance and did not reflect culture and relationships that are vital to the Board.

The Chair requested that the Principal feedback these comments.

a) Members noted the content of the report

B/15/047 Review of Risk

Risk were identified on each individual paper.

B/15/048 Any other competent business

The Associate Principal and Executive Director of HR and Operational Effectiveness reported that he had been appointed to Scotland's College's Employers Association which is heavily involved in national bargaining discussions.

The Chair closed the meeting by thanking Lorraine Simpson for her contributions as Student President and her leadership of the Student Association.

Room 109
Falkirk Campus 4.30pm (refreshments available from 4.00pm)

Presentation by Ian Beach, Education Scotland

AGENDA

- 1 Declarations of interest
- 2 Apologies
- 3 Principal's Report Ken Thomson
(Elements of paper 3 are 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.)

FOR APPROVAL

- 4 Minutes of meeting of 24 March 2016
- 5 Matters Arising
 - a) B/15/026 a) Falkirk Campus Project Board – 9 February 2016
 - b) B/15/029 Board Self Evaluation Activity (Verbal)
- 6 Minutes of Committee Meetings
 - Falkirk Campus Project Board 26 May 2016
(Elements of this minute are 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.)
 - Strategic Development Committee 31 May 2016
 - Audit Committee 2 June 2016
 - HR (Inc. Nomination) Committee 7 June 2016
 - Finance Committee 14 June 2016
- 7 Budget 2016/17 Alison Stewart
(Elements of paper 7 are 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.)
- 8 Papers considered by Committees and recommended to Board of Management for Approval:
 - a) Treasury Management Strategy Alison Stewart
 - b) Foundation Annual Plan AY16/17 Alison Stewart

c) Print Tender David Allison

(Paper 8c 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.)

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| 9 | Remuneration Committee Remit | Beth Hamilton |
| 10 | Outcome Agreement 2016-17 | David Allison |
| 11 | Operational Plan 2016/17 | Ken Thomson |
| 12 | Board Calendar | Alison Stewart |

FOR DISCUSSION

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| 13 | Student Association Update
(Elements of paper 13 are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.) | Lorraine Simpson |
| 14 | Second Cultural Survey | Andrew Lawson |
| 15 | Board Self Evaluation Activity and Chairs Evaluation (Verbal) | Hugh Hall |
| 16 | The Code of Good Governance for Scotland's Colleges | Hugh Hall |
| 17 | Review of Risk | |
| 18 | Any other competent business | |

FOR INFORMATION

College Department Update
(Elements of this paper are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)

Programme of Business

1. Purpose

To present to the Board of Management the tenth Principal's report on activity undertaken since the last scheduled Board meeting in March 2016.

2. Recommendation

The Board should note and comment on the activity undertaken since March 2016.

3. Key Highlights

- 3.1 Education Scotland published their report for the Forth Valley College Review following their visit in March 2016. This is an excellent report. The College was given an 'Effective' status with 19 areas of good practice, two areas for development and one point of action. This was the last in the current framework and with 19 areas of good practice was the highest number ever reported in a college. We have had excellent feedback from MSP's, MP's and good coverage in the Press. Ian Beach, the Managing Inspector, will report back to the Board on the 21 June on what was a very successful review.
- 3.2 As reported in my 9th Report to the Board, the College was shortlisted for three awards at the TES FE Awards in the Grosvenor House Hotel. We took 10 staff to the dinner event with Hugh Hall, Chair of the Board and myself as guests of TES. We won the Innovation in Learning and Teaching Award sponsored by the Education in Leadership Foundation and were shortlisted for best Employer Engagement and best Apprenticeship Programme. A recording of the event was made by Hugh and the clip can be viewed at: <https://www.youtube.com/watch?v=ActVD2yXFrA>
- 3.3 On 11th May Falkirk Councillors voted not to continue with the Arts Centre Project and this was reported to Board members at the time. Although disappointing, we now are moving apace on the Falkirk Estate with an FBC to be presented to the Board in August. We continue to work very closely with SFT and SFC.
- 3.4 The College hosted a STEM Conference for local schools with key note speakers Professor Sa'ad Medhat, CEO from the STEM Foundation and David Cameron, Educational Consultant and workshop hosted by College staff and employers. In the evening we held a STEM dinner for around 100 employers and representatives from schools and the Councils including all three Provosts from our Local Authorities. Also attending were staff, students and Board members. At the start of the dinner Professor Medhat presented Hugh Hall with the STEM re-accreditation Award. Thanks to Fiona Jackson for organising the events and our Marketing Department and the Hospitality students and staff for an excellent night. The event was sponsored by MacRoberts LLP.
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- 3.5 On Wednesday 18th May the First Minister announced her Cabinet for Government with John Swinney's portfolio covering Education and STEM. The day following his appointment I took a call from Michael Cross at Scottish Government saying Mr Swinney wanted to see a school, a college and university. On the following Monday morning we hosted a visit from Mr Swinney for two hours where we were able to discuss and promote the college and the sector in a range of areas including economic development, school/college partnership, apprenticeship training and our integrated degree programmes. We were also able to highlight the work we are doing with local authorities to promote inward investment through providing a skilled workforce. We were very keen to promote our agility in providing bespoke training and industry level standards of teaching. Mr Swinney then toured the college visiting and talking with students, apprentices and staff. His visit was very well received and his interview after the visit can be viewed at: <https://vimeo.com/167866780>
- 3.6 I am delighted to inform the Board that Alan Buchan was successfully elected as the next Student Association President with Karen Williams and Amy Scobbie as Vice Presidents in Education and Learning and Health, Wellbeing and Sport respectively. Alan takes over from Lorraine Simpson. Lorraine has been an excellent President of the Student Association leading the Association from its inception to its current status as one of the most prominent and national award winning Associations in both the College and University environments. She has led in developing the College as a lead in taking forward Student Association governance through the NUS Framework, in promoting Health and Wellbeing, in supporting and training approx. 450 student representatives. She has worked very closely with Andy Lawson, Associate Principal for HR and Operational Effectiveness and with Fiona Brown, Associate Principal for Learning and Teaching, with the latter as a member of our Creative Learning Leadership Group. Lorraine has supported me on the stage on a number of occasions including college graduation events and other high profile college events. In her time, her team of Alan Buchan, Debbie Jackson and David Gentles have very much led from the front supported by Lynn McClelland, Student Association Administrator and Angela Muirhead, Student Association Liaison Officer. The standard has been set and we look forward to another excellent year for the Association.

4. Networking

- 4.1 The TES FE Award for Learning and Teaching was sponsored by the Education in Leadership Foundation. Following our success I have been asked to join their Expert Panel which will allow me to showcase the College and our creative learning approach to a much wider audience.
- 4.2 I attended two Board meetings of the Historic Environment Scotland and one meeting of the Staff Governance Committee as Chair.
- 4.3 As a Board member and Trustee of Jisc, I attended the May Strategic Dialogue discussion in London.
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- 4.4 In partnership with SCDI, I hosted a dinner for 60 employer members at the Gallery Restaurant in Stirling. The theme was Stirling and a Digital Skilled Economy.
- 4.5 I have met twice with the Student Association.
- 4.6 As a member of the CBI Scotland Council I attended one meeting in Edinburgh at the Standard Life Headquarters. The Apprenticeship Levy was a key agenda item.
- 4.7 I attended my third meeting of the joint SFC/SDS Skills Committee.
- 4.8 As a guest of the Stirling University Innovation Park, I attended the Sports Business Innovation Awards.

5. Presentations

- 5.1 At the time of writing I have completed 17 Principal Briefings (with 4 to go) with all teaching and support Departments across all three Campuses. At the briefing we have our annual look back on activity, presented the Education Scotland Review Report, the Cultural Survey and considered the new estate developments. Every Department then presented back to me on their highlights for 2015/16.
- 5.2 Over the last two months I have hosted two SCOTs (School College Opportunity to Succeed) graduations, one for Falkirk Schools and the other a joint event at the Stirling Campus for Stirling and Clackmannan schools. These have been well attended by the pupils with their friends and families. The Provosts for Falkirk and Stirling presented the special awards.
- 5.3 I presented at the annual NUS seminar on Sustainability at Manchester University on an FE's perspective for Sustainability and Climate Change.
- 5.4 On 3rd June I was delighted to be asked to officially launch the 2015/16 end of year Creative Industries Exhibition at a private function that attracted over 300 visitors.

6. Key Meetings

I undertook the following key meetings in the period September 2015 to September 2015:

- 6.1 Further to the last reported meeting with the University College Isle of Man, I hosted a meeting with the Isle of Man Minister for Education and Children and the Director of Education at our Stirling Campus. Roger Mullin MP and Brian Lister, Interim Principal were also in attendance. Following the very successful visit an MoU will be developed with the University College to promote student and staff exchange.
 - 6.2 I met with Dr John Rogers and Professor Malcolm McLeod from Stirling University to further progress our relationship with the University and the Aquaculture Innovation Centre.
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- 6.3 I attended the Strategic Dialogue meeting with the senior team of Stirling University and SFC to highlight the role the college has in the integrated degree programmes and as a strategic partner. This was well received by SFC.
- 6.4 SMT held their weekly meeting on the 26th April in the Riverside Campus of City of Glasgow College. Paul Little, Principal and CEO gave a presentation to the group on the development of the College following merger and then a tour of the new build.
- 6.5 I met with Professor Jeanine Gregersen-Hermans, the new Vice Principal at Glasgow Caledonian University who has responsibility for International Development to identify opportunities for joint activity in attracting international students.
- 6.6 I met with Kieran Koszray, Commercial Director for Falkirk Football Club to investigate future opportunities for footballers currently going through their Academy. We looked particularly at opportunities in the Department of Care, Health and Sport.
- 6.7 In early May I met with Justene Ewing, CEO of the Digital Health and Care Institute to investigate opportunities in the area of Digital Skills. This followed the hosted dinner with SCDI.
- 6.8 I met with Jamie Kerr, senior partner with Thorntons LLP and as a fellow Council member of CBI Scotland.
- 6.9 I met with Barry McCulloch, Policy Director for Federation of Small Businesses and CBI Scotland member.
- 6.10 Tom Gorman, Director of Estates and I met with Ken Ross and Brian Paterson of Ross Development and Renewables to discuss a potential district heating system linked to the new estates development. It will be our intention to include the idea within the FBC.
- 6.11 Myself, Colette Filippi, Associate Principal for Business Development and Jen Tempany, Head of Business Development met with Jonathan Clark and Neville Prentice, senior Directors from SDS to share strategic intelligence around Apprenticeship Levy, Foundation and Graduate Apprenticeships and the college as a regional hub for Graduate Apprenticeships.
- 6.12 I attended two meetings of the Stirling City Commission as a Commissioner to hear and contribute to the new City Framework proposal for £250 million infrastructure investment. The College facilitated a workshop to develop a Skills Ambition for Stirling to complement the application. This workshop was led by Colette Filippi, Martin Boyle, Head of Creative Industries and Fiona Brown, Associate Principal for Learning and Teaching. They were supported by Kevin Kelman, Head of Educational Improvement at Stirling Council and the HR Manager from DOGFI.SH Mobile. Support was also provided by SDS and the University of Stirling in the planning.
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7. Colleges Scotland

7.1 In the three months since the last Board meeting I have attended two meetings of the College Principals Group (CPG); two meetings of the Colleges Scotland Finance and Funding Committee and one meeting of SFC Innovation Group.

7.2 At the last meeting of the CPG we agreed a revised structure reporting into the Board of Colleges Scotland. I have been asked to join the new Policy Committee to help advise the CPG.

7.3 I have also been invited onto the new SFC College Innovation Group and have attended one meeting.

8. Community Planning Partnership

8.1 Since the last Board meeting I have attended two meetings of the Falkirk Community Planning Leadership Board, attended one meeting of the Falkirk Economic Partnership group where the Falkirk Economic Strategy was launched.

8.2 I have attended one meeting of the Stirling Community Planning Leadership Group and chaired one meeting of the Stirling Local Employability Partnership.

9. Financial Implications

None

10. 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

11. 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

12. 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

Boardroom, Falkirk Campus (commencing at 4.30pm)

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Apologies: Mr Steven Tolson
Ms Angela Winchester
Ms Alison Stephen
Mr Liam McCabe
Mr Colin Alexander

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, Associate Principal and Executive Director of Estates Developments
Mrs Colette Filippi, Associate Principal and Executive Director Business Development
Mrs Fiona Brown, Associate Principal and Executive Director, Learning and Teaching
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Mr Graeme Robertson, Head of Information Technology, for item B/15/026 only

The Chair opened the meeting by reminding members of the need for appropriate confidentiality regarding Board business following issues arising from the December 2015 meeting.

B/15/018 Declarations of Interest

None.

B/15/019 Principal's Report

The Principal presented the report outlining his activities since the last meeting of the Board of Management.

In relation to the recent Education Scotland review, he highlighted the positive feedback received to date and noted the efforts of Fiona Brown and her team in reaching this positive outcome.

The Principal updated members on the impact of the first day of national action by EIS members and confirmed that, since the writing of the report, further negotiations had occurred and it was hoped that future action could be avoided.

He outlined the preparations in place should further action occur and highlighted the extensive communications by the College in relation to the first day of action to mitigate the impact on students and other College users.

The Principal reported that the College had received three nominations in the TES national awards.

He also highlighted the recent second cultural survey conducted amongst staff. While the results are still being analysed, it appears that across all areas the number of positive indicators have increased.

a) Members noted the content of the report

B/15/020

Non-SFC Income

The Associate Principal and Executive Director Business Development gave a presentation on the variety of non-SFC sources of income within the College across areas such as commercial activity, Modern Apprenticeships and other funding sources.

She highlighted that the College had the second largest Modern Apprenticeship contract from SDS in Scotland and that the College had been classed as the best centre for COMPEX provision in the UK.

She provided an overview of ongoing developments including international work and reported that a new Development and Fundraising Manager had been appointed to seek additional sources of funding.

The Chair noted that the College could benefit from adopting the alumni model used by universities.

The Principal confirmed that the College reviewed the contribution levels from different types of activity and that work was ongoing to maximise the return from available resource.

The Board agreed that more effective use of the available assets and ambitious targets was the best way forward and offered up their individual expertise and contacts for support should the College require it.

a) Members noted the content of the presentation

B/15/021 Minute of Board of Management Meeting of 10 December 2015

The Minute of the meeting of 10 December 2015 was accepted as an accurate record.

B/15/022 Matters Arising

a) B/15/009 External Audit Annual Report and Letter of Representation

This will be covered under B/15/029

b) B/15/010 Key Estates Issues and Strategic Options following completion of updated Full Business Case

This will be covered under B/15/023

c) B/15/015 Student Association Report

The Student Association President reported that SMT had agreed to provide the requested funding for the Student Association Executive.

The Principal confirmed that the College was able to commit to this as a result of the business model proposed by the Student Association and that the governance arrangements for this were currently being developed.

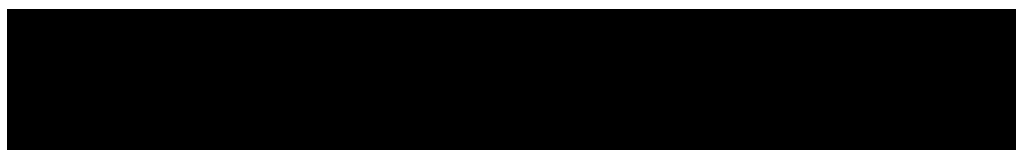
B/15/023 Minutes and draft minutes of other Committee

a) Falkirk Campus Project Board - 9 February 2016

Ken Richardson, Falkirk Campus Project Board (FCPB) Chair, provided members with an update on activity that had occurred since the last meeting of the FCPB. The most significant change had been the recent decision by Scottish Government to move the new campus from being an NPD project to a capital funded project.

The Associate Principal and Executive Director of Estates Developments confirmed that being reclassified as a capital project was a very positive move and outlined the implications for the project. He confirmed that the full business case would still come to the Board of Management for final approval in due course.

He outlined the ongoing issues surrounding the Arts Venue and the work being done by the College to ensure the project progresses while a decision from Falkirk Council is outstanding.





The Chair asked, in relation to the Arts Centre, whether there was a point where the Board would be required to make a decision on whether to proceed with the Arts centre included or to approve redesign work.

The Principal confirmed that College would come back to the Board once the Council's decision on 11 May was known.

b) Draft Strategic Development Committee - 25 February 2016

The Committee Chair had no specific items to raise.

c) Audit Committee – 10 September 2015

The Committee Chair noted that the internal audit reports presented at the meeting had been very positive.

The Board Chair acknowledged the contribution made by the previous Chair Nigel Scott who had resigned from the Board and thanked Lorna Dougall for taking up Chair duties on short notice.

He requested that members agree that she retain the Chair position while overall committee membership was reviewed.

Members agreed to this arrangement.

d) Finance Committee - 15 March 2016

In the absence of the Chair, Committee Members fed back to the Board on the resource return position and the agreement of the Committee that there would be no contribution made to the Forth Valley College Arm's Length Foundation this year.

The also covered the College's use of net depreciation and confirmed that this use had been approved by SFC.

B/15/024 Student Association Constitution

The Student Association President presented the updated constitution document for approval.

She outlined the changes made to the constitution and the reasons for these changes. She also confirmed that the changes had been seen and approved by the Student Council.

- a) Members approve the Student Constitution

B/15/025 Papers considered by Committees and recommended to Board of Management for Approval:

Resource Return 2015/16

The Associate Principal and Executive Director of Finance confirmed that this had been fully reviewed and approved by the Finance Committee.

The Chair requested any comments and questions of which there were none.

- a) Members approved the resource return for 2015/16

Tuition Fees and Fee Waiver Policy 2016/17

The Associate Principal and Executive Director Information Systems reported that this had been fully reviewed and approved by the Finance Committee.

- a) Members approved the Tuition Fees and Fee Waiver Policy for 2016/17

B/15/026 Cyber Security (Presentation)

The Chair noted that this was a very topical issue and is recognised as a significant risk to a number of organisations.

The Head of Information Technology gave a presentation outlining the scope of IT provision across the College with over 3,000 devices in use and provided an overview of the range of security measures in place.

He highlighted the regular testing conducted to ensure the security measures remain effective and highlighted changes in practices following past incidents in the sector which has increased the resilience of the system.

Members queried whether College laptops were encrypted and, if not, what measures were in place to manage information being put onto portable devices.

The Head of Information Technology confirmed that, while there was no encryption in place, the College system does scan items being placed on removable media to effectively track College information.

- a) Members noted the content of the presentation
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B/15/027 Education Scotland Review Feedback (Presentation)

The Associate Principal and Executive Director, Learning and Teaching provided members with an overview of the feedback provided to date by the Managing Inspector and other Education Scotland reviewers. She noted that this was the final review under the current Education Scotland framework.

She confirmed that the College would be rated as effective, which is the best rating possible in an Education Scotland review. Additionally, 22 strengths had been identified during the visit and 5 potential areas of excellence.

She also highlighted to contribution made by both the Board Members who participated, the work of the Student Association and also the students, with over 450 students interviewed during the visit and over 90% of those reporting positively on the College.

There were also some minor issues identified during the visit which the College were aware of and for which strategies to drive improvements have been developed.

- a) Members welcomed the positive results from the Education Scotland Review
- b) Members requested that Education Scotland be invited to do a short presentation on the new review system at the June Board meeting

B/15/028 Student Association Report

The Student Association President presented an update on the Association's activities since the last meeting of the Board.

She highlighted the successful refreshers fayre's in January and the welcome provision of a cash machine in the Stirling Campus.

She noted that the Student Association had also been shortlisted in 3 awards categories at the recent NUS awards, and that they had won the Enterprise award for their credit union work.

She outlined an upcoming international trip to Croatia in May for the Student Association Executive team and the benefits and linkages that the team feel this will bring.

Members welcomed the report and highlighted the section covering mental health first aid provision by the Student Association.

The Student Association President confirmed that this was a very popular service with a waiting list currently in place. She reported that this was an area identified for potential future expansion.

The Chair asked for an update on progress with the Student Association elections. The Student Association President confirmed that this was underway, with adverts being placed around the College and a deadline of 1 April 2016 for nominations and appointment of the new Student Association President on 1 June 2016.

a) Members noted the content of the report

B/15/029 Board Self Evaluation Activity (Verbal)

The Chair updated members on developments in the sector concerning member and Board evaluation and confirmed that the Associate Principal and Executive Director of Finance would circulate further information on the model evaluation framework.

He noted that there was also a commitment for all Boards to undergo independent evaluation before the end of the calendar year and that College's Scotland were looking at how this would be conducted.

He confirmed that further information would be provided at the June Board meeting.

Finally he noted that he would look at scheduling one to one discussions with all members in the coming months.

a) Members noted the content of the update

B/15/030 Review of Risk

Risk were identified on each individual paper.

B/15/031 Any other competent business

None.

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present:	Ken Richardson	Forth Valley College Board Member (Chair)
	Steven Tolson	Forth Valley College Board Member
	Colin Alexander	Forth Valley College Board Member
	Bob Gill	Co-opted member
	Kerry Alexander	Scottish Futures Trust
	Ken Thomson	Principal
	Tom Gorman	AP and Executive Director of Estates Development
	Alison Stewart	AP and Executive Director Finance
	David Allison	AP and Executive Director of Information Services
	Claire Shiels	Head of Facilities, management and Health and Safety
	Lyndsay Condie	Communications and Marketing Manager

In attendance:	Trevor Stone	AECOM
	Colin Campbell	AECOM
	Stephen Jarvie	Corporate Governance and Planning Officer (Minute)
	Paul Dodd	Scottish Futures Trust

FC/15/022 Apologies for Absence

None

FC/15/023 Declarations of Interest

None.

FC/15/024 Minute of Meeting of 9 February 2016

Agreed as an accurate record.

FC/15/025 Matters Arising

None.

FC/15/026 Progress Update

The Associate Principal Executive Director of Estates Development presented a report updating members on key aspects/developments within the Falkirk Campus estates work.

He noted that this report, which would become a standard item on the agenda, was intended to provide a more strategic view of the project to complement the operational detail contained within the Project Managers report.

He confirmed that the project was now progressing as a Capital project rather than on the NPD model.

He updated members on the recent decision by Falkirk Council not to proceed with the Arts Venue aspect of the new campus and outlined how the College was moving forward with the redesign. He did note that the previous decision of the Campus Board to progress work on a 'plan b' if the Arts Venue did not progress had saved over a month of redesign time.

He outlined progress with the Full Business Case and talked about indicative timelines for submission of the document to SFC, SFT and the Board. He did note that there may be a requirement to have a special meeting of the Campus Board and full College Board to approve the FBC.

He discussed the form of contract for use in the construction project which was proposed as a single stage design and build without Novation, based upon a recommendation from AECOM.

He also notified members that, as a result of the change to a Capital project, the split of work between the College and potential contractors had changed. APUC and the legal advisors have advised that, should the costs for the current project team rise by more than 50%, then these services would need to be retendered. The team are currently looking at options in relation to this.

He identified that the increase in fee would be by negotiation and confirmed an independent third party will be asked to review the final scope of works and revised fee once it is developed.

He also advised papers for approval will be brought to the next Campus Board meeting in relation to the proposed form of contract and revised scope of work/fee.

In relation to the ongoing site investigation work, he updated members on progress noting that the depth required to hit bedrock on the south side of the site was significantly higher than anticipated.

Members queried what this would mean in terms of piling costs.

The project manager confirmed that overall costs were being compiled at the moment as they had to factor in not only the increased pile length but also the removal of the Arts Venue and the impact of this on the new campus footprint.

Members asked whether this would impact on the affordability analysis for the project.

The Associate Principal and Executive Director of Finance confirmed that a revised analysis would be prepared for inclusion in the FBC.

[REDACTED]

[REDACTED]

[REDACTED]

Members noted this risk and requested that the College work to resolve this issue.

[REDACTED]

He reported that the new Falkirk campus site had received Planning Permission in Principle on 4 April 2016 and that CBRE were working on a planning strategy for the existing site.

Members noted that, with the information coming from the site analysis, the College should consider how the land is presented to market.

a) The Chair thanked the Associate Principal Executive Director of Estates Development on behalf of the Board for the amount of work being progressed during this critical phase of the project and requested that a similar report which complements the Project Managers report be brought to each meeting of the committee.

FC/15/027 NFHC Monthly Progress Report

Colin Campbell presented the latest monthly report.

He reported that 60 room data sheets had been completed and the latest revisions to the plans had been received from the architects, which would then be used to help review the overall programme for the estates developments.

Trevor Stone confirmed that a restricted number of room layouts would form part of the planned 140 room data sheets provided as part of moving the design to RIBA 'stage 4'.

Colin Campbell confirmed that the intention for the procurement of the new campus would be a single stage design and build.

Following discussion with members on quality and timescales, and as noted above, it was agreed that a paper outlining the various procurement options would be brought to the next meeting of the Campus Board for discussion and approval of the relevant procurement option.

Members also noted that there was a requirement to be clear on the governance arrangements for the Campus Board to ensure potential decisions are brought for approval.

Members queried if, given the increase in piling costs to accommodate use of the existing site, whether the additional land the College plans to purchase adjacent to the Middlefield site had similar issues. Members recommended that, if this was the case, the value of the land should be renegotiated with Callendar estates.

a) Members note the content of the update

FC/15/028

Any other competent business

Members discussed the frequency of meetings and agreed that a calendar of monthly meetings for the next 12 months should be circulated for inclusion in diaries. Decisions on whether individual meetings would occur would be based on the matters for approval or discussion.

a) The Associate Principal Executive Director of Estates Development and Corporate Governance and Planning Officer will circulate draft dates to members.

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present: Mrs Anne Mearns (Chair)
Mrs Lorna Dougall
Mr Alan Buchan, Student Member
Mrs Fiona Campbell
Mr Liam McCabe
Ms Lorraine Simpson, Student Association President

Apologies: Mrs Angela Winchester
Mrs Caryn Jack
Mr Andrew Carver

In Attendance: Dr Ken Thomson, Principal
Mr David Allison, Associate Principal and Executive Director Information Services and Communication
Sarah Higgins-Rollo, Acting Head Care, Health and Sport for item S/15/0XX
Mrs Fiona Brown, Associate Principal and Executive Director Learning Services
Mr Stephen Jarvie, Corporate Governance and Planning Officer

S/15/039 Declarations of Interest

None

S/15/040 Minute of meeting held on 25 February 2016

The Minute of the meeting of 25 February 2016 was accepted as an accurate record.

S/15/041 Matters arising

None

S/15/042 Operational Plan 2016-17

The Chair clarified that this item had been lodged under the For Approval section of the agenda but was actually for discussion at this point.

The Principal presented members with the draft College Operational Plan for 2016-17 for comment. He outlined the development process for operational planning within the College and noted that the overarching Strategic Plan for the College had been overtaken by developments, and that a new Strategic Plan would be developed to cover 2017/18 to 2020/21.

Members commented that some of the objectives could be made more specific. The Principal agreed a review of objectives would occur prior to the final version being taken to the Board of Management for approval.

- a) Members noted the content of the Operational Plan

S/15/043 Forth Valley College Foundation – Annual Plan

The Associate Principal and Executive Director Information Services and Communication presented the College's proposed Annual Plan for funding requests to the Forth Valley College Foundation.

He highlighted that the College intended to make two requests, the first to support ongoing estates development works and the second to provide funding for the Students Association.

Members queried whether the funding for the Student Association should come directly from the College. The Principal confirmed that funding from an independent source helps to ensure the autonomy of the Student Association.

- a) Members approved the Annual Plan for recommendation to the Board of Management

S/15/044 Outcome Agreement 2016-17

The Associate Principal and Executive Director Information Services and Communication presented an updated draft of the 2016-17 Outcome Agreement.

He noted that there had been no significant changes since the last draft other than the funding allocation announcements for the sector which had enabled the firming up of targets within the Outcome Agreement document.

Members queried whether the SFC Outcome Agreement Manager had any feedback. It was confirmed that the feedback received had been positive.

Members also noted comments on future changes to the style of the document and asked how far progressed this work was. The Associate Principal and Executive Director Information Services and Communication confirmed that a group had been established to look at this, with the first meeting having occurred the previous week.

- a) Members approved the Outcome Agreement 2016-17 to be presented to the Board of Management
-

S/15/045 Stirling Care Village

The Acting Head Care, Health and Sport updated members on the development of the Stirling Care Village.

She outlined the College's level of involvement, particularly in terms of their being no legal or financial liabilities to the College from participation.

She highlighted that there would be ongoing Modern Apprenticeship opportunities from being part of the care village and also that College staff were heavily involved in shaping the associated training for the care village.

a) Members noted the content of the update

S/15/046 Student Association Report

The Student Association President presented an update of the activity of the Student Association since the last committee meeting.

She highlighted that they had won the NUS Scotland prize for Enterprise.

She also gave a presentation on the recent visit by the Student Association to a creativity conference in Croatia. The presentation covered the workshops attended and lessons learned. She also highlighted that participants had undertaken evaluations of their visit and it was hoped to bring a copy of the final report to the June Board of Management meeting.

Members noted that the lessons learned during the visit should be shared with the College's Creative Learning group.

The Chair noted that this would be the last meeting for the current Student Association President and passed on the thanks of the Committee for all her hard work on behalf of students.

a) Members noted the content of the report

S/15/047 Learning and Teaching Developments

The Associate Principal and Executive Director Learning Services presented a report outlining ongoing developments in teaching and learning across the College.

She highlighted that the culture of the College is creativity in learning and highlighted examples within the College.

Members discussed the College's creative learning conference and how this could be further developed through increased staff participation and the recording of key aspects which could be made available to staff as a resource.

The Associate Principal and Executive Director Learning Services discussed a possible approach to issue laptops to all lecturing staff to further enable flexible working. Members discussed this approach and noted that proper consideration to resources be given.

- a) Members noted the content of the report

S/15/048 Operational Plan Monitoring

The Associate Principal and Executive Director Information Services and Communication presented an update on progress against the current College Operational Plan. He highlighted the areas which were classed as amber or red and explained the reasons for these.

- a) Members noted the content of the update and that mitigating actions were in place for those areas classified as amber or red.

S/15/049 Student Activity Report

The Associate Principal and Executive Director Information Services and Communication presented an update on College progress. He reported that the College was currently sitting at 98% of its credits target for the year and it was anticipated that this would be fully met within the current session.

He informed members that, for next academic year, despite being early in the process 90% of places had already been offered.

- a) Members noted the content of the report

S/15/050 Review of Risk

Risk was highlighted within individual papers.

S/15/051 Any Other Competent Business

It was reported that Alan Buchan had successfully been elected to serve as the Sabbatical Student Association President for the next academic year. Members congratulated Alan on his achievement.

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present: Mrs Lorna Dougall (Chair)
Mr Colin Alexander
Mrs Beth Hamilton

In Attendance: Mrs Alison Stewart, Associate Principal and Executive Director of Finance
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Mr Stuart Inglis, Henderson Loggie
Mr Michael Smith, Scott Moncrieff
Mr Zahid Hanif, Scott Moncrieff
Mrs Zak Stark, Development Manager, (for item A/15/031)

A/15/026 Apologies for Absence

Ms Angela Winchester

A/15/027 Declarations of Interest

None

A/15/028 Minute of Audit Committee of 1 December 2015 and 10 March 2016

The Chair noted that, as the last meeting had not been quorate, it was necessary to approve the previous two sets of minutes.

The Minutes of 1 December 2015 and 10 March 2016 were approved as accurate.

A/15/029 Matters Arising

a) A/15/021 Internal Audit Programme Progress Report

The Chair requested an update on progress with the Board Risk workshop.

The Associate Principal and Executive Director of Finance confirmed that she had a meeting with the Chair of the Board of Management the following week where this would be discussed. She indicated that the risk workshop would likely take place at the same time as the September strategic session for the full Board of Management.

A/15/030 External Audit Planning Memorandum

Mr Stuart Inglis, Henderson Loggie, presented the proposed audit schedule for the College. He noted that this had been based upon relevant guidance and discussions with senior College staff.

- a) Members approved the External Audit Planning Memorandum
-

A/15/031 JTL Audit Report

The Development Manager attended the meeting to present on a recent compliance audit from the awarding body for CompEx courses.

He outlined CompEx activity and highlighted that there had been no recommendations made.

He also confirmed that the CompEx 14 trainer at the College was the only one in Scotland.

Members queried the College's succession planning for the individual and the Development Manager outlined the intended route to train additional staff.

- a) Members noted the content of the report

A/15/032 Presentation of Internal Audit Reports

Zahid Hanif, Scott Moncrieff, presented members with the internal audit report for IT Health Check.

He noted that there were no high level recommendations and 2 medium and 4 minor recommendations made.

He also highlighted areas of positive action such as the College Wi-Fi system and security practices.

- a) Members noted the content of the report

A/15/033 Internal Audit Programme Progress Report

Michael Smith, Scott Moncrieff, updated members on progress to date against the agreed internal audit plan.

He highlighted that, as covered earlier, the risk workshop may need to be moved into next year's plan but that all other activity was on course.

- a) Members noted the content of the update

A/15/034 Progress Report on Audit Recommendations

The Corporate Governance and Planning Officer presented the update on progress against audit recommendations.

He highlighted that one recommendation (ID42) was not possible to complete and gave the reasons for this. He requested permission for the removal of this recommendation from the tracking document.

Following discussion, members agreed to the removal of recommendation 42.

The Corporate Governance and Planning Officer noted there were two recommendations seeking extensions to their completion dates and outlined the reasons for these.

Members expressed concern that the Business Continuity Test had not yet occurred and instructed that this should be completed before the next meeting of the Committee.

- a) Members noted the content of the update

A/15/035 Risk Management

The Corporate Governance and Planning Officer presented the College Strategic Risk register.

He highlighted the addition of a new risk in relation to the historic lease of the West Block roof to a telecommunications firm and highlighted that this lease extended beyond the anticipated lifespan of the site.

He also highlighted the recent reductions in capital funding confirmed by the Scottish Funding Council.

Members expressed concern that the fabric of the existing Falkirk campus may fall into disrepair before the new campus is ready. The Associate Principal and Executive Director of Finance confirmed that, while funding levels had reduced, essential maintenance would be maintained.

- a) Members noted the content of the report.

A/15/036 Review of Risk

While no new risks were identified, members requested that the information from the IT Health Check audit regarding server room security, the new European Data Protection rules and the implications from the Public Records (Scotland) Act be added to the existing Information Governance risk.

A/15/037 Any Other Competent Business

None

Room A204, Alloa Campus (commencing at 4.30pm)

Present: Mrs Beth Hamilton (Chair)
Mrs Fiona Campbell

Apologies: Mrs Anne Mearns
Mr Steven Tolson

In Attendance: Mr Andrew Lawson, Associate Principal and Executive Director, HR and Operational Effectiveness
Mr Steven Still, Head of HR
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Mrs Claire Shiels, Head of Facilities Management and Health and Safety (for item H/15/013 only)

H/15/010 Declarations of Interest

None.

H/15/011 Minutes of meeting held on 10 November 2015

Members did not highlight any changes to the minute of the 10 November 2015 meeting. As this meeting is not quorate, final approval of the minute is deferred to the next committee meeting.

H/15/012 Matters arising

a) H/15/009 Any Other Competent Business

The Chair noted that an update on the second staff cultural survey would be provided under H/15/014

H/15/013 Health and Safety Update

The Head of Facilities Management and Health and Safety presented a report outlining the College's progress with Health and Safety and sustainability.

She confirmed that the College was on track to meet its accident targets for the year.

She outlined the reduction in the cuts and lacerations category and described the changes to practice which accompanied this.

She also noted that the College was on target for all sustainability PI's.

Members requested further information on how the College ensures staff in particular roles undertakes the necessary compliance training.

The Head of Facilities Management and Health and Safety and the Head of HR outlined the process used to ensure both new staff undertook this training and that existing staff undertake refresher training at required intervals.

- a) Members noted the content of the report

H/15/014 Update on Second Cultural Survey

The Associate Principal and Executive Director – HR and Operational Effectiveness circulated a draft version of the survey report for comment. He noted that the report was still being finalised and that the final version would be taken to the Board later in the month for approval.

He highlighted the positive engagement and comments along with the main themes for negative comments. He confirmed that comments had been aggregated and were being used as the basis for developing an action plan.

He confirmed that the action plan would be brought to a future meeting of the committee.

Members queried the response rate of staff (54%) and asked if the College had promoted the survey fully.

The Associate Principal and Executive Director – HR and Operational Effectiveness confirmed that the survey had been widely publicised but that the College would look to improve on this response rate when the next cultural survey is undertaken in 2 years time.

- a) Members noted the content of the report

H/15/015 Staff Development – August 2016

The Head of HR provided a report covering the February 2016 support staff development sessions and the outline for the next academic staff development at the start of the 2017/18 academic year.

He highlighted the increase in compliance based training as well as the flexible nature of the training and the increase in cross-departmental training.

He confirmed that the next Academic Staff Development session would again focus on creative learning for the first day and then have some mandatory compliance based training for the second day.

Members welcomed the continued focus on staff development and recommended that the College should seek wider recognition for the improvements in staff development through applications for appropriate awards.

- a) Members noted the content of the paper

H/15/016 Staffing Establishment Update

The Head of HR presented the regular update on the College staffing establishment. He confirmed that there were no issues of concern and reported that the systems in place ensured robust challenge was provided whenever new posts were requested.

- a) Members noted the content of the report

H/15/017 Review of Risk

Members noted that National bargaining remained a risk

H/15/018 Any Other Competent Business

The Associate Principal and Executive Director, HR and Operational Effectiveness informed members that he had been appointed to the Employer's Association. This is the group that would make recommendations to the NJNC in relation to National Bargaining.

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Boardroom, Falkirk Campus (commencing at 4.30pm)

Present: Mr Liam McCabe (Chair)
Mr Ralph Burns
Mr Andrew Carver

Apologies: Mr Ken Richardson
Ms Caryn Jack

In Attendance: Mrs Alison Stewart, Associate Principal and Executive Director of Finance
Dr Ken Thomson, Principal
Mrs Irene Andrew, Head of Finance
Mr David Allison, Associate Principal and Executive Director Information Services
Mr Stephen Jarvie, Corporate Governance and Planning Officer

F/15/028 Declarations of Interest

The Chair declared an interest owing to the links between the College and University of Stirling in relation to certain degree level courses and under the Scottish Funding Council (SFC) HEI funded activity.

F/15/029 Minutes of Meeting held on 15 March 2016.

The minutes of the meeting held on 15 March 2016 were approved.

F/15/030 Matters Arising

a) F/15/027 Any Other Competent Business

The Associate Principal and Executive Director of Finance updated members on funding for the Student Association. She noted that the intention was to request funding from the Forth Valley College Foundation to support this as this will help to maintain the independence of the Foundation.

A paper covering this has been successfully taken through the Strategic Development Committee and would be presented to the Board for final approval.

The Principal confirmed that although the Student Association is autonomous it is not a separately incorporated body and this approach is in line with NUS guidance for FE colleges.

F/15/031 Budget 2016-17

The Associate Principal and Executive Director of Finance presented a paper outlining the budget for the next academic year.

She highlighted that, while the Grant In Aid allocation appears to have increased, this was to reflect the recent pay awards agreed through National Bargaining and that otherwise the College was in a flat cash position. She also highlighted that Student Support funding and Capital and Maintenance funding levels had been cut.

The Assistant Principal and Executive Director of Finance highlighted that there also had been no additional funding provided to support the College to absorb the additional costs in relation to the removal of the NI rebate and the introduction of the UK government's Apprenticeship Levy.

She discussed the challenges facing commercial activity and highlighted the appointment of a new Development Fundraising Manager to seek alternate sources of funding. Members queried the budgeted net contribution level of £200k against the new post and the Associate Principal and Executive Director of Finance confirmed that this target had been reached in consultation with the post holder and the Associate Principal and Executive Director of Business Development and was deemed to be a viable target.

Members requested that the Development Fundraising Manager attend the next Committee meeting to outline her strategy to the Committee.

She reported that the College was currently in negotiation with Stirling Council to exit the contract for the provision of hospitality at the Raploch campus. She noted that this was due to the underlying change in provision which means that this activity is no longer used for training and she also outlined a number of the contractual considerations involved.

Members agreed that the College should endeavour to exit as soon as possible.

The Associate Principal and Executive Director of Finance outlined the impact of the cuts to the Capital and Maintenance grant and noted that, while SFC had applied the cut across the sector, owing to the College's current and future estates commitments this had a disproportionate negative effect on the College.

Members noted the list of proposed estates projects and asked for an overview of the selection process which the Associate Principal and Executive Director of Finance provided.

Members noted that, while understanding the necessity for ensuring funding is in place for the new Falkirk campus, it should be borne in mind that current students would not experience the new campus and that the existing campus should be maintained to an acceptable standard so as to deliver a learning and broader student experience of as high as possible in the current situation.

It was also noted that proposed changes to existing campuses should be borne in mind for the design of the new Falkirk campus.

- a) Members endorsed the budget and its submissions to the Board with a recommendation for its approval by the Board. It was also agreed that the risks associated with achieving the budget be highlighted to the Board. .

F/15/032 Treasury Management Strategy 2016-17

The Associate Principal and Executive Director of Finance presented the annual update to the Treasury Management Strategy as required by the College's Treasury Management policy.

She noted that, owing to the change in status of Colleges, and with that the inability to accumulate cash balances this activity would likely become redundant in the future.

- a) Members approved the Treasury Management Strategy for recommendation to the Board of Management and approved the discontinuance of this Strategy for 2017-18 onwards.

F/15/033 FRS102 – Accounting Policies

The Associate Principal and Executive Director of Finance gave a presentation to members on the implications of FRS102, noting that elements of this required the College to choose between options and that the impact of these was not fully known at this time.

She highlighted the perception risk to the College of the implication of FRS102 on with volatility in reported results due to the application of the new standard. The Committee noted that without proper understanding and clear communication the revised financial statements for the College could appear to a lay person, to show College's financial security to be at risk even when if fundamentally that was not the case. This was a particular concern for the College when seeking commercial work as there is often a requirement to prove financial viability via the provision of accounts.

Members queried whether there had been definitive guidance provided by Scottish Funding Council or Colleges Scotland.

The Associate Principal and Executive Director of Finance confirmed that work and training had taken place funded by Colleges Scotland but that it was unlikely that SFC would give a definitive direction would be given as the choice of accounting policy was a matter for the Board to decide. She highlighted that she intended to discuss the College's approach to FRS102 with the newly appointed College external auditors to ensure they were in agreement.

- a) Members noted the content of the presentation and agreed that the Associate Principal and Executive Director of Finance should discuss this issue with the external auditors and that this would be brought back to the next meeting of the Committee at which decisions on accounting policies would be finalised. .
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F/15/034 Print Re-Tender

The Associate Principal and Executive Director Information Services presented the outcome from the recent tender activity for the appointment of a managed print service provider for the College.

He highlighted that APUC had been extensively involved in the process and outlined the rationale for the recommendation to award the contract to Cannon, including projected savings of £86,000 per annum against existing print expenditure.

The Associate Principal and Executive Director Information Services informed members that this was being brought to the Committee for approval to recommend to the Board of Management as the contract value was outwith the Principal's delegated authority levels. The Associate Principal and Executive Director of Finance also highlighted that, under the Financial Memorandum from Scottish Funding Council, the College would also need to seek approval from SFC for any operational lease that exceeds £250,000 over the period of the lease which this did.

Members queried if the College was aware of other organisations who used the recommended supplier.

The Associate Principal and Executive Director Information Systems confirmed that Cannon was used by Glasgow University, Falkirk Council and Fife Council.

- a) Members approved the recommendation of Cannon to the Board of Management for approval.

F/15/035 Forecast Outturn 2015/16 (May 2016)

The Associate Principal and Executive Director of Finance presented the latest Forecast Outturn and noted that the underlying operating position of the College had improved since the last forecast presented to the Committee.

She noted that, as with the budget, these figures did not yet have any FRS102 related adjustments in them.

She highlighted that the forecast did not include costs incurred to date in relation to the Arts Venue which is no longer proceeding. She confirmed that the College was currently in discussion with Falkirk Council on this matter.

- a) Members noted the content of the report

F/15/036 Review of Risk

Members noted the risks as outlined in the papers.

F/15/037 Any other competent business

The Associate Principal and Executive Director of Finance noted that there would be a requirement to hold an additional Finance Committee meeting to approve the financial model for the Falkirk Campus Full Business Case.

Members agreed that 16 August 2016 would be the date for this meeting.

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1. Purpose

To present members with the Budget for 2016-17.

2. Recommendation

That members consider both the capital and revenue budgets for 2016-17 for approval.

3. Background

The College has to report on 2 different year ends based on 2 different accounting regimes. This paper considers the College's revenue budget for the financial year which runs from 1 August 2016 to 31 July 2017 and capital budget which runs 1 April 2016 to 31 March 2017.

Due to the mismatch between Colleges' reporting on a financial year basis under recognised accounting standards and the need to balance Scottish Government Resource Budgets, SFC and Scottish Government have issued direction that it is acceptable for Colleges to report operating deficits to a level equivalent to their net depreciation subject this to being in relation to either Student Support funding or specific regional pressures as approved by SFC.

4. Key Considerations

Funding Allocations

Funding Allocations	16/17	15/16	Variance
GIA	19,964,583	19,766,914	197,669
ESF	530,777	525,585	5,192
	20,495,360	20,292,499	202,861
Student Support	3,551,830	3,671,124	(119,294)
ESF Student Support	143,125	131,396	11,729
	3,694,955	3,802,520	(107,565)
SPARQS - Student Association	-	71,000	(71,000)
Capital & Maintenance	783,600	1,055,880	(272,280)

The College is faced with the challenge that whilst maintaining our Grant in Aid allocation (with additional funding to support the 1.5% wage increase agreed through National bargaining) SFC have reduced the overall Capital and Maintenance budget by £272k and student support funding by £108k both of which could impact on the revenue budget. It should be noted that no additional funding has been received to cover the increased costs in relation to the withdrawal of the National Insurance rebate or the Apprenticeship levy which comes into force in April 2017.

Revenue Budget

The revenue budget for 2016-17, detailed in Appendix 1, shows a surplus of £37,496 prior to the utilisation of net depreciation with the key assumptions detailed in Appendix 2.

Income & Expenditure	16/17 Budget	15/16 Q3 Forecast
Income	29,745,604	29,550,753
Expenditure	(29,100,391)	(28,429,143)
	645,213	1,121,610
Net Depreciation	(607,717)	(607,716)
Operating surplus	37,496	513,894
Falkirk Estates	(525,745)	(1,069,165)
Student Support	(115,000)	(45,000)
Operating surplus/(deficit)	(603,249)	(600,272)

Appendix 1 details the 2016/17 budget in more detail.

SFC funding has increased to support the 1.5% pay increase in relation to National Bargaining.

Commercial training and Modern Apprenticeship income are major contributors to supporting the additional staffing and operational costs the College is incurring while funding is remaining static. The key areas where growth in income has been incorporated relate to short commercial courses such as Compex, industry courses such as ECITB along with an increased International delivery.

For 2016/17 the College has also created a new Development and Fundraising post, and a target of a net contribution of £200k is included within the budget within other income.

Capital & Maintenance

The Capital and Maintenance grant is allocated on a fiscal year basis of 1 April 16 to 31 March 17. The maintenance element is contained with the revenue budget in Appendix 1 while the capital element is ring fenced with the appropriate capital resource budget (CDEL) being allocated.

Due to the reduction in funding consideration has been given as to whether the College wishes to continue to top slice £200k towards the New Falkirk Campus project or to whether it should cut the amount available for general maintenance and / or capital. If the top slicing is removed this would allow for existing levels of general maintenance and capital to be maintained, however would impact on the funding for the New Falkirk Campus.

The table below illustrates the potential impact of the reduction in funding:

	15/16	16/17		
		Option 1	Option 2	Option 3
Maintenance				
Interest	186,761	178,868	178,868	178,868
Top Slice - Falkirk Estates	200,000	200,000	200,000	
General Maintenance	364,405	100,018	364,405	364,405
	751,166	478,886	743,273	543,273
Capital	304,714	304,714	40,327	240,327
	1,055,880	783,600	783,600	783,600

It is proposed that the £200k top slice is removed to allow the Stirling Car Park extension to be completed. Appendix 3 lists the projects recommended for approval by the Director of Estates and the Associate Principal for Information Services.

Student Support

We have been informed that the AY 16/17 student support allocations had been calculated on the basis of the final (after redistribution) allocations for AY 15/16, adjusted for changes in volumes. As Forth Valley College had not asked for redistribution our overall % of funding had reduced from 3.5% to 3.3% resulting in a cut of £108k.

It should be noted that the College is required to manage this cut while at the same time SFC have increased the weekly bursary payment rate by 1.5%. Offsetting against this increase is the move from 95% attendance to 100% which will potentially reduce the number of payments made.

Within the budget it is forecast that the College will potentially need to fund £115k of Student Support from College resources. While recognising there is potentially £3.2m for in year redistribution held by SFC, this cannot be relied upon when preparing our budget for 2016/17.

Net depreciation

It is currently assumed that net depreciation will be used to fund the shortfall in Student Support £115k and thereafter be used to fund the new Falkirk Campus. Falkirk Campus costs have only been included up to the level that the net depreciation will fund, as final projected revenue costs for the project are not yet known.

The budget for 2016-17 was considered and approved by the Finance Committee on 14 June 2016.

5. Financial Implications

This is covered in Section 4.

6. Equalities

Assessment in Place? – Yes No

Not applicable given the nature of this report.

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		x
High		
Medium	x	
Low		
Very Low		

There are a number of risks associated with the budget for 2016/17.

- The budget relies on increasing international and commercial activity which will be challenging within the current economic climate
- Fundraising is a new area for the college; a strategy for Fundraising is currently being developed and will include a target contribution for 2016/17 of £200k
- The College may need to fund £115k in relation to Student Support.

In mitigation of these risks the College

- [REDACTED]
- have written to SFC regarding the cut in Capital & Maintenance Funding and Student Support requesting that this be reviewed
- will apply for in year re-distribution for Student Funding
- Business development will continue to seek new commercial opportunities

Risk Owner – Alison Stewart

Action Owner – Alison Stewart

8. Other Implications –

Communications – Yes No

Health and Safety – Yes No

Paper Author – Fiona Lovell

SMT Owner – Alison Stewart

1. Purpose

To seek approval from members for the Treasury Management Strategy for 2016-17.

2. Recommendation

That members approve the Treasury Management Strategy 2016-17.

3. Background

In March 2012 the Finance Committee and Board of Management approved the Treasury Management Policy. This policy complies with the key principles of the CIPFA Code of Practice for Treasury Management. A key requirement of this policy is that an annual Treasury Management Strategy be approved by the Finance Committee and presented to the Board of Management prior to the start of the financial year.

4. Key Considerations

On the 1 April 2014 Forth Valley College was reclassified as an "Arm's Length Public Body". This has had a significant impact on the level of cash the College is now able to hold and also restricts the College's ability to undertake new borrowing.

An additional consideration following on from the implementation of the reclassification is that the College must move to the Government Banking System (GBS) by April 2017. The implications of this is that the College will have to switch banks from Barclays to RBS for our day to day banking and will no longer have the ability to generate interest.

The Treasury Management Strategy for 2016-17 covers:

- the current treasury position;
- treasury management performance;
- the estimated borrowing requirement;
- prospects for interest rates;
- the borrowing strategy;
- the investment strategy.

The attached strategy was considered and approved by the Finance Committee on 14 June 2016.

5. Financial Implications

The move to the GBS by April 2017 will remove the ability for the College to earn interest on surplus cash held.

6. Equalities

Assessment in Place? – Yes No

N/A due to nature of Strategy.

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		
Low		
Very Low	x	x

The College Treasury Management Policy requires the College to adopt low risk approach to its treasury management activities.

Risk Owner – Alison Stewart

Action Owner – Alison Stewart

As the College is now unable to borrow without Scottish government consent and is also restricted in holding large cash balances the impact of this Strategy is low risk.

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Paper Author – Alison Stewart

SMT Owner – Alison Stewart

Treasury Management Strategy 2016/17

Status:	Approved by Finance Committee 14 June 2016
Date of version:	June 2016
Responsibility for Strategy:	Director of Finance
Responsibility for implementation:	Director of Finance
Responsibility for review:	Director of Finance
Date for review:	June 2017

TREASURY MANAGEMENT STRATEGY 2016/17

Introduction

1. The CIPFA Code of Practice on Treasury Management in Public Services has been revised, subsequent to the default of Icelandic banks during 2008. Key elements of the revised Code are outlined in Appendix 1. The Treasury Management Strategy for 2015/16 has been prepared in accordance with the revised Code.
2. In light of the revised Code, the Treasury Management Policy Statement has also been revised. The updated Treasury Management Policy Statement is given in Appendix 2.
3. The Code requires the College to set out its treasury management strategy for borrowing and investment. Accordingly, the Treasury Management Strategy will be submitted annually for Finance Committee approval prior to the new financial year. There is also a requirement to approve the annual treasury management report and to carry out a mid-year review of treasury management strategy and performance.
4. The College's performance in this area is currently reported to the Finance Committee. It is considered appropriate for the Finance Committee to approve the strategy for the forthcoming financial year and this be presented to the Board of Management.
5. Treasury management activities will be undertaken throughout the year in accordance with the strategy and subsequent guidance in respect of investments.

Treasury Management Strategy 2016/17

6. This treasury management strategy covers:
 - the current treasury position;
 - treasury management performance;
 - the estimated borrowing requirement;
 - prospects for interest rates;
 - the borrowing strategy; and
 - the investment strategy.

Current Treasury Position

7. A summary of the College's debt and investment position as at xx June 2016 is outlined in Appendix 3 and Appendix 4.

Treasury Management Performance

8. The headline performance indicator for Treasury Management is the interest rate payable on long term borrowings. For 2016/17 this is estimated at 4.30%, based on the strategy set out in this paper. The strategy for 2016/17 and future years is to sustain the rate at this level. In addition, the return for investments is expected to be around 0.8% until the College moves to the Government Banking System. Thereafter all interest will be received centrally by Scottish Government.

Estimated Borrowing Requirement

9. The estimated new borrowing requirement for 2016/17 is £nil. Existing borrowings will be £4,252,692 at 31 July 2016 and the financing costs arising from this level of borrowing have already been included within the 2016/17 budget.

Prospects for Interest Rates

10. The College's financial advisor has provided the following view of probable interest rates for the financial year 2016/17 based on the Bank of England quarterly Inflation Report published on 12 May 2016:

- (a) Long term

Swap rates - 20 year swap rate is currently at 1.76% (May 2015 – 2.24%)

- (b) Short term

Short-term interest rates (Bank Rate, the official Bank of England rate paid on commercial bank reserves), currently at 0.50%, are not expected to increase in the immediate future with the first increase now being forecast December 2019. When interest rates do start to increase this will be gradual with rates being unlikely to reach the pre-financial crisis normal level of 5%.

Borrowing Strategy 2016/17

11. Following the reclassification of the College as an Arm's Length Public Body from 1 April 2014 the College is required to comply with the Scottish Public Finance Manual which prohibits borrowing without prior Scottish Government consent.

Investment Strategy

12. The College will have regard to the revised CIPFA Treasury Management Code. The key priorities of the strategy will be security of capital, minimising the risk of any loss on the principal sum invested, and liquidity of investments. The College will aim to achieve the optimum return on its investments commensurate with the proposed risk strategy and liquidity requirements. The risk appetite of the College will be low in order to give priority to security of investments.
15. The limit of investments will reflect the level of available College's reserves, together with provision for managing the Council's day-to-day cash flow requirements. Investments will be managed internally.
16. Surplus funds will be invested with banks and other financial institutions on its approved lending list, the 'counterparty investment list'. Investments will be made up to an approved limit of £1m with any one institution. Investments may be made for a range of periods from overnight to a maximum of 364 days.
17. Currently, the College uses Fitch, Moody's and Standard and Poors ratings to derive its counterparty criteria. However, the following factors are also taken into account:
 - Credit watches and credit outlooks from credit agencies
 - Credit Default Swap (CDS) spreads, to give early warning of likely changes in credit ratings

18. The College will continue to limit exposure to credit risk by ensuring that investments are placed with the highest rated bodies from a monthly credit list of UK clearing banks. The investment criteria to be adopted from 1 August 2016 are outlined in Appendix 4.
19. Credit ratings will be monitored on an on-going basis. If a downgrade results in the counterparty no longer meeting the College's minimum criteria, no further investment will be made with that institution, with immediate effect. In addition, the College's will not place sole reliance on credit ratings and this external creditworthiness service. Market information and information on government support for banks will also be considered when making investment decisions.
20. Bank Rate, currently at 0.50%, is not expected to increase during 2016/17. Given that investment rates are down at historically low levels, the College will avoid locking into longer term deals unless more attractive rates are made available.
21. The Director of Finance will continue to monitor the economic environment and adopt a pragmatic approach to changing circumstances. A balanced view of risk against return will be taken in respect of all investments. It is anticipated that return on investments will be limited in 2016/17 as a result of Bank Rate forecasts and the over-riding principal of risk aversion. Investment activity will be reported upon at the end of the financial year, as part of the Annual Treasury Report.

Financial Issues

22. The financial implications of this report are reflected in the draft budget for 2016/17.

Revised CIPFA Treasury Management Code of Practice 2009

The CIPFA Code of Practice on Treasury Management in Public Services was last updated in 2009 in the light of the default by Icelandic banks in 2008. The revised Code sets out various requirements which have been summarised as follows: -

- a) Although not mandatory for Colleges it is considered best practice to formally adopt the revised Code and four specific clauses (as outlined below).
- b) The strategy report will affirm that the effective management and control of risk are prime objectives of the Colleges treasury management activities.
- c) The College's appetite for risk must be clearly identified within the strategy report and will affirm that priority is given to security of capital and liquidity when investing funds and explain how that will be carried out.
- d) Responsibility for risk management and control lies within the organisation and cannot be delegated to any outside organisation.
- e) Credit ratings should only be used as a starting point when considering risk. Use should also be made of market data and information, the quality financial press, information on government support for banks and the credit ratings of that government support.
- f) There should be a sound diversification policy with high credit quality counterparties.
- g) Borrowing in advance of need is only to be permissible when there is a clear business case for doing so and only for the current capital programme or to finance future debt maturities.
- h) The main annual treasury management reports must be approved by the Board of Management.
- i) There needs to be, at a minimum, a mid-year review of treasury management strategy and performance. This is intended to highlight any areas of concern that have arisen since the original strategy was approved.
- j) The role of scrutiny of treasury management strategy and policies must be delegated to a specific named body.
- k) Treasury management performance and policy setting should be subjected to prior scrutiny.
- l) Members should be provided with access to relevant training.
- m) Those charged with governance are also personally responsible for ensuring they have the necessary skills and training.
- n) Responsibility for these activities must be clearly defined within the organisation.
- o) Officers involved in treasury management must be explicitly required to follow treasury management policies and procedures when making investment and

borrowing decisions on behalf of the College (this will form part of the updated Treasury Management Practices).

The College has adopted the main recommendations of CIPFA's Treasury Management in the Public Services: Code of Practice (the Code) as set out in section 4 of the Code.

CIPFA recommends that all public service organisations adopt, as part of their standing orders, financial regulations or other appropriate formal policy documents, the following 4 clauses:

a) The College will introduce and maintain:

- A Treasury Management Policy statement, stating the policies and objectives of its treasury management activities
- Appropriate Treasury Management Practices (TMPs) which set out the way in which the College will achieve those policies and objectives.

b) The Finance Committee will receive reports on its treasury management policies, practices and activities, including as a minimum, an annual strategy and plan in advance of the year, a mid-year review and an annual report after its close, in the form prescribed in its TMPs

c) The Board of Management delegates responsibility for the implementation and monitoring of its treasury management policies and practices to the SMT and for the execution and administration of treasury management decisions to the Director of Finance and Corporate Services. The Director of Finance and Corporate Services will act in accordance with the organisation's policy statement and TMPs

d) The Board of Management nominates the Finance Committee to be responsible for ensuring effective scrutiny of the treasury management strategy and policies.

The contents of the policy statement and TMPs will follow the recommendations contained in Sections 6 and 7 of the Code as amended to reflect the particular circumstances of the College. These amendments will not result in the College materially deviating from the Code's key recommendations.

Revised Treasury Management Policy Statement

The Treasury Management Policy Statement was last approved by the Finance Committee on 7 March 2012.

The College defines its treasury management activities as:

1. The management of the College's investments and cash flows, its banking, money market and capital market transactions; the effective control of the risks associated with those activities; and the pursuit of optimum performance consistent with those risks.
2. The College regards the successful identification, monitoring and control of risk to be the prime criteria by which the effectiveness of its treasury management activities will be measured. Accordingly, the analysis and reporting of treasury management activities will focus on their risk implications for the College.
3. The College acknowledges that effective treasury management will provide support towards the achievement of its business and service objectives. It is therefore committed to the principles of achieving value for money in treasury management, and to employing suitable comprehensive performance measurement techniques, within the context of effective risk management.
4. The College's specific objective in relation to debt is to achieve the lowest level of interest paid on debt as prudently possible, while at the same time minimising the potential volatility of the average rate of interest.

Current Debt Position

The College had a £8m Term Loan Facility with Barclays Bank, which expired on 31 July 2013. The final amount drawdown was £4.5m.

The projected balance at 31 July 2016 is £4,252,692. Loan repayments of £151,010 will be made during the year. Total interest payable for 2016/17 is £178,868.06.

Forth Valley College Debt position and interest calculation



1 August 2016 - 31 July 2017				Loan Interest			IR Swaps						
Date	Maturity date	Type	Loan Value	Libor rate	Margin	Total interest rate	We pay fixed rate	Receive floating	No. of days	Loan Interest due	IR swap payable	IR Swap receivable	Total Interest due in period
		Opening Balance	4,252,692.00										
01/08/2016	31/10/2016	Rollover/IR swap	4,215,584.00	0.6140%	1.3500%	1.9640%	2.9500%	0.6140%	92	20,868.64	31,345.47	6,524.11	45,690.00
31/10/2016	31/01/2017	Rollover/IR swap	4,179,682.00	0.6400%	1.3500%	1.9900%	2.9500%	0.6400%	92	20,964.83	31,078.51	6,742.46	45,300.88
31/01/2017	28/04/2017	Rollover/IR swap	4,142,254.00	0.6710%	1.3500%	2.0210%	2.9500%	0.6710%	87	19,953.98	29,126.29	6,625.00	42,455.27
28/04/2017	31/07/2017	Rollover/IR swap	4,101,682.00	0.7130%	1.3500%	2.0630%	2.9500%	0.7130%	94	21,791.96	31,161.55	7,531.59	45,421.91
		Loan Repayment	151,010.00						365	83,579.40	122,711.81	27,423.15	178,868.06

Appendix 4

Investment Criteria

The College regards a primary objective of its treasury management activities to be the security of its finances. Lending will be restricted to:

- The UK clearing banks and subsidiaries, and UK building societies;
- Other banks as specified by the College having regard to Credit References and approved by the Finance Committee.

Maximum Investment limit (outwith instant access current account) £1,000,000

Maximum Investment period 1 year

Current Investment Position

The College main banker is with Barclays Bank where £1.8m, as at 27th May 2016, is held on instant access, at a rate of 0.35%.

Current Investment Rates have been obtained from four banks and an analysis of interest rates as at 27th May 2016 is included below for information.

Term	Barclays	Clydesdale	Bank of Scotland	Santander
Instant Access	0.50%	0.50%	0.50%	0.30%
30 day	0.50%		0.90%	
90 day notice	0.70%			
3 months	0.48%	0.30%	0.80%	
6 months	0.63%	0.50%	0.90%	
12 months	0.96%	1.00%	1.25%	0.75%
24 months		1.40%		

1. Purpose

To inform members of projects the College wishes Forth Valley College Foundation to support during 2016/17.

2. Recommendation

That members note the content of this paper and approve the submission of the Annual Plan to the Forth Valley College Foundation.

3. Background

In March 2014 the Board of Management approved the following process in relation to the College requesting funding from Forth Valley College Foundation.

Prior to the start of each Academic Year, Forth Valley College will prepare an Annual Project Plan which will outline potential projects the College wishes the Foundation to support. This will be approved by SMT, the Strategic Development Committee and the Board of Management. Any in year changes to this plan will go through the same approval process as the original plan.

Individual grant applications will be made for each project and will be approved by SMT and the Strategic Development Committee prior to submission to the Foundation.

Applications will be submitted in line with the scheduled meetings of the Foundation; however should an unexpected application be required it will be possible to ask the Foundation to convene an additional meeting to consider the application.

4. Annual Plan 2016/17

Project 1: Forth Valley College Estates Development

Following the recent switch from an NPD revenue funding model to a capital funded project and the decision by Falkirk Council not to progress with an Arts Venue, the College is currently redesigning the new campus and developing a revised overall cost of the project. At this moment in time the exact value of support from Forth Valley College Foundation is unknown but could be in the region of £5m.

It is anticipated that the Full Business Case will be approved in the autumn and it is likely that SFC and SFT would seek confirmation at that time that the Foundation had approved the financial support to the College.

If the Annual plan is approved by the Board of Management the grant application will be submitted to the Strategic Development Committee for approval once there is more certainty around the level of support required.

Project 2: Student Association Funding 2016/17 & 2017/18.

Over the last 2 financial years the College received funding to establish a Student Association. The creation of the Forth Valley College Student Association has been a huge success and the College wishes this to continue. SFC funding for this has now ceased and the College considers this to be an excellent project for the Foundation to support.

The application for the grant would be made by the Student Association as an autonomous body rather than by the College, although the College will support the Student Association in this process. It is proposed that the grant application will be for support for a 2 year period.

Both of the projects above were considered and approved by the Strategic Development Committee on 31 May 2016.

5. Financial Implications

If the Foundation refused the grant funding for the new campus the project becomes unaffordable and puts the project at risk unless SFC or Scottish Government provide additional funding. If the Foundation refused the Student Association grant application the College would continue to support the Student Association and would have to meet this cost through budget savings elsewhere in the College.

6. Equalities

Assessment in Place? – Yes No

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

7. Risk

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

	Likelihood	Impact
Very High		
High		x
Medium		
Low	x	
Very Low		

There is a risk that if the College does not receive grant funding from Forth Valley College that the estates project becomes unaffordable and the project does not go ahead. Forth Valley College Foundation has already committed to support the estates project through a previous grant application for £1.8m which the College has not required to drawdown against to date.

Risk Owner – Alison Stewart

Action Owner - Alison Stewart

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Paper Author – Alison Stewart

SMT Owner – Alison Stewart

Uncontrolled Copy

1. Purpose

To seek approval for a revised remit for the Remuneration Committee of the Board of Management.

2. Recommendation

That members consider and approve the attached remit.

3. Background

Each Committee of the Board of Management has a remit outlining its duties and authority levels. While these documents tend to remain constant, the College does review them periodically to ensure they reflect best practice and the role of each Committee.

4. Key Considerations

On the 1 April 2014 Forth Valley College was reclassified as an “Arm’s Length Public Body”. This has had a significant impact on the level of cash the College is now able to hold and also restricts the College’s ability to undertake new borrowing.

5. Financial Implications

Since the remit for the Remuneration Committee was last reviewed, there have been significant changes within the sector as College’s have been classified as public bodies.

The remit has been changed to reflect the requirement to bear in mind the provisions of

- The Code of Good Governance for Scotland’s Colleges; and
- The Scottish Public Finance Manual

The other key change has been to extend the membership of the Committee to include the Chairs of all other Board Committees. This will ensure an increase in scrutiny and transparency.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – This change does not impact positively or negatively on equalities.

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		
Low		
Very Low	X	X

Please describe any risks associated with this paper and associated mitigating actions – Failure to ensure robust governance relating to senior salaries places the College at financial and reputational risk. The revision to the remit for the Remuneration Committee will mitigate this risk.

Risk Owner – Ken Thomson

Action Owner – Alison Stewart

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Paper Author – Stephen Jarvie

SMT Owner – Alison Stewart

Remuneration Committee

Remit and Terms of Reference

1 Committee Rationale

To provide oversight and approve the remuneration arrangements of the Principal and Senior staff, in line with the FE Code of Good Governance, the Scottish Public Finance Manual and sectoral guidance.

2 Purpose

- The Board of Management is required to establish a Remuneration Committee to determine the remuneration of the Principal and other appropriate senior staff under the College's Standing Orders.

3 Membership

- The Committee shall comprise of the Chair and Vice Chair of the Board of Management and the Chairs of all other Board Committees
- The Chair of the Remuneration Committee will be appointed from within the established membership of the committee. In accordance with good governance the Chair of the Board of Management is not eligible to chair this committee
- The Board Secretary shall act as Secretary to the Committee in all matters that members deem to be appropriate other than those relating to their own remuneration.

4 Meetings

- Meetings of the Committee shall be convened at the request of the Chair of the Board of Management
- The meeting shall be quorate if 50% or more members eligible to vote are in attendance
- Meetings will be held in accordance with the Board of Management Standing Orders
- The Committee may invite the Principal or other appropriate senior staff to submit representations to a meeting. These individuals should not be present however when their remuneration is being determined
- In accordance with the FE Code of Governance, the Committee should seek evidence from a number of sources, including staff and students.
- The Committee will utilise a combination of formal meetings and informal discussions and consultations. It is accepted that, given the nature of the Committee business, publication of papers and minutes shall be done so in accordance with the College's responsibilities under the Data Protection Act 1998

- Minutes will be kept of the proceedings and circulated after approval by the Chair. The minutes will be presented to the following meeting of the Committee for approval and to the next Board of Management meeting.

5 Specific Duties of the Committee

- The Committee should establish a Remuneration policy regarding remuneration arrangements, terms and conditions of service of the Principal and Senior Management in line with sector guidance
- The Committee will determine and approve the remuneration arrangements for the Principal and other appropriate senior staff giving due regard to the Remuneration Policy and public sector pay policy
- The Committee will also determine and approve pensions and other benefits that may be applicable to these staff
- The Committee may determine and approve any such performance incentive systems they judge as contributing towards the overall College corporate performance
- The Committee must undertake robust scrutiny of proposed severance schemes and settlement agreements, in accordance with SFC guidance and seeking Ministerial and/or SFC approval in situations of sensitive or high profile payments, before recommending approval to the Board.

6 Authority of the Committee

- The Committee should at all times act in accordance with the Scottish Public Finance Manual and the Colleges' duties under the SFC Financial Memorandum and any other relevant guidance.
- The Committee may consult with relevant external bodies or employ the services of suitable persons to assist in the formulation of advice and recommendations to maintain comparability with other sector organisations or other external bodies the Committee considers to be relevant

June 2016

1. Purpose

For the Board of Management to approve the College's Outcome Agreement for Session 2016-17. The College's Strategic Development Committee has reviewed this version, and previous draft versions, and recommends approval from the Board of Management.

2. Recommendation

That members approve the College's Outcome Agreement for Session 2016/17.

3. Background

SFC have provided very positive feedback on our Outcome Agreement, including this latest version. Session 2016-17 is Year 3 of a 3-year cycle, and as such the expectation from SFC is that this year's document will be an update of the existing document rather than a re-write, taking cognisance of the revised Outcome Agreement guidance. SFC issued final funding allocations to Colleges for 2016-17 on 9th May, allowing the document to be presented today for approval as our final version (pending approval of the College's Operational Plan by members).

4. Key Considerations

All comments from SFC on previous versions of our Outcome Agreement were addressed in the February Draft Outcome Agreement discussed by Strategic Development Committee. Alison Meldrum fed back that SFC were comfortable with this revision, and pending the announcement of funding allocations were happy with our Outcome Agreement. The document has now been updated to reflect the funding announcement. As our Credit target has remained static, as anticipated, none of our targets have changed in this revision.

Following feedback from SFC, SMT and Strategic Development Committee the main revisions made to this year's Outcome Agreement are:

- All of the charts and data within the Catchment area profile section have been updated from information included within the updated Regional Skills Assessment Data Matrix.
 - A section has been added on SHEP schools.
 - The College's CPD Plan has been updated.
 - A paragraph on Foreign Languages has been added.
 - A section has been added on Employability.
 - The section on gender has been strengthened to include the Attracting Diversity Project.
 - A credit target has been added for STEM courses, following SFC issuing guidance.
 - A section has been added on Creative Learning.
 - A statement has been added on the College and its Student Association's commitment to the NUS Framework.
 - The section on articulation has been updated.
 - The section on sustainability has been updated.
 - The section on ELS has been updated.
 - The section on meeting additional support needs has been updated.
-

For Session 2016-17 SFC made the following revisions to the National Performance Measures, all of which are reflected within this latest revision:

- A Schools for Higher Education Programme (SHEP) measure is being introduced to capture college HE activity alongside university entrants. This measure is used to capture HE entrants from schools with historically lower entrance rates.
- A new school-college measure has been introduced to capture the volume of activity delivered as part of Senior Phase Vocational Pathways.
- The measure for work placements has been re-defined.
- A measure of STEM activity is being developed.
- A gender measure will be developed to capture progress in reducing the most gender imbalanced subjects.

The priority outcomes within this revision of our Outcome Agreement currently reflect the College's Draft Operational Plan objectives for 2016-17. The priority outcomes will be updated pending any changes to the College's Operational Plan for 2016-17 from SMT and Strategic Development Committee members.

The indicative Outcome Agreement timeline is shown, for information:

Guidance updated and published	September 2015
OA Negotiations start	October 2015
Self-evaluation 14-15 report approved by SMT	20 October 2015
Self-evaluation report 14-15 approved by Strategic Development Committee sub-group	27 October 2015
Self-evaluation report 14-15 submitted to SFC	29 October 2015
First OA draft viewed by SMT	10 November 2015
First OA draft shared with HODs/HOS	November 2015
First draft shared with Strategic Development Committee	19 November 2015
First draft outcome agreement submitted	8 December 2015
Amendments	January 2016
Indicative funding allocations announced	January 2016
Outcome Agreement approved by SMT	16 February 2016
Outcome Agreement approved by Strategic Development Committee	25 February 2016
Final Outcome Agreement approved by Board of Management	24 March 2015
Final Sign-off – final allocations announced	29 February 2016
Publication of outcome agreements	April 2016

5. Financial Implications

Please detail the financial implications of this item – None.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – As part of the Outcome Agreement we set and monitor targets in relation to protected characteristics.

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

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		
Low		
Very Low	x	x

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

Risk Owner – David Allison

Action Owner – David Allison

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 – Once finalised our Outcome Agreement will be published on our Website, and communicated to College staff.

Paper Author – David Allison

SMT Owner – David Allison

Forth Valley Region

Forth Valley College
Outcome Agreement
2016-17

May 2016

Version 1.4

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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 one year period from 2016-17, 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. In Session 2014-15 we increased our achievement PIs for Full Time HE, Full Time FE and Part Time FE, while Part Time HE remained the same. 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 base-line 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 Forth Valley College, which is reflected in our overall funding and activity targets for session 2016-17, we believe, on a regional and national basis, we will have increased demand. That being the case we would wish to review future year activity targets 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 £19,964,583 from the Scottish Funding Council for academic year 2016-17 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 2016-17

The year three operational plan coming from our Strategic Plan for 2014-18 sets out the priority outputs to be delivered in AY 2016-17. 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

- Complete Full Business Case for our new Falkirk Campus, and submit to Scottish Funding Council and Scottish Futures Trust for approval.
- Undertake a full internal and external consultation with key stakeholders to maximise community and business awareness and involvement for our new Falkirk Campus.
- Progress procurement phase for single stage Design and, Build Contract for our new Falkirk Campus.
- Progress procurement of additional land adjacent to the Middlefield site.
- Agree Furniture, Fittings & Equipment documentation for the new Falkirk Campus.
- Progress the sale of the Branshill site.
- Deliver on agreed Sustainability objectives.
- Review car parking on all three campuses.
- Procure new outsourced FM maintenance contract.

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

- Refine curriculum review processes to ensure that our curriculum reflects regional skills needs and delivers on College targets.
- Active promotion of the DYW agenda to maximise benefits to the College and its stakeholders.
- Maintain and further develop Higher Education Initiative partnerships to enhance student success and widen access.
- Further develop the engagement of staff and students in initiatives to embed creativity in learning.
- Develop and implement an action plan in response to the Education Scotland review report.
- Ensure that programme teams implement effective strategies to further increase student success.
- Develop a Creative Learning and Technology Strategy for 2017-2022.

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

- Embed inclusive practice in recruitment, selection and induction of all staff and students.
- Successfully roll out Corporate Parenting training across the College.
- Develop and deliver an Employee Learning and Development strategy which identifies and retains talent.

- Promote TQFE.
- Enhance Employee support and benefits to value and reward staff.
- Invest in Organisational Development i.e. staff, culture, training.
- Design and implement listening to employees opportunities.
- Ensure a positive approach to the National Bargaining process.

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

- Implement and comply with the key principle of good governance.
- Deliver robust financial planning and review processes.
- Maximise planned operational surpluses and ensure delivery thereof.
- Effective utilisation of resource budget.
- Effective management of student funding resources.
- Manage the financial input into the Falkirk Campus Estates Project.
- Identify and secure funding for Forth Valley College costs.
- Maximise Forth Valley College existing resources.

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

- Develop and maintain strategic partnerships with key organisation connected to the College.
- Target and engage with SMEs across Forth Valley.
- Maximise the benefits of the key information systems developed.
- Create and deliver focussed marketing campaigns to raise awareness of college activities across client groups.
- Curriculum of college reflects the skills requirements of our local economy and business community.
- Build on the existing links with key industry groups and national groups.
- Deliver Year 2 of the College's International Strategy.
- Maintain business and generate new business.
- Source and gain other non SFC funding.

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

- Maximise the effectiveness of IT through continuous improvement of our network infrastructure.
- Upgrade out communication systems to secure benefits from unified systems.
- Enhance Cyber Security through additional technology and staff awareness.
- Further develop College systems to enhance services to our students and staff.

- Further develop College systems to enhance services to our employers and external stakeholders.
- Deliver year 2 of the College's Communication and Marketing Strategy.
- Encourage greater engagement with former students through the development of a robust alumni strategy.
- Raise the College profile through development of a robust content strategy for key audience groups.

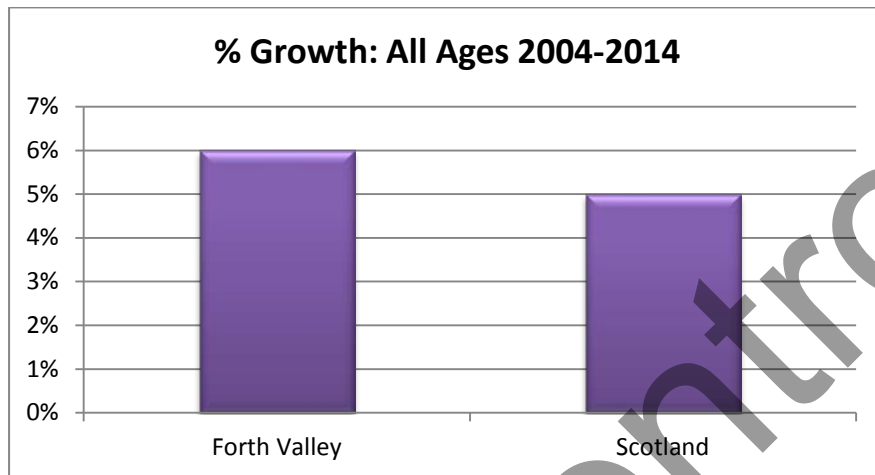
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The following section provides the regional context for the ambitions set out in our agreement.

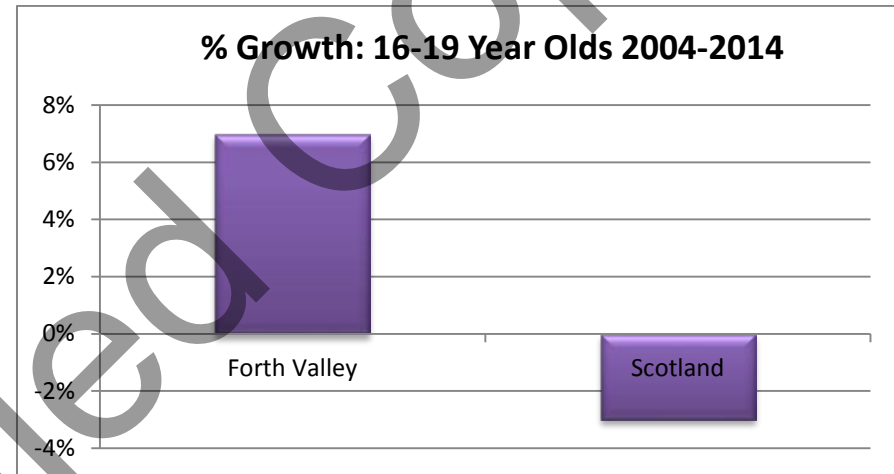
Catchment area profile

Population

The Forth Valley area has a population of just over 300,000 residents, with a demographic profile in line with Scotland, although Forth Valley has witnessed slightly larger population growth compared to Scotland over the period of 2004 to 2014:



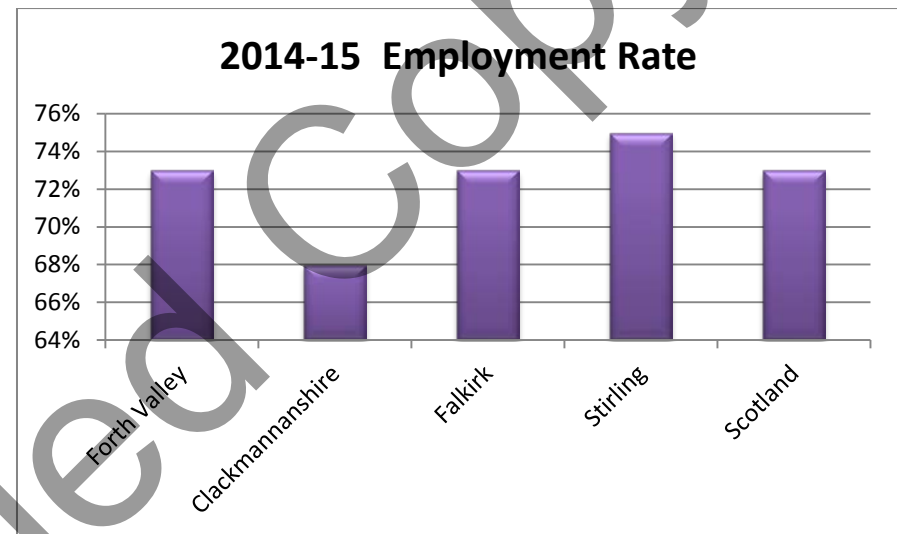
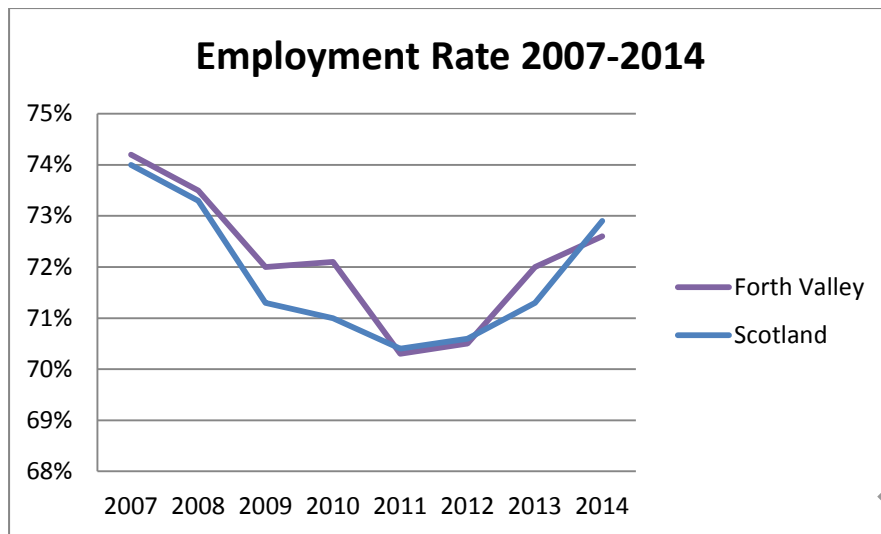
Within the 16-19 age group there has been a 7% growth in Forth Valley, while there has been a 3% reduction in population in Scotland over the period from 2001 to 2014:



The projected growth in population of Forth Valley from 2014 to 2024 is 5%, which is slightly higher than the 4% projected growth in population of Scotland over the same time 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), with Forth Valley only having 4% of the 10% most deprived data zones in Scotland.

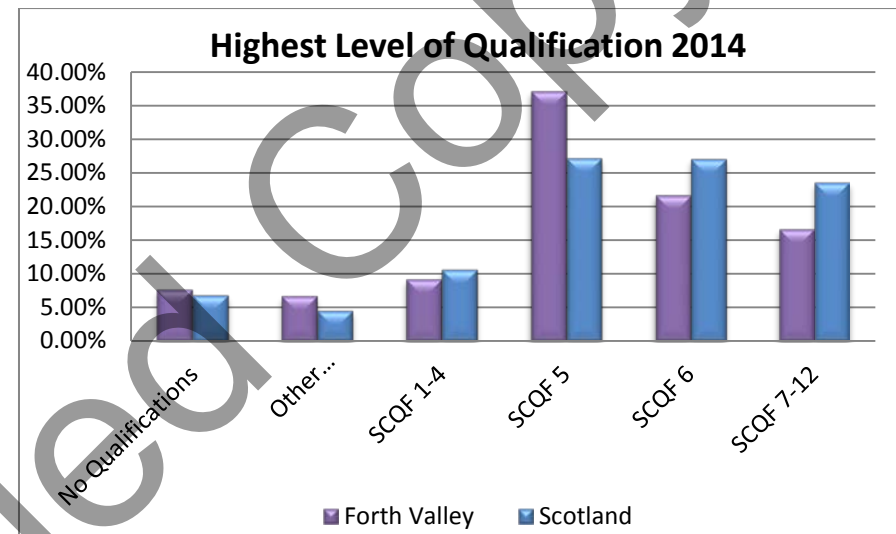
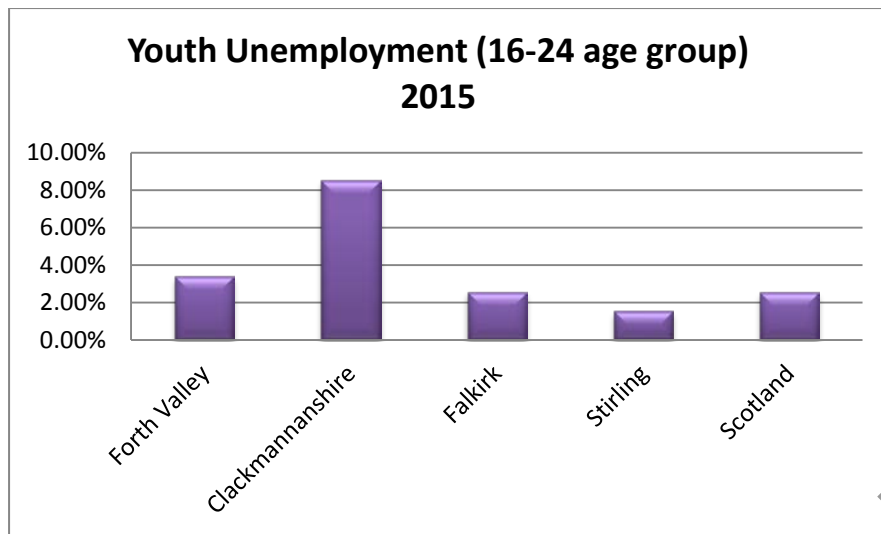
Labour Market

Forth Valley's employment rate for 2014-15 is 73%, which matches both the Scotland and Great Britain rates. Over the past eight years the employment rate of Forth Valley has matched, or been within one percentage point of the rate for Scotland.



There are 1,000 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 having a lower rate, and Stirling having a higher rate, than the Scottish and regional average.

Youth unemployment within the Forth Valley region has fallen from 2014 to 2015, but remains above the national average. We have witnessed drops in youth unemployment over this time period across all of our local authority areas, however the following chart demonstrates how significant an issue youth unemployment 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 by twelve percentage points over the period of 2007-08 to 2014-15, while the number of school leavers entering employment has fallen by three percentage points. The number of school leavers unemployed has fallen by nine percentage points over the same time period. 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 2013-14 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 2013-14 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 2016-17 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.

Workforce Profile

The profile of the workforce of Forth Valley by Industry Sector follows a very similar pattern to the profile for Scotland as evidenced below

Industry Sector	2014	
	Forth Valley	Scotland
Agriculture, forestry & fishing	0%	3%
Production	11%	10%
Construction	6%	6%
Motor trades	2%	2%
Wholesale	4%	3%
Retail	11%	10%
Transport & storage (inc postal)	5%	4%
Accommodation & food services	8%	7%
Information & communication	1%	2%
Financial & insurance	3%	3%
Property	1%	1%
Professional, scientific & technical	5%	7%
Business administration & support	7%	8%
Public administration & defence	7%	6%
Education	8%	7%
Health	17%	16%
Arts, entertainment, recreation	4%	4%

The five largest employing sectors, by order, in 2014 were Health, Production, Retail, Education and Accommodation & Food Services. The profile by occupations is shown below for 2014, and compared with 2004. Occupations which have seen the largest growth have been Managers, Directors & Senior Officials, Professional Occupations and Caring, leisure and other service occupations, while the largest declines have been in Sales and Customer Service, Administrative and Secretarial and Process, plant and machine operatives.

Occupation	2014		Change 2004-2014	
	Forth Valley	Scotland	Forth Valley	Scotland
Managers, Directors & Senior Officials	12%	9%	42%	11%
Professional Occupations	18%	20%	25%	24%
Associate Prof & Tech	14%	13%	12%	13%
Administrative and Secretarial	10%	11%	-28%	-11%
Skilled Trades Occupations	12%	11%	7%	0%
Caring, leisure and other service occupation	9%	10%	25%	20%
Sales and Customer Service	7%	9%	-30%	-1%
Process, plant and machine operatives	7%	6%	-14%	-19%
Elementary occupations	11%	11%	1%	1%

All graphs and data within this section have been extracted from the Data Matrix of the Regional Skills Assessments in Scotland.

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. In February 2016, the College, with support from Scottish Funding Council and Scottish Futures Trust, completed a draft Full Business Case for a new Falkirk Campus Headquarters located on the extended Middlefield site in Falkirk. Good progress continues with the design.

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:

Curriculum	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+
Access Provision	■	■		■	■		■		
Business		■	■		■	■		■	
Tourism		■	■		■			■	■
Hospitality								■	■
Construction		■	■		■			■	■
Care		■	■		■	■		■	■
Sport		■	■						
Creative Industries		■			■			■	■
Computing		■	■		■	■			
Science		■	■					■	■
Salon Services		■	■		■			■	
Engineering		■	■						

Creative Learning

To support our mission of “Making Learning Work”, we at Forth Valley College are always looking for ways to push the boundaries in learning and teaching. Through engagement with the wider creative learning agenda, we had become convinced of the value of developing creativity in our learners and our staff, so in 2014-2015 we took things to the next level and really challenged staff and learners to embrace creativity in learning.

We led the initiative from the top, setting up a Creative Learning Leadership Group (CLLG), chaired by the Principal, to make a strong statement of strategic commitment. The CLLG is made up of management representatives from each teaching department and learning-facing support services and members of the Student Association Executive.

We sought volunteers from across the college to form our first Creative Learning Action Community (CLAC) and thirty staff came together for a learning day, exploring the concept of creativity, identifying where they saw opportunities and what they thought stopped people from being creative with learning. We dropped in some “wizards” – members of staff with known skills in aspects of the creative arts – and let them work their magic with their peers. By the end of the day, the Community had formed themselves into small collaborative, cross-department partnerships with a stunning array of creative ideas to take forward. Each partnership was paired with a mentor from the CLLG and they headed off to embark on their initiatives with incredible enthusiasm.

The results have been amazing. Students launched a Raspberry Pi computer into space on a hydrogen balloon; Science students worked with Early Years students developing experiments to introduce young children to science; Construction students worked with Make-up Artistry students to learn in a very graphic way about

the injuries that could result from workshop machinery; student-built robots were used to teach core skills kinaesthetically; Media and Engineering students worked with an employer to make a film about 3D printing; we had Apps, Chomsky raps, and literacy-learning campfires in the woods, to list but a few.

All of the activities undertaken are sustainable and almost all will be repeated and further developed in the forthcoming year. Almost all are also judged to be transferable to other subject areas and many of the CLAC members led Discovery Sessions during our August Creative Learning Staff Conference to share their experiences and inspire others to try out their ideas.

This year we have over 60 CLAC volunteers and things are really going from strength to strength. The ball is rolling now and we will give our full support to help it to gather pace to achieve the fully pervasive creative learning culture we have fixed in our sights.

The College won the prestigious TES FE Award 2016 for 'Best Teaching and Learning Initiative' for its approach to embrace creativity in learning.

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:

- 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.

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 Credits delivered to learners aged 16-19 by over 3% to 56% from our 2011-12 baseline. 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/Participation Measure.

The College has also developed a portal with Falkirk Council and SDS which provides Council and School staff, along with SDS Careers staff, access to real-time 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. We aim to make this information available to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government, and conversations are commencing with other Colleges to explore knowledge transfer.

Developing the Young Workforce Implementation Plan 2016-17

Background

The college has well-established partnerships with its key local authority education services 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 responses to the recommendations of the report of the Commission for Developing Scotland's Young Workforce, "Education Working for All" and the Scottish Government's Youth Employment Strategy (December 2014).

In 2015-16 we are offering six HNC subjects (Hospitality Management; Electrical Engineering; Computing Science; Sports Coaching; Early Education and Childcare; and Civil Engineering). 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 two Foundation Apprenticeship Pathfinder programmes, in conjunction with SDS, in

Social Services and Healthcare (Falkirk schools) and Social Services (Children and Young People) (Stirling and Clackmannanshire schools).

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 has now been extended to all three local authority areas, with 118 pupils from Falkirk, 99 from Stirling and 26 from Clackmannanshire taking part.

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. Further information is provided within the section on meeting additional support needs.

The following implementation plan for 2016-17 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 continue to provide reduced access to Higher Psychology for senior phase pupils. 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). There are two exceptions to this, which have been agreed by Falkirk Council as priority pilots, which will be rolled out to all of the schools in future, should they be successful.
- 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 remain a priority in 2016-17. 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 Developing 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. We will implement a planned programme of engagement with schools, including pupil and parent information events; CPD for teachers and pupil support staff; and visits to college campuses.
- 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 2016-17 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, some 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. We will try, where possible, to elevate all of these to SCQF level 5 in 2016-2017, however only if our progressing SCOTS learners will cope with this level of study.

In 2015-16 we introduced HNC pathways for S5 pupils. The pupils on the six HNC programmes are progressing very well. In 2016-2017 we propose to introduce on further HNC pathway – the HNC Police Studies. This will be introduced as a pilot with two Falkirk schools, who already do a considerable amount of work with Senior Phase pupils who aspire to joining the Police. Given the ongoing emphasis on sustaining Police recruitment, we believe this is an appropriate vocational route to explore. We have also held joint discussions with the schools and the Police Scotland officer responsible for reviewing the Police entry and qualification routes and plan to engage with the University of Stirling to explore future articulation routes into the Police entry qualification degree that they are currently developing. This HNC will replace a further occurrence of Higher Psychology.

We are working with SDS and SSSC to deliver a Foundation Apprenticeship Pathfinder pilot programme in Health and Social Care to Falkirk Council pupils in 2015-2016. Unfortunately, the delivery model, which requires one day per week in work placement year 2, has not been very well supported by some of the schools, as they are struggling to see how this can fit with pupils' other qualification commitments. For this reason, we have decided not to re-recruit to this programme in the meantime, but wait until the model has been proven in other subject areas before reintroducing this.

We have also been working with SDS on the development of a Foundation Apprenticeship Pathfinder in Engineering at SCQF Level 6 for 2016-17, which we will be piloting with two specific schools.

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 a consistent approach to timetabling across the schools, which can put pupils participating in school-college partnership courses at a disadvantage. 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 available to senior phase pupils who are disengaging from learning. These courses include more supported 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 still lower and we are working hard within the schools to raise awareness of the value of vocational pathways and to raise aspirations. The SCOTS programme has now been made available to Clackmannanshire S4 pupils from 2015-16 and this should encourage greater progression onto vocational courses. In addition, there are now small numbers of Clackmannanshire school pupils accessing vocational courses, including Foundation Apprenticeships, on other college campuses.

In Stirling the interest in the new Foundation Apprenticeship has been most positive. We have a very successful group of 13 pupils on the Foundation Apprenticeship Pathfinder in Social Services (Children & Young People) and the schools have been very receptive to individualised and creative timetabling to accommodate work experience placements. We plan to build on this success by bringing in the new Foundation Apprenticeship Social Services (Children & Young People) SCQF level 6 and the new Foundation Apprenticeship Social services and Healthcare SCQF level 6 in 2016-2017. We have considerable support for the local authority for this, and the Head of Social Services/CSWO for Clackmannanshire and Stirling Councils has written to us endorsing the programmes, as they are seen as ideal feeder programmes for the service's skills pipeline for future skills needs. Where appropriate, we will give particular encouragement to Looked After and Care Experienced Senior Phase pupils for these courses. We have also been exploring the Foundation Apprenticeship in Financial Services with local employer Prudential, who are fully committed to providing work placements for 16 young people. We are currently working with our employer, school and local authority partners and SDS to promote these new programmes.

Equally all of the school-college provision depends upon there being a sufficient number of suitable applicants for the programmes to run with viable numbers.

The tables overleaf set out the agreed school-college senior phase vocational portfolio for each local authority for 2016-17, subject to the above conditions.

Falkirk Senior Phase Vocational Courses 2016-17	Places	Comments
School-College Opportunities to Succeed (SCOTS)	120	Providing LA can continue to contribute to costs.
Skills for Work Early Education and Childcare National 5	16	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
Skills for Work Early Education and Childcare National 5	16	
Skills for Work Construction Crafts National 5	24	
Skills for Work Sport and Recreation National 5	12	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
Skills for Work Creative Industries National 5	16	
Skills for Work Engineering Skills National 5	12	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
Foundation Apprenticeship Engineering SCQF Level 6 Year 1	12	Pilot with Bo'ness and Larbert
Foundation Apprenticeship Pathfinder in Social Services and Healthcare SCQF Level 5 (Year 2)	7	Continuing students only
City and Guilds Introduction to Hair and Beauty (SCQF Level 4 equiv)	14	
HNC Childhood Practice Year 1	16	
HNC Computing Year 1	18	
HNC Computing Year 2	8	Continuing students only
HNC Early Education and Childcare Year 2	10	Continuing students only
HNC Electrical Engineering Year 1	16	
HNC Electrical Engineering Year 2	11	Continuing students only
HNC Sports Coaching Year 1	16	
HNC Sports Coaching Year 2	10	Continuing students only
HNC Civil Engineering Year 1	16	
HNC Civil Engineering Year 2	8	Continuing students only
HNC Police Studies Year 1	16	Pilot with Larbert and Graeme only
Total Places	394	260 at SCQF Level 5 and above

Stirling Senior Phase Vocational Courses 2016-17	Places	Comments
School-College Opportunities to Succeed (SCOTS)	84	Providing LA can continue to contribute to costs.
Foundation Apprenticeship Social Services and Healthcare Level 6 Year 1	14	
Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 1	14	
Foundation Apprenticeship Financial Services Level 6 Year 1	14	
Foundation Apprenticeship Pathfinder Social Services (Children & Young People) Level 5 Year 2	13	Continuing students only
NPA Sound Production SCQF Level 5	16	
Skills for Work Early Education and Childcare National 5	16	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
Skills for Work Construction Crafts National 5	36	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
Skills for Work Creative Industries National 5	16	
Skills for Work Hospitality National 5	12	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
City & Guilds Make-Up Artistry (SCQF Level 5 equiv)	16	
HNC Events Management Year 1	12	Open to all LAs
Total Places	263	179 at SCQF Level 5 and above

Clacks Senior Phase Vocational Courses 2016-17	Places	Comments
Alternative Curriculum	26	
School-College Opportunities to Succeed (SCOTS)	36	Providing LA can continue to contribute to costs.
Skills for Work Early Education and Childcare National 5	16	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
Skills for Work Construction Crafts National 5	12	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
Skills for Work Engineering Skills National 5	12	We will try to make this Nat 5 in 2016-2017, to meet SFC targets, as long as progressing SCOTS will be capable of achieving
City and Guilds Make-Up Artistry	16	
Total Places	118	92 at SCQF Level 5 and above

SHEP Schools

Forth Valley College has four SHEP schools (secondary schools with consistently low rates of progression to higher education) within its region – Grangemouth High School, Bannockburn High School, Alloa Academy and Lornhill Academy. We do not treat these schools differently, but engage with them and all other secondary schools fully in our regional planning for senior phase school-college partnership activity, with a clear aim of promoting progression to FE and HE, as well as employment. The numbers of senior phase pupils from each of these schools currently attending school-college partnership courses is shown in the table below.

Grangemouth High, Bannockburn High and Lornhill Academy have higher allocations of places on the School-College Opportunities to Succeed (SCOTS) course than other schools (normal allocation is 12 places per school). Alloa Academy chose not to participate in this initiative due to timetabling difficulties, however we have worked closely with Alloa Academy and Lornhill Academy over a number of years to offer two “bespoke” transition courses for them (the first two in the table below), aimed at pupils at risk of disengagement or of leaving school to a negative destination, and progression rates into FE from these courses has been very good. We are also working with Bannockburn High on a new initiative to offer ECDL to senior phase pupils, as a way of introducing them to the college and to college staff. A further recent initiative was a joint venture between the college, Lornhill Academy and SP Energy Networks, where a group of pupils spent the day at the Falkirk Campus learning about apprenticeships and careers in power transmission and experiencing a practical activity on the SP Energy Network power-line training poles situated at the college. This inspired all of the participating pupils to apply for

apprenticeships they would not have known about without attending.

Forth Valley College, along with Falkirk, Stirling and Clackmannanshire Councils and the University of Stirling does have an ambition to offer eligible pupils in all Forth Valley secondary schools the type of activity currently offered to SHEP schools by LEAPS (Lothian Equal Access Programme for Schools). We believe that together we could provide more regionally focused support activities and engage more pupils than the LEAPS offer, which is very Lothian-centric. This was the subject of a joint bid to the SFC Impact for Access fund during 2014-15, primarily to cover the costs of pupil transport and consumables, however we were disappointed not to be successful. The partnership would still be very keen to take this forward should resources become available.

Senior phase pupils attending school-college partnership courses				
Course	Grangemouth High	Bannockburn High	Alloa Academy	Lornhill Academy
ALTERNATIVE CURRICULUM			4	3
ACCESS TO FURTHER EDUCATION			10	9
C&G CERT: INTRO TO HAIR & BEAUTY SECTOR	1			
EUROPEAN COMPUTER DRIVING LICENCE		33		
FOUNDATION APPRENTICESHIP IN EARLY ED & CHILDCARE				4
HNC CIVIL ENGINEERING		2		
HNC ELECTRICAL ENGINEERING			1	
HNC HOSPITALITY MANAGEMENT YR2	1		2	
NPA SOUND PRODUCTION	1			
NQ PSYCHOLOGY (Higher)	3		5	14
SCHOOL LINK - MAKE-UP ARTISTRY		1	5	
SCOTS TASTER PROGRAMME	14	22		14
SFW (Nat 4) ENGINEERING SKILLS			2	4
SFW (Nat 5) CONSTRUCTION CRAFTS		3	8	3
SFW (Nat 5) CREATIVE INDUSTRIES	1	1		
SFW (Nat 5) EARLY ED & CHILD CARE			5	7
SFW (Nat 5) ENGINEERING SKILLS	1			
Totals	22	62	42	58

CPD Plan

Forth Valley College has benefited from a bespoke approach to CPD and staff development strategies. We have a number of ways in which we approach and tailor our 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 (Personal, Review and Development) which creates 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.

TQFE is prioritised for staff who will be working with students, 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. The College has successfully held a Creative Learning conference and continues to implement a creative learning culture amongst our staff, this focus is maintained by the Colleges Creative Learning Action Community.

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 2015-16, 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 130 successful students achieving HNC/D qualifications in June 2016 and "articulating" with advanced standing to degree courses at our partner institutions in 2016-17.

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.

In 2016-17 the College will work with HEI Partners to maintain existing articulation agreements and to increase the number of identified articulation routes available to learners, and will seek to maximise the benefit of articulation agreements by timely and

targeted communication of all relevant articulation opportunities to learners.

Early communication of articulation opportunities will be accompanied by appropriate advice and guidance to students and support through the UCAS application process.

Learners will also be encouraged to engage with HEIs (at subject and programme level) during their HN studies, through the facilitation of visits to University campuses, participation in University hosted lectures and industry events, and bespoke activity aimed at preparing articulating students for the transition to HE.

STEM Assured Status

The College successfully attained STEM Assured status in 2013 and was the first College in Scotland to be STEM accredited by NEF: The Innovation Institute (NEF). NEF influence the inter-relationship between education, business and government, through research and collaborative networks to prepare for an innovative and creative sci-tech workforce.

STEM Assured is used by education and training providers as a key differentiator to demonstrate their capability in delivering STEM provision that meets the needs of business and industry. Following a framework covering strategy, engagement, delivery, innovation and impact, it ensures a provider's vocational STEM offer meets the needs of learners and employers.

STEM Assured is an outcomes-based standard developed to recognise high quality cross-curricular science, technology, engineering and maths (STEM) education and delivery. It is unique

in the education sector and achievement of the standard emphasises exceptional strengths and capabilities, helping providers enhance engagement and success with learners and employers. The Standard offers an assurance process that builds upon existing standards and quality marks an institution may have achieved. Acknowledged by the government (Department of Business, Innovation and Skills), the National Apprenticeship Service and the UK Commission on Employment and Skills (UKCES), STEM Assured is the ONLY Standard that assures vocational STEM provision.

The College was successfully re-accredited with STEM Assured status this session, with the award panel commending the following examples of good practice:

- The college is guided by strong management that has clear and ambitious plans for the development of STEM provision using new and innovative approaches.
- The college has good engagement with employers and its responsiveness to the regional skills needs of industry.
- Significant investment in facilities demonstrates commitment and a strategic approach to the development of its STEM provision.

For Session 2016-17 the college has set a target of delivering 20,500 Credits within STEM (as defined by SFC), which equates to 24% of our overall Credit target.

Gaelic Provision

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

Foreign Language

The College offers a range of foreign language courses through our evening and flexible curriculum. The languages covered through this area of our curriculum are French, German, Italian, Dutch, Spanish, Mandarin, Greek, Icelandic, Japanese, Polish, Portuguese and Russian.

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." Carbon reduction forms part of the overall sustainability agenda, for which the College initially received recognition at the College Development Network Awards in December 2014, and continues to progress a "whole college approach" with the introduction of the Environmental Association of Universities and Colleges (EAUC) Learning in Future Environments (LiFE) initiative. The LiFE initiative adopts a self assessment tool for 4 key themes- each with their own objectives;

- Leadership and Governance
- Estates and Operations
- Partnership and Engagement
- Learning and Teaching

Our vision is to continue 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 annually by the Board of Management and Senior Management Team.

The College, through its partnership with the EAUC and re-signing of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) 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 2015 illustrate a cumulative 17.78% reduction from the baseline year to date.

Annual carbon reporting for Public Bodies Duties in the Climate Change (Scotland) Act 2009 will be mandatory for the entire sector from 2016. Forth Valley College participated in the trial submission year in 2015 to the Sustainable Scotland Network (SSN) at Keep Scotland Beautiful, as part of the Public Sector Climate Change Duties Reporting” requirements. The College continues to liaise with all partners on these requirements including Resource Efficient Scotland, EAUC, SSN and Keep Scotland Beautiful

The CMP forms only part of the overall College Sustainability agenda. The College Sustainability Committee consists of various college support and teaching departments along with the student association. The Committee set key performance indicators and continue to monitor progress. These key performance indicators include printing, travel, energy and utilities, health and wellbeing,

sustainable procurement, waste, Fairtrade, embedding sustainability into the curriculum along with citizenship and employability.

Meeting the needs of employers

Forth Valley College plays a key role in the economic development activity of Forth Valley through working with and supporting local and national employers and our connections with Scottish Enterprise, SDS and the priority sectors. Succession planning and workforce development needs are key to this activity where 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 fully committed to delivering economic regeneration including the STEM national priority, (we have recently been recredited with STEM Assured status from NEF), and supporting key sectors including Energy, 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 (MA) training and contributes significantly to the achievement of Scottish Government and SDS priorities. Our MA provision directly supports key sectors of the Scottish Economy with significant activity in Engineering, Science, Hospitality and Salon Services, Management, Business Administration and Construction. Our record for successful delivery of MAs has also attracted non-government funded places through key sector bodies such as SECTT, SNIPEF, BEST and Construction Skills. We continue to achieve higher than average attainment rates for learners undertaking MA provision as well as higher than average achievement rates.

Although 2015-16 was a challenging year with the drop in the oil price causing a dip in engineering apprentices we are still confident of maintaining and building our MA provision with a proposed target for direct starts of 280 in 2016-17. We have experienced a strong increase in construction MAs and plan to develop this further with additional SDS funded places as well as apprentices from the sector bodies

Through this increase in directly funded starts along with substantial provision in indirectly funded students we still plan to increase our Modern Apprentice provision to over 1,200 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.

Graduate Apprenticeship in Engineering

Over the past year we have been working towards a Graduate Apprenticeship (GA) model in association with Heriot Watt University. The need identified was for trained technicians as well as industry-ready graduates and this programme was seeking 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. In 2015-16 we have been piloting HND and PEO2 provision alongside work experience and company led project activity. The concept however has evolved further and the drive from SDS is for the graduate apprentice to be employed from day 1 and to have a substantial proportion of the programme being work based for both the college and the university elements. We are now working with both Heriot Watt and Glasgow Caledonian universities as well as some key employers to develop this further and look at how we can integrate into a work based programme ensuring the employees acquire the skills, knowledge and competence necessary to work and progress in the engineering sector. Development of this will be undertaken in 2016/17 with a target to recruit and operate the programme from August 17.

Employer Engagement

Employer engagement is right at the heart of Forth Valley College's business model and our mission of "Making Learning Work" means making learning work for employers, as well as for students. One of our six strategic themes is "Enhancing our position as the business and community partner of choice" and we deliver on this through a whole-college approach to meeting employers' current and future skills needs. Every department has a responsibility to develop effective and mutually beneficial relationships with employers, ranging from partnership working to create opportunities to enhance employability skills for full-time students, through to the development of bespoke training courses and facilities for employers. We work with companies from the smallest, local, social enterprise through to multi-national corporations and pride ourselves in meeting their diverse range of needs and challenges.

The College was shortlisted for the TES FE Awards 2016 in the category of Employer Engagement, for the extent and breadth of our engagement with employers, and also in the category of Modern Apprentice Programme of the Year for the bespoke MA and training programme for Building Service Maintenance that we developed alongside FES Facilities Management Ltd.

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 Electrical Instrumentation and Chemical Engineering (EICE) and Applied Science, Maths and Mechanical Engineering (ASMME) departments continue 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 both departments 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 ASMME Department continues to work closely with Shell UK and Ireland in the delivery of courses for the up skilling of Shell

Technicians to Shell specific standards within the College environment using our bespoke training facilities. The ASMME Department also worked closely with Shell to successfully deliver the bespoke hydraulics course that were delivered on Shell's Braefoot Bay site using their live plant.

Through our success with the Energy Skills Challenge Fund and our connections with the Chemical Sciences Skills Investment Plan, the EICE 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 partnership with Scottish Power continues to grow with the College now providing training for their apprentices, Transition training for up-skilling, training for their contractors, along with delivery of their Advanced Apprenticeship course to HND level.

Our Science department continues to develop 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 continue to deliver a number of successful short courses in conjunction with local employers such as Process Optimisation and Safety in Microbiology. The College is also working in partnership

with a local food manufacturer to develop bespoke training relative to fish pathogens. This company has struggled to source this training and the College has stepped in to support industry by developing the entire training programme which will be delivered by FVC staff predominately on the company's site. HND Applied Biological Science, HND Applied Chemistry and HNC/D Chemical Process Technology were reviewed with employers to review course design. There continues to be significant employer engagement with the delivery of the Applied Biological Science Degree that was developed jointly with the University of Stirling.

The College has also been awarded pathfinder funding to develop Foundation and Graduate apprenticeship programmes in Engineering, and is currently working in partnership with 2 Falkirk High Schools for the Foundation Apprenticeship and Heriot Watt University for the Graduate Apprenticeship. Delivery of both programmes is set for 2016-17. The College has also taken the decision to pilot a 'vocationalised' HND in 2015-16 as a precursor to the Graduate Apprenticeship by conjoining the HND in Mechanical Engineering with the SPEO2 group award qualification. The College is currently in discussion with a number of local Employers and Heriot Watt University to further support this programme with plant placements to enhance the academic and vocational aspects of the course and embedded meaningful, realistic work related skills.

The College has also been recently awarded STEM accreditation from NEF: The Innovation Centre, where the College was commended for its strong leadership related to STEM and the strength of the College's employer engagement over a range of Curriculum areas.

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 has also developed a bespoke Management Training Programme with FES. Eight FES employees operating in a range of management roles (Project Managers, Operations Managers, Contracts Managers and Supervisors) commenced studying HNC Management and Leadership programme with the College. The programme content was tailored to suit the FES CPD requirements and the delivery model has been shaped to fit into the clients busy working patterns. Learners on the programme study by a combination of day release and twilight/evening classes with additional online support.

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 engagement secured work experience for learners and opportunities for college staff to participate in Continuing Professional Development training and events.

A very effective link has been created with the Energy Skills Partnership (ESP) which has created a wide range of opportunities to engage with industry and associated supply chains. With industry partner support ESP have facilitated staff development sessions and provided financial support to develop and deliver elements of curriculum relative to micro energy generation, energy efficiency and energy conservation.

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 Macroberts 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 at 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 Chef Tom Kitchen; Gleneagles; Crieff Hydro; Dunblane Hydro; Maxxium House; McDonald Hotels; Stirling Court Hotel; Stark Events, Collesio Hotel, Stirling Schools, to name but a few. Students have also participated in a few events at Holyrood where they were involved with food preparation and service to Members of the Scottish Parliament. Professional Cookery and Hospitality students were involved in a 'Chefs of The Future' competition dinner, which attracted a large number of chefs and restaurant managers, who on seeing the high standard of service and food produced, offered several students paid employment. Hospitality and Salon Services staff and students worked alongside Tom Lewis and his staff at Monachle Mhor Hotel on their highly successful music, food and drink festival weekend and such was the success of this event that 150 Hair, Beauty and make-Up Artistry students were invited to work with DF Concerts in the Refresh area at Scotland's largest music festival, T in the Park.

Within Salon Services all hairdressing students participate in Work Placement one day per week which involves a large number of salons across Central Scotland. Salon Services has three main industry partners – Paul Mitchell Haircare, Eve Taylor Skincare and NSi Nail Systems who work extensively with students to ensure their skills and knowledge are current to industry requirements and current trends. They also offer a wide variety of CPD opportunities

to staff. Also, 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 wide range of collaborative working groups, including Stirling Care Village, Stirling and Clackmannanshire Early Years Workforce Development Group, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, Wallace & Stirling Community Sports Hub, Active Stirling 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 Fitness sectors, National Governing Body Awards for Sports Coaching, to customised CPD awards in Health and Social Care; this delivery ensures that the department continues to provide training and services that meet consistently 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 engages in joint CPD with council staff.

Within Sport & Fitness we continue to work collaboratively with a wide range of organisations within the Forth Valley area, including Falkirk Community Football Foundation, Bannatynes and LK Galaxy, to enhance student citizenship and employability skills via volunteering and workplace experience opportunities.

Employability

The College has undertaken a review and evaluated both the effectiveness and affordability of Skills Development Scotland Employability Fund courses. The outcome of this review is that the College will not deliver Employability Fund courses in Session 2016-17.

It should be noted that the College delivers under the employability banner in many courses across the college. However the extended work experience element we delivered within the Employability Fund programmes is a crucial support mechanism for the more vulnerable learner and the more we can offer to scaffold transitions to employment the better; as the college, the learner and employer will all benefit. As such, two new courses have been developed in Construction and Retail, which will run for 18 weeks, and will provide learners with an extended 14 week supported work placement. The College plans to offer both courses with three different start dates through the session.

The learners for this type of programme tend to be young people who are vulnerable and need additional support; they lack self confidence and self esteem, they have struggled in the school

environment and tend to be care experienced. As such they do require more support both in college and when they are in the work place. By changing the programme to an 18 week programme opens up the student support services and funding to this group and allows us to recruit on this basis. Furthermore we have strong links with DWP and SDS as well as our LEP partners in identifying and reaching this group of young people.

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.

Linked to this project, the College is looking to adopt an e-portfolio tracking system to be used for and with Modern Apprentices and VQ Learners. This will enable our students, their assessors and their employers improved access to track progress through their qualification, enable more effective communication, and enable a more efficient way of students to submit evidence of achieving milestones from their workplace, and to receive quicker feedback from assessors.

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 are 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.

The College has seconded a member of staff, paid for by SFC Developing the Young Workforce funding, to further develop work placements, with the focus being on Civil Engineering in the first instance.

Access, equality and diversity

The College successfully complies with all Equality Act requirements and the Scottish Specific Duties, and continues to meet the three aims of the Equality Duty through our mainstreaming approach to equality. We published our Mainstreaming Report and our Equality Outcome progress together with our annual employment data and equal pay statement.

Equality remains a key element of staff development with general awareness raising sessions delivered to complement on-line training. Specific resources for equality are also made available for staff. Staff from our Learning Support Service have delivered tailored staff development on reasonable adjustments and specific needs and barriers of students with particular additional support needs such as Autistic Spectrum Disorders and Mental Health. We have worked jointly with the Student Association to raise awareness through events throughout the year to highlight specific issues such as violence against women, LGBT History Month, and Show Racism the Red Card. We successfully raised the profile of the 16 Days of Action Campaign through a very thorough social media campaign that was well received across college.

Staff and student data are collated and analysed for any negative impacts in terms of profile, retention, progression and attainment. Specific action is being planned for areas of under-representation, for example women in STEM, and action is taken through the self-evaluation process where there are any differences in attainment for people with protected characteristics.

Equality is integrated into learning and teaching approaches through the Learning Strategy and associated Learning Activity

Planning Tool. Partnership remains a key focus, with the Equalities team having representation on local groups consisting of public sector and third sector partners such as the Forth Valley LGBT Development Group, the MAHRS (Stop Hate Campaign) group and the 16 Days of Action Group (raising awareness of issues of violence against women).

The College holds two key charter mark awards for Equality. We were the first college in Scotland to receive the BRITE Chartermark for inclusion, demonstrating our commitment to inclusive practice across college. We have also gained the LGBT Youth Chartermark at Foundation level for our strategic and structural approach to equality across the whole organisation. We also received the Silver award for our Student Services function area, again for our inclusive practice in supporting LGBT students. These awards examine and recognise everything from our Respect campaign, equality awareness raising, staff and learner development, learning support service, inclusive learning and teaching approaches through to physical aids and adjustments in terms of accessibility of services, buildings and technology.

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 2016-17. 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 Student Awards Agency for Scotland 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 Session 2015-16, we are currently providing ELS to 590 students with a wide range of additional support needs from acquired brain injury, short term memory loss, dyslexia or asperger syndrome to mental health difficulties, completing a range of programmes at all levels.

The team also supports staff who support learners through the provision of advice, guidance, training and staff development. Support to staff is provided through awareness raising and specific training depending on the support needs of the students in the classroom. Training on deaf awareness and autistic spectrum difficulties has been delivered to teaching staff providing them with the resources and information to work with these specific barriers. Our Learning Support team also provide individual expert advice to teaching staff based on the support recommendations they make according to students individual need. A key aspect of working with teaching departments is the strong links that our needs assessors have with the department they are allocated to. In depth knowledge of the course content and demands is fundamental to identifying the individual support that the student will require.

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. The service was rebranded as Learning Support service in Session 2015-2016 and we have seen a large increase in the number of referrals since then.

In Session 2016-17 we are planning 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. One area where we received excellent feedback from students was in the department of Creative Industries where a project to maximise inclusion using technology to enhance the student experience was developed. As a result of this project students were able to access a dedicated FVC youtube

channel where specific tasks from the NC Sound Production course had been captured and recorded as computer images. This enabled the students to access these resources outside of formal teaching environments – learning at their own pace and resulted in improved competence levels for students as well as up-skilling staff to use technology to create a more inclusive learning experience.

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 have adopted the following:

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

- We are developing new approaches to supporting students with mental health difficulties as a result of the increase in the numbers of these students. The approaches involve working more collaboratively with colleagues across Student Support services and up-skilling staff to understand and support students with mental health difficulties.

The department of Access and Progression provides a wide range of courses, under the banner of ‘supported programmes’, for disadvantaged young people in the senior phase of school who have a diverse range of support needs. This spans from supporting those with learning disabilities and/or those with social, emotional and behavioural needs.

We provide, on all three campuses, extended school link classes for young people with learning disabilities to support them in their transition from school into college or the workplace. These young people have learning support needs ranging from profound and complex needs to those with mild to moderate learning difficulties. We work closely with schools and support agencies, such as social work, to help these young people to progress.

In addition, the department provide a wide range of courses specifically targeted towards young people in the senior phase of school who have social, emotional and/or behavioural support needs. These young people are amongst the hardest to reach in our community who may have disengaged with school and/ or the wider society or currently be in a specialist school support unit. Working with a diverse range of agencies and partners, including schools, we participate in school leaver destination meetings and, where possible, individual review meetings to support the young

person, their carers/families and wider agencies support the young person's progression into college or the workplace.

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 Care Experienced student to be successful in their studies. As part of its application for the Buttle Quality Mark the College set out a very detailed Project Plan of how we plan to support Care Experienced students which is being implemented to schedule. This Project Plan includes raising awareness of what support is available for Care Experienced students, with examples being a separate area on the College website detailing available support, promoting information events to Care Experienced external contacts and having staff and existing Care Experienced 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 Care Experienced 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 Care Experienced 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 Care Experienced

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 Care Experienced students, and details the on-going continuing professional development being provided to ensure that staff can learn more about Care Experienced and how to provide additional support.

The College is also working in conjunction with Corporate Parenting to signpost vulnerable youth including Care Experienced 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 Care Experienced students at the College, through both increasing disclosures from students and also increasing our overall number as Care Experienced students become more aware of the support available from the College.

Safeguarding

The College has recently updated its Safeguarding policy to ensure the Safeguarding of all Children, Young People and Adults who are involved in any way with the College. The policy also gives staff a clear structure within which they can operate safely. The College fulfils its duty of care by:

- raising the awareness of all staff of the need to Protect Children, Young People and Adults, and to emphasise the

- responsibility of all staff in reporting possible cases of abuse or harm to the Safeguarding Team;
- providing appropriate procedural steps in order to monitor the Colleges involvement in Child and Adult Support and Safeguarding Referrals;
 - contributing appropriately to assessments of need and support packages for those Children, Young people and Adults affected by abuse or harm;
 - emphasising the need for, and facilitating good levels of, communication between all members of staff and other agencies.
 - providing mandatory compliance training for all existing and new staff, delivered by the Safeguarding Team.

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 2014/15, 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. We have also launched Primary Engineers where College Engineering staff are visiting primary school pupils to engage them in Engineering at an early age. For every school visit female engineering staff have been involved to highlight that Engineering is a career path for both sexes.

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 its first year of running two males progressed on to Childcare courses from this course.

The College has recently been successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project, which has commenced this session, and will continue through Session 2016-17. A project team has been established within the College, and as part of the project the team will be setting targets and hope to gain

insight and experience from other colleges involved within the projects, and benefit from the experience of staff from within the Equality Challenge Unit.

Forth Valley College's project mission is to ensure that our specialist science and engineering provision and enhanced school/college activity in STEM subjects is actively promoted to women and girls who are currently under-represented in these subject areas. We aim to build on our STEM assured status and strong partnership links to tackle stereotypical vocational choices in relation to gender. One of the activities which will be undertaken is evidence gathering through a survey of our school link cohort to gather knowledge of the key influencers on subject choice and the rationale of subject choice, to better understand how the College can influence future learners. We are also focusing effort through our Developing Young Workforce Action Plan to adjust our course literature and marketing materials to actively encourage females to engage with STEM subjects. Our offering within this area includes HNC subjects in Electrical Engineering and Computing Science, our SCOTS programme, and the new Foundation Apprenticeship in Engineering. Alongside the marketing material we also have a planned programme of engagement with schools, including pupil and parent information events, CPD for teachers and pupil support staff and visits to the College campuses.

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 2014-18: 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, specifically our Strategic Development Committee, which ensures that the student body is also involved in strategic discussions related to our Outcome Agreement and in its approval.

Forth Valley College and its Student Association are fully committed to the NUS Framework. The Student Association Executive team carried out a rigorous evaluation of the Forth Valley Student Association (FVSA) against the framework then set up an Evaluation Group, consisting of a Board Member, an Associate Principal, a Head of Department and two college staff. The Evaluation Team met in December 2015 and reviewed the areas where the Executive Team felt the FVSA were scoring less highly on the self-evaluation tool. The Evaluation Group were able to provide useful advice and actions were agreed for the Executive Team to take forward.

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	2372.00 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	84,301	83,984	83,984	
Volume of Credits delivered – ESF				1,954	2,230	2,230	
Total Volume of Credits delivered	82,232	80,072	84,391	86,255	86,214	86,214	
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	42,419	47,264	48,279	
<i>Proportion delivered to 16-19</i>	53.4%	54%	51.6%	49%	55%	56%	
<i>Total Credits delivered to 20-24</i>	14,366	14,950	18,342	17,899	17,187	17,187	
<i>Proportion delivered to 20-24</i>	17.5%	18.7%	21.7%	21%	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	25,213	34,944	27,500	
<i>Proportion delivered to 16-19</i>	58.8%	57.0%	54.8%	52%	58%	55%	
<i>Total FT Credits delivered to 20-24</i>	9,892	9,843	11,349	10,821	13,255	11,000	
<i>Proportion delivered to 20-24</i>	19.5%	20%	22.7%	21%	22%	21%	

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	8,714	9,023	9,109	
Total number of Credits delivered in region	82,232	80,072	84,391	86,255	86,214	86,214	
<i>Proportion</i>	10.3%	10.3%	9.8%	10.1%	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	11% 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	151	28	125	
Volume of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement	340	482	369	343	340	340	
Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	5,076	3,645	3,704	7,470	5,000	5,000	
Volume and proportion of Credits delivered to learners from SHEP schools (ie Secondary schools with consistently low rates of progression to higher education)						3,019 Credits 14% of HE Credits	New Measure
Volume and proportion of Credits delivered to learners enrolled on STEM courses						20,500 Credits 24%	New Measure

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:							
<i>FE - Full time - Total enrolments</i>	2120						
<i>FE - Full time - Successfully completed</i>	1410						
<i>FE - Full time - Proportion</i>	66.5%	68.8%	70%	71%	71%	72%	
<i>HE - Full time - Total enrolments</i>	1251						
<i>HE - Full time - Successfully completed</i>	890						
<i>HE - Full time - Proportion</i>	71.1%	71%	72%	79%	73%	74%	
<i>FE - Part time - Total enrolments</i>	4452						
<i>FE - Part time - Successfully completed</i>	3786						
<i>FE - Part time - Proportion</i>	85%	89.2%	91%	91%	90%	90%	
<i>HE - Part time - Total enrolments</i>	772						
<i>HE - Part time - Successfully completed</i>	661						
<i>HE - Part time - Proportion</i>	85.6%	87.2%	89%	89%	89%	89%	
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)
<i>Number of AS articulating students</i>	113	91	n/a	n/a	190	192	
<i>Number of HND/HNC leavers</i>	756	721	n/a	n/a	900	905	
<i>Proportion</i>	14.9%	12.8%	n/a	n/a	21.1%	21.2%	
Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying							
<i>Number</i>	1,415	1,465	1,561	n/a	1,565	1,565	
<i>Proportion</i>	92%	93%	94%	n/a	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%	67%	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%	42%	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%	5%	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.

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1. Purpose

To present members with the 2016/17 Operational Plan for comment and approval.

2. Recommendation

That members scrutinise and approve the content of the attached draft Operational Plan for 2016/17

3. Background

Members of the Senior Management Team discussed operational planning at their April strategic session.

Operational planning at a College level is a highly useful tool which enables SMT to demonstrate how they will continue to meet the strategic objectives of the College. It also acts as a guide for Departmental planning and the PRD process for individual staff.

Finally, it is an important mechanism whereby progress can be reported to the Board of Management via the Strategic Development Committee.

4. Key Considerations

The draft Operational Plan 2016/17 was developed following individual input from each member of SMT. The draft was presented to the Strategic Development Committee on 31 May 2016 for comment.

SDC approved the overall content of the plan and its links to the College's Strategic Plan. Feedback was received that the performance measures could be tightened up and this has been facilitated by the inclusion of a date column to allow for more effective monitoring of progress throughout the year.

SMT have accordingly updated the attached Operational Plan to reflect the comments of the Strategic Development Committee.

5. Financial Implications

There are no financial implications relating to the Operational Plan 2016/17.

6. Equalities

Assessment in Place? – Yes No

Not applicable. Operational plan targets which will result in changes to College practice will have EQIA's completed at the appropriate juncture.

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		
Low	X	X
Very Low		

Failure to implement effective Operational Planning jeopardises the achievement of Strategic Planning targets. The College has robust processes in place which embeds operational planning at all levels throughout the College. Progress against agreed targets is monitored on a regular basis by the Strategic Development Committee.

Risk Owner – Ken Thomson

Action Owner – Ken Thomson

8. Other Implications –

Communications – Yes No

Health and Safety – Yes No

Following receipt of Board of Management approval for the Operational Plan 2016/17, the document will be launched at the start of the 2016/17 academic year to all members of staff.

Paper Author – Ken Thomson

SMT Owner – Ken Thomson

OPERATIONAL PLAN

16/17



Strategic Theme 1 - Creating a superb environment for learning

Strategic Objective - Deliver a superb learning environment for the Falkirk campus to match the quality of that already in place in Alloa and Stirling		Performance Measures 2016/17	Date
2016/17	OP1 - Complete Full Business Case for the new Falkirk Campus and submit to Scottish Funding Council and Scottish Futures Trust for approval.	<ul style="list-style-type: none"> Submit FBC for approval Mid-September 2016 	Sept 2016
	OP2 - Undertake a full internal and external consultation with key stakeholders to maximise community and business awareness and involvement.	<ul style="list-style-type: none"> Implementation of detailed communication and consultation plan 	July 2017
	OP3 - Progress procurement phase for single stage Design and Build contract.	<ul style="list-style-type: none"> Issue OJEU Prepare Gateway 3 documentation for approval Prepare Gateway 4 documentation for approval 	Dec 2016 Mar 2017 July 2017
	OP4 - Progress procurement of additional land at Middlefield.	<ul style="list-style-type: none"> Purchase additional land upon receipt of detailed planning permission 	June 2017
	OP5 – Agree FF&E for new campus	<ul style="list-style-type: none"> Full FF&E documentation to be prepared and approved, incorporating room layouts and room data sheets 	July 2017
	OP6 – Progress sale of Branshill site	<ul style="list-style-type: none"> Progress conditional legal missives for sale of Branshill site 	Sept 2016

Strategic Objective - Utilise building space efficiently, exiting sub-standard areas and maximising the use of the remaining resource to provide a high quality learning environment and services focused on learners		Performance Measures 2016/17	Date
2016/17	OP7 - Develop appropriate revenue and capital works programme ensuring adequate maintenance and maximising funds to the Forth Valley College Foundation.	<ul style="list-style-type: none"> Approved Revenue/Capital Works 2016/17 delivered on programme and within budget 	July 2017
	OP8 - Deliver on agreed Sustainability objectives.	<ul style="list-style-type: none"> Maintain sustainability performance recorded across all 3 campuses 	Dec 2016
	OP9 - Review car parking at all three campuses	<ul style="list-style-type: none"> Reduce Health & Safety risk 	Dec 2016
	OP10 – Procure new outsourced FM maintenance contract	<ul style="list-style-type: none"> Maximise utilisation of existing resource Identify tendering contractors Issue documentation and appoint contractor 	Dec 2016 March 2017

Strategic Theme 2 - Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly

Strategic Objective - Ensure that we review portfolio effectively to offer a curriculum that meets current and future need of stakeholders and supports progression		Performance Measures 2016/17	Date
2016/17	OP11 – Refine curriculum review processes to ensure that curriculum reflects regional skills needs and delivers on college targets.	<ul style="list-style-type: none"> • Ensure future curriculum plans reflect SDS regional skills plan and Stirling Skills Strategy; • Employer engagement in curriculum review, development and delivery evidenced in all subject areas; • Curriculum review processes provide accurate and timely information for curriculum decision making. 	<p>June 2017</p> <p>May 2017</p> <p>June 2017</p>
	OP12 – Active promotion of the DYW agenda to maximise benefits to the college and its stakeholders.	<ul style="list-style-type: none"> • Develop and strengthen Foundation Apprenticeship pathways for senior phase pupils; • Increased recruitment and success rates on school-college partnership vocational courses (80% success on 2016-2017 school courses and 90% of school places filled for 2017-2018); • Effective implementation of college role as host employer for the Forth Valley Regional DYW Group. 	<p>July 2017</p> <p>July 2017</p> <p>Dec 2016</p>
	OP13 - Maintain and further develop Higher Education Initiative partnerships to enhance student success and widen access.	<ul style="list-style-type: none"> • Develop additional articulation agreements with guaranteed places secured, with particular focus on routes for school HNC candidates; • Increased success and progression on all Associate Student programmes; 	<p>June 2017</p> <p>July 2017</p>

Strategic Objective - Provide engaging and high quality learning experiences that deliver on the aims and outcomes of the Learning and Learner Engagement strategies 2016/17		
2016/17	Performance Measures 2016/17	Date
OP14 - Further develop the engagement of staff and students in initiatives to embed creativity in learning.	<ul style="list-style-type: none"> Ensure Creative Learning Conference 2016 results in full commitment to Creative Learning and Learning Technology strategy from the majority of teaching staff; Positive evaluation of the impact of creative learning initiatives for students and staff; 	Sept 2016 June 2017
OP15 – Develop a Creative Learning and Technology Strategy for 2017 -2022.	<ul style="list-style-type: none"> Consultation with staff, students and stakeholders completed and linked to new Campus development; Strategy approved by SMT and BOM; 	Dec 2016 June 2017
OP16 – Develop and implement action plan in response to the Education Scotland review report (May 2016)	<ul style="list-style-type: none"> Effective Strategies in place to ensure that in theory lessons lecturers use teaching approaches that motivate and engage students fully; Ensure an effective observation process provides robust and useful third party evidence for self-evaluation of learning and teaching; All programme team self-evaluation reports evidence effective evaluation of learning and teaching approaches; 	June 2017 June 2017 July 2017

Strategic Objective - Build upon our current high levels of learner success in attaining qualifications and progressing to positive destinations 2016/17		
2016/17	Performance Measures 2016/17	Date
OP17 – Ensure that programme teams implement effective strategies to further increase student success.	<ul style="list-style-type: none"> Ensure student success PIs meet OA targets; All programme team self-evaluation reports identify and track appropriate actions to increase student success; Sustained 2015-2016 leaver destination rates with a minimum of 90% return and 94% of leavers moving into positive destinations; 	July 2017 July 2017 March 2017

Strategic Theme 3 - Instilling an energy and passion for our people, celebrating success and innovation

Strategic Objective - Ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation		
2016/17	Performance Measures 2016/17	Date
OP18 - Embed inclusive practice in recruitment, selection and induction of all staff and students	<ul style="list-style-type: none"> Effective Online induction process for staff and students in place and successful Systematically review structures on a rolling programme 	<p>Jan 2017</p> <p>Jan 2017</p>
OP19 – Successfully roll out Corporate Parenting training across the College	<ul style="list-style-type: none"> Identify 40 key staff and train Collate data on care leavers within the College Ensure clear processes and guidance in place 	<p>March 2017</p> <p>March 2017</p> <p>March 2017</p>

Strategic Objective - Value staff and learners by recognising and celebrating success across the College		
2016/17	Performance Measures 2016/17	Date
OP20 - Develop and deliver an Employee Learning and Development strategy which identifies and retains talent.	<ul style="list-style-type: none"> Enhanced induction process and link in corporate strategies to update staff Professional Review & Development (PRD) documents Ensure Training Needs Analysis is a routine element of PRDs for staff which influences and identifies CPD activity and tie into job roles 	<p>May 2017</p> <p>May 2017</p>
OP21 - Promote TQFE	<ul style="list-style-type: none"> Celebrate and reward success and innovation Continue to increase number of TQFE trained staff to meet the sector average, currently 77% 	<p>June 2017</p> <p>June 2017</p>
OP22 - Enhance employee support and benefits to value and reward staff	<ul style="list-style-type: none"> Continue to review remuneration awards and benefit packages for staff 	<p>April 2017</p>

Strategic Objective - Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals		
2016/17	Performance Measures 2016/17	Date
OP23 - Invest in Organisational Development i.e. staff, culture, training	<ul style="list-style-type: none"> Review, develop and implement recruitment and selection criteria and training Undertake a review and evaluation of CPD activity and create a training programme that best fit the aspirations of the staff and organisation 	<p>April 2017</p> <p>April 2017</p>
OP24 – Design and Implement listening to employees opportunities	<ul style="list-style-type: none"> Ensure Platform which encourages open dialogue for staff in place and effective Prepare and implement the action plan from the 2nd Cultural Engagement Survey 	<p>March 2017</p> <p>March 2017</p>
OP25 - Ensure a positive approach to the National Bargaining process	<ul style="list-style-type: none"> Identification of opportunities and mitigation of challenges/risks Successful implementation of Local Recognition and Procedure Agreement in line with sector developments 	<p>June 2017</p> <p>June 2017</p>

Strategic Theme 4 - Leading as a business that is a champion for governance, financial control and balanced risk taking

Strategic Objective - Operate best practice in governance: implement and comply with the key principles of good governance		Performance Measures 2016/17	Date
2016/17	OP26 - Implement and comply with the key principles of good governance.	<ul style="list-style-type: none"> • Ensure delivery of internal audit plan • Process Freedom of Information Returns • Receive independent external assurance from internal and external auditors • Ensure Induction programme completed for all new members • Maintain Risk Register (presented to Audit Committee/Board of Management) • Ensure Scottish Funding Council Certificate of Assurance signed by Principal • Complete Scottish Public Sector Ombudsman Complaint Handling Returns • Progress appointment of Board Secretary 	<p>July 2017</p> <p>July 2017</p> <p>July 2017</p> <p>March 2017</p> <p>July 2017</p> <p>April 2017</p> <p>July 2017</p> <p>Aug 2016</p>

Strategic Objective - Manage resources to deliver continued financial security and long term sustainability		Performance Measures 2016/17	Date
2016/17	OP27 - Deliver robust financial planning and review processes	<ul style="list-style-type: none"> • Present 2016/17 Budget for approval by Board of Management • Regular Reforecasts presented to Finance Committee 	<p>June 2016</p> <p>July 2017</p>
	OP28 - Maximise planned operational surpluses and ensure delivery thereof	<ul style="list-style-type: none"> • Effective allocation and management of resources through budget setting and review process • Increase non Scottish Funding Council income • Secure Procurement Savings - Advanced Procurement for Universities and Colleges Benefits Statement 	<p>July 2017</p> <p>July 2017</p> <p>July 2017</p>
	OP29 - Effective utilisation of resource budget	<ul style="list-style-type: none"> • Donation to Forth Valley College Foundation • Ensure Resource budget fully utilised 	<p>March 2017</p> <p>March 2017</p> <p>March 2017</p>
	OP30 - Effective management of student funding resources	<ul style="list-style-type: none"> • Ensure Resource Returns submitted to Scottish Funding Council • Successful External Audit • Completed Scottish Funding Council Resource Return 	<p>Dec 2016</p> <p>March 2017</p>

Strategic Objective - Support the new Falkirk campus development project		Performance Measures 2016/17	Date
2016/17	OP31 - Manage the financial input into the project	<ul style="list-style-type: none"> Complete Financial model within Full Business Case which demonstrates affordability throughout life of project 	Sept 2016
	OP32 - Identify and secure funding for Forth Valley College costs	<ul style="list-style-type: none"> Deliver planned operational surpluses Seek Forth Valley College Foundation Grants where appropriate Seek stakeholders and partners - Contributions 	July 2017 July 2017 July 2017
	OP33 - Maximise Forth Valley College existing resources	<ul style="list-style-type: none"> Obtain Scottish Funding Council approval to retain capital receipts (Alloa and Falkirk) 	Dec 2016

Strategic Theme 5 - Enhancing our position as the business and community partner of choice

Strategic Objective - Build and develop mutually successful client relationships with business, employers, learners and key stakeholders		Date
2016/17	Performance Measures 2016/17	
OP34 - Develop and maintain strategic partnerships with key organisations connected to the college	<ul style="list-style-type: none"> 10 strategic partnerships established and being cultivated 5 opportunities created with key organisations for company connections to the college 	July 2017 July 2017
OP35 - Target and engage with SMEs across Forth Valley	<ul style="list-style-type: none"> Map employer engagement and target to develop relationships 	July 2017
OP36 - Maximise the benefits of the key information systems developed	<ul style="list-style-type: none"> E portfolio fully operational and embedded across departments allowing efficient use of resources Deliver VQMS tracking and reporting VQ delivery Employer Engagement System utilised across departments and providing key data to target employers 	Dec 2016 Jan 2017 July 2017
OP37 - Create and deliver focussed marketing campaigns to raise awareness of college activities across client groups	<ul style="list-style-type: none"> Agree and implement priorities with marketing to create the profile and generate opportunities Ensure new website supports the priorities of business development 	Oct 2016 Dec 2016

Strategic Objective - Enhance our understanding and awareness of our key sectors, our local economy and national and international environments to meet the needs of our clients and identify new business opportunities

2016/17	Performance Measures 2016/17	Date
OP38 - Curriculum of college reflects the skills requirements of our local economy and business community	<ul style="list-style-type: none"> Curriculum conference developed and linked to commercial/business opportunities locally, nationally and internationally Regional skills plan developed by SDS and implemented with the support of FVC Stirling Skills Strategy implemented and supported by FVC with a focus on the digital agenda 	<p>May 2016</p> <p>April 2017</p> <p>March 2017</p>
OP39 - Build on the existing links with key industry groups and national groups	<ul style="list-style-type: none"> Promote College representation at local and national groups (recorded as part of HR system) 	July 2017
OP40 - Deliver Year 2 of the International Strategy	<ul style="list-style-type: none"> Secure the income target for international via business engagement/commercial activities and student recruitment (both direct and university linked) Maintain and enhance the strategic relationships formed with other colleges, universities, local authorities and other internationally linked organisations 3 staff and student mobility projects/study trips are operational 	<p>July 2017</p> <p>July 2017</p> <p>July 2017</p>

Strategic Objective - Contribute to the College's long term financial sustainability

2016/17	Performance Measures 2016/17	Date
OP41 - Maintain business and generate new business	<ul style="list-style-type: none"> Adopt revised contribution levels to support the college's financial sustainability Achieve commercial income targets and SDS targets 	<p>July 2017</p> <p>July 2017</p>
OP42 - Source and gain other non SFC funding	<ul style="list-style-type: none"> Develop, resource and commence the delivery of the Fund Raising and Development strategy and meet the target set for non SFC income Monitor and report the non SFC income levels to SMT and Strategic Development Committee 	<p>July 2017</p> <p>July 2017</p>

Strategic Theme 6 - Delivering a whole system approach. Simply effective, efficient and consistent

Strategic Objective - Deliver an information infrastructure to meet the developing needs of a vibrant organisation		Date
2016/17	Performance Measures 2016/17	
OP43 – Maximise effectiveness of IT through continuous improvement of Network Infrastructure	<ul style="list-style-type: none"> Upgrade server rooms from 1Gb to 10Gb Upgrade VM software to latest Microsoft standard 	Aug 2016 Aug 2016
OP44 – Upgrade our communications systems to secure benefits from unified system	<ul style="list-style-type: none"> Deliver Phase 1 implementation of Skype for Business 	Oct 2016
OP45 – Design and Implement suite of IT developments to support Creative Learning to deliver best experience for staff and students	<ul style="list-style-type: none"> Work collaboratively to develop and implement a joint Creative Learning and Learning Technology Strategy covering 2017-2022 Scope IT requirements for the new Falkirk campus ensuring flexibility for advances in technology 	Jun 2017 Aug 2016

Strategic Objective - Efficient and effective use of IT		Date
2016/17	Performance Measures 2016/17	
OP46 - Continue to advance the service and support offered by the College's IT Helpdesk	<ul style="list-style-type: none"> Improve communication through the use of Service Alerts and Announcements 	Sept 2016
OP47 - Enhance Cyber Security through additional technology and staff awareness	<ul style="list-style-type: none"> Improve resilience through additional firewall Raise Cyber security awareness through development of on-line courses 	Aug 2016 Feb 2017

Strategic Objective - Deliver a programme of continuous improvement to enhance our information systems		
2016/17	Performance Measures 2016/17	Date
OP48 - Further develop College systems to enhance services to our students and staff	<ul style="list-style-type: none"> Further develop the College dashboard to pilot using learner analytic information to identify trends within our application, enrolment, retention and attainment data to allow the development of early indicators for future cohorts, to enable earlier interventions Build on the success of the My Info student portal through expanding functionality through phase 2 developments Roll-out of our electronic student application approval process to all teaching Departments to improve our service to students Upgrade and launch a new version of SharePoint to modernise and take advantage of product developments 	Feb 2017 Sep 2016 Oct 2016 Sep 2016
OP49 - Further develop College systems to enhance services to our employers and external stakeholders	<ul style="list-style-type: none"> Develop and pilot the first phase of a self-service portal to allow employers and external stakeholders to access College information, building on the success of our schools application portal Implement an e-portfolio tool to enable the more effective tracking and reporting on VQ learners Re-engineer our VQ management system to enable more effective tracking of VQ milestones. Roll-out our Employment Engagement System to enable more comprehensive reporting of Employer Engagement 	Jan 2017 Sep 2016 Jan 2017 Aug 2016

NEW Strategic Objective – Improve the College Profile Nationally and Internationally		
2016/17	Performance Measures 2016/17	Date
OP50 – Deliver Year 2 of the Communications and Marketing Strategy	<ul style="list-style-type: none"> Launch of new, responsive College website 	Aug 2016
OP51 - Encourage greater engagement with former students through the development of a robust alumni strategy	<ul style="list-style-type: none"> Develop an alumni strategy including further developing case studies and promoting the profile of the College through the success of former students 	Jan 2017
OP52 – Raise the College profile through development of a robust content strategy for key audience groups	<ul style="list-style-type: none"> Effective liaison with College teams to develop content online and offline 	Jun 2017

1. Purpose

To present members with the 2016/17 Board Calendar for approval.

2. Recommendation

That members consider and approve the proposed Board and Committee Calendar for 2016/17.

3. Background

The College sets the calendar for Board and Committee meetings annually. The dates are set to facilitate key milestones within the annual life of the College such as the approval of the College accounts.

4. Key Considerations

The draft calendar is attached for information.

In the 2016/17 academic year, there will be some estates related single item meetings which fall out with the normal meeting schedule. These meetings are for items the approval of the Full Business Case.

There will also be an additional meeting of the HR (Inc. Nomination) Committee to facilitate recruitment for Board vacancies. The dates for this activity is currently being finalised and will be confirmed to members.

5. Financial Implications

There are no financial implications relating to the Board calendar.

6. Equalities

Assessment in Place? – Yes No

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		
Low		
Very Low	X	X

Failure to plan a schedule which allows the Board to discharge its duties at appropriate points throughout the year poses a risk to the College and could lead to avoidable delays in meeting externally set deadlines. Agreement of the attached calendar would mitigate this risk.

Risk Owner – Alison Stewart

Action Owner – Stephen Jarvie

8. Other Implications –

Communications – Yes No

Health and Safety – Yes No

Not applicable.

Paper Author – Stephen Jarvie

SMT Owner – Alison Stewart

Board Indicative Calendar 2016/17

Meeting	Academic Year 2016/17			
Board of Management	Thursday 29 September 2016 Alloa (Strategic Discussion)	Thursday 8 December 2016 Stirling (Morning Meeting and xmas lunch)	Thursday 23 March 2017 Falkirk	Thursday 22 June 2017 Falkirk
Audit	Thursday 4 August 2016 Falkirk	Thursday 24 November 2016 Falkirk	Thursday 9 March 2017 Falkirk	Thursday 1 June 2017 Falkirk
Finance	Tuesday 20 September 2016 Falkirk	Thursday 24 November 2016 Falkirk	Tuesday 14 March 2017 Falkirk	Thursday 15 June 2017 Falkirk
HR (Inc. Nomination)	11 or 16 August 2016 Falkirk (to be confirmed)	Tuesday 8 November 2016 Alloa	Tuesday 28 February 2017 Alloa	Tuesday 6 June 2017 Alloa
Strategic Development	Thursday 8 September 2016 Stirling	Thursday 17 November 2016 Falkirk	Thursday 23 February 2017 Alloa	Thursday 8 June 2017 Stirling

Estates Approvals – Full Business Case				
Board of Management	Thursday 25 August 2016 Falkirk			
Falkirk Campus Board	Thursday 18 August 2016 Falkirk			
Finance	Tuesday 16 August 2016 Falkirk			

1. Purpose

To present to the Board of Management the Student Association's activity to date.

2. Recommendation

That members should and comment on the activity undertaken by the Student Association.

3. Key Considerations

NUS Award Win

The SA won the NUS Scotland award for Enterprise for our work setting up and maintaining the Credit Union within the college campuses. The VP Education & Learner Engagement led on this and we were absolutely thrilled to win, especially as we were competing against Stirling University for the win.

Education Scotland Feedback

The SA received amazing feedback from Education Scotland after their review of the college. They highlighted how we have integrated ourselves into curriculum areas, have a high profile within the student population and commended us on being 'forward thinking and innovative in approach'. The SA is thrilled with the results and proud that we have been portrayed so well throughout the review paper.

International Conference

The SA attended the ICIE (International Conference for Innovation in Education) conference in Rijeka, Croatia. We attended various workshops and key note speeches during the conference and produced a report on our experience (see appendix). This was a great experience and has given the team many ideas to take forward.

4. Financial Implications

Please detail the financial implications of this item – there are no specific financial implications

5. Equalities

Assessment in Place? – Yes No

If No, please explain why – Consideration is given to equalities impact of individual Student Association activities and is not required for this summary.

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

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		
Low		
Very Low	X	X

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

Risk Owner – Lorraine Simpson

Action Owner – Fiona Brown

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 – N/A

Paper Author – Lorraine Simpson

SMT Owner – Fiona Brown

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Forth Valley Student Association

International Conference

18th - 21st May 2016

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1. Introduction

This report will outline how the Student Association (SA) was given the fantastic opportunity to go to an international conference held in Rijeka, Croatia and network with other education establishments. The conference outlined how other schools work in terms of creativity and innovative practice. This report will also outline the workshops attended and the benefits to them.

2. Planning & Development

The SA was given the fantastic opportunity to do a one off project from money that was donated to us via sponsorship. The SA decided in order to tie in with the colleges International Strategy and create more opportunities for our students; we would investigate the possibility of travelling to an international conference. From this the SA team brainstormed and identified that there was an annual ICIE (International Centre of Innovation in Education) conference taking place in May 2016 in Croatia. The conference would include the themes of: Excellence, Leadership, Creativity and Innovation. In the months running up to the conference the Student President and Student Liaison Officer (SLO) met with the colleges International team and planned the itinerary and workshop schedules for the conference.

In the weeks running up to the conference the SA team were all given packs with information such as evaluation templates for each workshop they would attend, along with information on various keynote speakers etc.

The accommodation and transfers were all done through Travel Counsellors who normally do any business with the College in relation to trips in or outside the UK.

3. Conference Content

The International Centre for Innovation in Education (ICIE) is committed to the development of all learners as productive world citizens and leaders for the future. This International Conference included a high calibre of Nobel Laureate, keynote speakers, invited speakers, and a large number of scholars and presenters. The ICIE conferences are milestones in the journey towards Excellence, Leadership, Creativity and Innovation. The conference also included multiple workshops, parallel sessions and symposiums throughout the day.

4. Workshops Attended

4.1. Talented Females: Obstacles, Challenges and Choices

The underachievement of gifted students is one of the most frustrating issues that teachers and researchers encounter. What causes underachievement? How can parents and teachers help to develop talents in students who underachieve in school/college but pursue creative outlets outside of school? The underachievement of gifted and talented students and the interventions that work for different types of underachievement was discussed in this workshop.

Facilitated by:

Sally M.Reis - Vice Provost for academic affairs; University of Connecticut, USA

Workshop content:

The workshop consisted of a presentation with questions at the end.

Knowledge Gained:

The barriers that women face to excel in their interests and having the fear of success and what might accompany success. Issues such as:

External Barriers:

- TV
- Media
- Stereotypes in home/school/life
- Religion

Internal Barriers:

- Can I do it – Self Belief?
- The Development of Self-Efficacy and Resilience
- Multipotentiality – they don't know what to choose

Help change the internal beliefs that women hold of their own potentials

- Overcome internal and external barriers
- Help talented females identify their strengths and interests
- Developing women's conceptions of success and leadership
- Change the view women have internalized about themselves and work
- Help women re-examine the ways in which they define success

How could this be applied to anything the SA does?

- Find ways to ensure we actively encourage young females to excel in their interests
- Have a women's history month and promote the success of famous talented females throughout the decades.

Who else could use this approach?

- Liaise with Science and Engineering department to help raise awareness of the issue that more women need to be brought forward.
- Liaise with the Schools Programme Co-Ordinator in terms of the school links to help raise awareness and identify talented females.
- Work with Equalities on women's history month.

4.2. Creating Creative, Cooperative Environments Creatively & Cooperatively

Researchers often consider how to develop creative environments through “person” (the characteristics and problem-solving styles of the people involved), “process” (the operations they perform), and “product” (the resultant outcomes). However, in education, in business, and indeed in all areas of human endeavour, the problem-solving environment is equally important. And there are tangible things that can be done to help establish an energizing, stimulating climate. The focus of this session was on nurturing creativity in schools, post-secondary institutions, and the workplace by setting a positive tone which builds trust and openness, challenge and motivation, autonomy, dynamism, playfulness and humour, and idea support. Certainly, educators (at any level) and parents would be the main target groups, but researchers and business people would also be interested in many of the topics that will be addressed in this workshop.

Facilitated by:

Ken McCluskey – Dean: Faculty of Education, the University of Winnipeg, Canada

Workshop content:

The workshop consisted of a presentation with videos and group discussions that allowed the audience to fully participate in and share good practice and ideas. Ken was an excellent orator and exchanged his knowledge in stories and experience which was easy to relate to.

Knowledge Gained:

Creative thinking can be improved through training.

The climate for innovative dimensions should consist of the following;

- Challenge and involvement
- Freedom (autonomy)
- Trust and openness
- Idea Time-budget in time to think.
- Absence of conflict (but not removal of debate)
- Playfulness and humour
- Idea support
- Debate
- Risk Taking

There are two types of thinkers, Developers and explorers. Developers think and work within regulations and are efficient. Explorers think outside the box, are innovative but generally less productive in following through with all of their ideas. Through training and creating a climate for innovation, creative thinking can improve.

Ken's knowledge of this area was extremely wide and diverse. It was easy to relate to the content of the workshop and also put into practice some ideas for areas within the college. He asked 'Does a happy, caring managerial style work'?

The answer would be yes, people work more productively in this environment.

How could this be applied to anything the SA does?

We could work to develop a climate within the SA which could benefit creativity as outlined above, and this could be filtered to students via class rep training and other workshops and also via our events, where we can encourage students' creativity through interactions and games. Change the format of staff meetings. Ask staff to take ownership and lead on a rota basis of the agenda content, discussions and actions. Map staff skills set to see who is best fit for 'project work'.

Who else could use this approach?

- Lecturers
- Trainers
- Support staff

4.3. The Use of the Creative Reversal Act (CREACT) to Develop Creative Potential in the Classroom

The last decades have witnessed a number of new theories and models about the development of creativity. Some of these models were translated into practice. We have come to believe that creative ability is not a fixed capacity; rather, it can be improved through interventions. Indeed, research shows that educational and training programs make a considerable improvement in creative capacity. This talk will include the discussion of creativity studies first, and then a review of the CREAT (Creative Reversal Act), its theoretical background, and research carried out on its effectiveness on students' creativity. The CREAT is a creative teaching technique (Sak, 2009) developed based on the theory of the janusian process that was originally proposed by Rothenberg (1971). The janusian process plays a role in many creative accomplishments, such as the theory of natural selection and the general theory of relativity. Creative ideas holding oppositions, paradoxes, and paradoxical metaphors can be produced through the use of the CREAT. It is composed of five steps: construction, segregation, opposition, combination and elaboration processes. A series of research was carried out on the effectiveness of the CREAT. One of the studies showed that the use of the CREAT improved students' creative performance significantly on the poem and story tasks. A second study involved students' performance on concept learning and construction of paradoxes. In this study, experimental groups showed higher performance than did the control groups on the both tasks. In another study, the social validity (social acceptance) of the CREAT was investigated. Students' satisfaction with use of the CREAT was found very high. Research findings imply that the CREAT can be used effectively in a variety of settings, including classrooms and workplaces.

Facilitated by:

Ugur Sak - Center for Research and Practice on Gifted Education, Anadolu University, Eskisehir, Turkey

Workshop Content:

The workshop began with an individual activity, which we then shared with the group, highlighting our own personal creative thinking and the distinction between the groups as creative individuals. The activity also indicated the limitations of our creativity as adults, having been educated to think in a particular way, in relation to what we would perceive as standard characteristics. From this we then moved on to the presentation, where Ugur outlined the development and demise of creativity, with reference to the psychological changes within children as they are educated through both learning and experience.

Activity:

To begin the session Ugur introduced an activity to highlight the limitations of our creativity as adults. Imagine that a new planet was discovered. It is far away in the galaxy. All life conditions on this planet are completely different from life conditions on earth. Now imagine a creature that lives on this planet and draw it on a piece of paper.

From the activity we all discussed our designs and ideas, which highlighted our preconceptions of how the creature should look based on what we consider as normal characteristic and functions including eyes, mouth, arms and legs.

From this activity we were able to analyse that all preconceptions of what the creature would look like are based upon the characteristics we draw from our own planet, limiting our creativity. Highlighting that we have mental sets and schemes which dictate the way in which we think blocking our creative freedom and limiting our creative exploration.

What causes mental set blocking in relation to creativity?

- Knowledge
- Experience
- Habits
- A need to obey social norms

To remove the boundaries of mental blocking, the introduction of the CREAT training within the education sector (schools) has revealed that students are much more engaged and score higher once they have completed the training program.

CREACT consists of five steps:

construction-> segregation-> opposition-> combination->elaboration processes

The students, who received the training, concluded that the training has aided them to be more creative, with 4.4 out of 5 agreeing that the CREAT model had allowed them to produce some very interesting ideas. The model also scored highly in relation to defining concepts, evaluating concepts and developing creative opposites. The student's also evaluated that overall they had enjoyed using the CREAT model as a base to develop their creative ideas.

Finally we also briefly touched on the criteria for creativity, which should be used as a reference point when developing a new concept.

Criteria for creativity:

- Original or novel idea/purpose
- Useful or Effective idea/purpose

Overall from this workshop, we learned the importance of creativity within the education sector and how nurturing the creativity of students using the CREAT program enhances their engagement and subsequently their performance while in an educational setting.

Knowledge Gained:

We learned about the Janusian Thinking theory as a creative process, enhancing student's creative potential, through working on the four key stages of problem solving, from identifying the need and being motivated, through to the construction stage.

Janusian Thinking:

Motivation to Create ->Deviation->Simultaneous Opposition ->Construction

From the examples given within the presentation, we learned that allowing students to follow their own creative steps, they would be able to explore their creativity, without being bound by mental blocking, which is often developed within traditional teaching methods.

By allowing student's the freedom to choose their own area of exploration, you are able to maximize the motivation within the students, enhancing their engagement with the project and encouraging them to use their imaginations to find appropriate solutions.

How could this be applied to anything the SA does?

- Within the development of new projects
- As part of the Creative Learning group
- Working with classes on problem solving activities
- Creative Activities
- Present this at Staff development to aid creative learning practice

Who else could use this approach?

- Lecturers
- LDW's
- School Links
- Trainers
- Support staff
- Workshop based classes

4.4. Identifying and Developing Creative and Productive Giftedness: Major Challenges for the 21st Century Learners

The economic, cultural, and social development of a nation is dependent on the creative productivity of its most gifted and talented individuals. In this presentation we will first explore the characteristics of young people that are capable of contributing to high levels of creative productivity and procedures used for identifying these students for special services. The second part of the presentation will deal with: **(1)** how to make curricular modifications that allow time for personalizing learning; **(2)** how to infuse 21st Century skills into the curriculum; and **(3)** how we can provide the opportunities, resources, and encouragement for young people to apply their talents to challenging types of learning experiences. Three interrelated types of enrichment will be described and practical examples of how teachers can organize enrichment clusters and learning experiences that focus on creative and productive giftedness will be presented.

Facilitated by:

Joseph S. Renzulli - Director, Neag Center for Creativity, Gifted Education and Talent Development, the University of Connecticut, USA

Workshop Content:

The workshop consisted of a presentation with videos and group exercise. After examples of how to solve a problem creatively were given, groups were asked to identify a problem and work together creatively to solve it.

Activity:

We chose the problem of 'How Facebook Effects our Lives'. We identified that a problem relating to this topic was social behaviours and how people act when speaking to others online, that there is no filter for some and in extreme cases terms may become racially abusive or aggressive to others. We were given a '6 Step Process' to follow which was used for idea development and reflection. The solutions we came up with included:

- Time limits on usage
- Character limits
- Block offensive words/phrases
- Account set up would require valid I.D

The criteria needed in order to evaluate these solutions included surveys; data collection; research and active discussion with others and Facebook management. We decided the best solution from the list was to block out offensive words/phrases as this seemed like the fastest and easiest solution to the problem. We then devised a plan of action which included:

- Doing surveys on which words/phrases people find offensive
- Ask Facebook to gather online data to the same effect
- Identifying the most popular answers
- Presenting findings to Facebook Management
- Ask Facebook to implement the solution

Knowledge Gained:

The 'Spotlight' brain/ 'Floodlight' brain theory:

This theory showed the importance of asking open questions. The example given was:

Q1. What is 6x4? A1: 24- this is a closed question (spotlight, focus on one answer)

Q2. How many uses can you think of for a tin can? A2. Open question, answers were never ending and based on perceptions (floodlight, many different ways/answers)

As well as using open questions we should use probing questions such as:

Original question: How many uses can you think of for a tin can?

Probing questions: Can the tin be cut open? What size is the tin? What shape?

How could this be applied to anything the SA does?

- Training sessions- Class Rep/ Staff Development/Class workshops
- Icebreaker
- Creative Activities
- Ask questions during presentations- Encourage engagement

Who else could use this approach?

- Lecturers
- Trainers
- Support staff
- Workshop based classes

4.5. Lost Prizes: Recognising and Nurturing and the Talent of At-Risk Students

As the term ADHD is typically viewed as a “disorder” and certainly, hyperactive and inattentive children present some interesting challenges at home, at school, and in the community. This session highlighted many of the problems, and acknowledges that the prognosis for ADHD is sometimes “far from benign”. However, an attempt is also made to put a more positive spin on things by recasting reality and pointing to the creative strengths that frequently go hand in hand with the condition. To illustrate, with proper support, might not stubborn behaviour in childhood grow into determination in adulthood? Might not inattentive daydreaming turn into creative invention, over activity into productive energy, and off the wall behaviour into outside the box thinking? The overall intent here is to offer a humane, flexible approach to help parents and educators turn negatives into positives and identify and nurture the talents of an often misunderstood population.

Facilitated by:

Ken W. McCluskey - Dean, faculty of education, the University Of Winnipeg, Canada

Workshop Content:

The workshop consisted of a PowerPoint presentation that provided information on working with ‘at risk’ or ‘disadvantaged’ children. It gave examples of the best practices and learning techniques to use while working with these children. A video was also shown at the end of the presentation of children who struggled with either their personal or academic life however they showed a talent in music and performing.

Activity:

There was no activity in this workshop.

Knowledge Gained:

This workshop highlighted the importance of treating everyone as equals but also tailoring learning to each child’s individual needs. Every child is different and one who appears to struggle in certain aspects of their learning may excel in other areas therefore it is important to find out what their talents are. It is also important to use ‘flexible discipline’ as one form of discipline may not be the best option for everyone.

Problems of definition:

- Vulnerable children
- Marginalized
- Disadvantaged
- Unengaged

“It is what parents and children do in their lives, not where they come from or ethnicity”

“Always remember behaviour can always be changed”

Characteristics of At Risk:

- Minority groups/separated families
- Male
- Low socio-economic status

How could this be applied to anything the SA does?

When delivering Class Rep training sessions, workshops within classes or when working with groups of students the SA should bear in mind that every students learning needs are different therefore different learning methods should be used.

Who else could use this approach?

- Lecturers
- Trainers
- Support staff
- External partners
- Sa officers
- Workshop based classes

Useful Links:

http://www.mern.ca/monographs/Lost_Prizes_English_web.pdf
<http://www.mern.ca/profiles/mccluskey.pdf>

4.6. Scientific Evidence of Neuronal Phenomena

This workshop will focus on neuronal basis of everyday human behaviour relevant for educators at all levels of education. In an interactive setting, a basic brain anatomy will be introduced along with the most common non-invasive brain imaging techniques that enable us to “see into the brain”. We will play with 3-D brain anatomy, choose different brain areas to display, zoom, explore and discuss their functions. If we are good, we will have a pleasure of meeting a “little man” in our brain (his name is Homunculus!). A realistic movie resulting from a mathematical model will show us the complexity of neuronal signalling between different brain areas. That signalling is initiated from environment that is full of auditory, visual, tactile and cognitive stimuli that are literally causing our brains to grow. Moving further, we will present results from several sets of neuroimaging data acquired on several types of brain scanners and link them to some of the observed behaviours. We will learn why “monkey does what monkey see” and why humans are not very far from monkeys? Actually, we will even jump around the classroom! – But this will teach us that our neuronal motor control carefully differentiates between bilateral vs. unilateral movements. Doing things together, we’ll demonstrate which part of our brains is “social” and why we sometimes think differently.

Facilitated by:

Dubravko Kičić - Ceo & President of The Board of Bicro Biocentre Ltd., Zagreb, Croatia

Workshop Content:

The workshop consisted of a presentation with videos, group discussions and 3D App software that allowed the audience to look inside the brain. There were multiple case studies and examples shown throughout of studies and findings that had been done relating to brain activity. There were no activities.

Knowledge Gained:

During the presentation one particular element looked at the brain growth in children who have been neglected from a young age. The comparison between a child’s brain aged 3 who was growing up in a nurturing environment and a child’s brain aged 3 that had been neglected, showed a substantial difference. The presenter commented that if a child is adopted into a nurturing environment before the age of 2, the child can still learn at a normal pace. However if the child is not adopted into a nurturing environment before this age it is highly likely that the child’s brain will develop slowly and a much lower IQ level will be evident. This can cause children to approach and perceive situations differently and most likely continues into adulthood. In cases of extreme neglect, the brain can fail to develop properly and indicators become present such as: smaller intelligence, worse linguistics and hyperactive/impulsive behaviour.

How could this be applied to anything the SA does?

It will be beneficial to keep this in mind when interacting with students who have presented from disadvantaged backgrounds or care experienced. This could apply to a classroom or training setting.

Who else could use this information?

- Lecturers
- Trainers
- Support staff

4.7. Active Learning in Science: The Case of Colours

Although every learning experience is an active process, the term active learning in science education is used for the approach, in which students discover relations among relevant variables in a mode of scientific method through performing experiments as an inquiry. Scientific method is usually considered as collecting data from observations and measurements to become familiar with the problem, an organization of data for recognition of possible patterns, a formation of hypothesis trying to explain data patterns (hypothesis), designs of new experiments for verification or for ruling out hypotheses. The main purpose of learning the scientific method is that students acquire the attitude to drawing conclusions based exclusively on evidences and not on hearsays or opinions, even in everyday life.

More approaches stimulate learning of scientific method, for example: POE - Predict, Observe, Explain (White, Gunstone, 1992), IBL - Inquiry Based Learning (McDermott, 2014), ISLE Investigating Science Learning Environment (Etkina et al, 2013), all of them stemming from experimenting with the purpose to verify predictions (hypotheses). In this contribution, we shall briefly discuss these approaches, their advantages and disadvantages. Next, the participants will apply these approaches to investigate the colours with the purpose to discover the rules for their creation on the computer screen and by the colour printer. The activity will additionally consider the guidance for less able students and the creation of open-end problems relevant for students with higher abilities.

Facilitated by:

Mojca Čepič - Faculty of Education University of Ljubljana, Slovenia

Workshop Content:

The workshop began with two demonstrations, conducted by Mojca Čepič. The group was asked prior to each experiment to predict the outcome (see below). The group actively participated and called out answers; the experiments were then carried out and explained, using models of practice, which were discussed as the experiments were being conducted.

Participants were asked to explain how they made their predictions and from there the group was taken through the process behind the methods used to engage and explain how "Active Learning" in science is carried out.

Activity:

To begin the session the professor discussed various methods of predicting outcomes and how these were used:

- POE (Predict Observe Explain)
- IBL (Inquiry Based Learning)
- ISLE (Investigating Science Learning Environment)

The main aim of the workshop was to show that by encouraging students to look at different methods and approaches, they would be able to make predictions on the outcome of their experiment from pre-existing knowledge.

Water Experiment (1)

A tin can was filled with 15ml of water; the water was then brought to the boil. Participants were asked to “Predict” What would happen to the can once it was heated and submerged in cold water.

Various answers were called out including; explode, crumple, pop Etc.

The can did crumple, and again participants were asked “How did they know this would happen?”

It was concluded that due to pre-existing knowledge participants would be able to make an educated prediction.

The Balloon experiment (2)

The second experiment involved a balloon, some fizzing denture tablets and water. Again the group was asked to predict the outcome, as was explained in the previous experiment, by using our pre-existing knowledge we could predict what was going to happen.

As the group predicted, once water was added to the balloon it began to inflate. This was due to the change made by adding water to the denture tablets. What was once a solid inside the balloon had begun to turn into a gas which resulted in its inflation.

Although the group managed to make an almost accurate prediction, most of the group overlooked the change in mass. The balloon had previously been weighed and as the water was added became slightly heavier, as the change from solid to gas began, the weight of the balloon significantly reduced.

Colour Maths (In Print)

The workshop also looked at various methods used to encourage individuals how to use various techniques to explore colour.

The room was split into groups each given a laptop, USB microscope and a range of different materials and cards. Professor Čepič explained how the eye views colour, before going on to explain how colour is actually formed.

She took the group through the colour wheel and how colours such as Magenta, Cyan and yellow were made. We were encouraged in our groups to look at the different items and textures provided in our pack and discuss what we saw.

“Could we see any similarities or differences between the items/ texture?”

As the groups explored they discovered that there was some similarities i.e. there were always three primary colours making up each section of colour they were looking at, in some cases only two. The Brightness in images was identified when all the colours were mixed, and the colours that had no commonality produced black.

Knowledge Gained:

Overall the workshop was interactive and engaging, and demonstrated how this would encourage individuals to be more active in their learning. By making subjects that many find challenging and often difficult, the group could see how this could be broken down into manageable forms of information, whilst still learning the relevant and important information at the same time.

How could this be applied to anything the SA does?

This form of learning supports the creative learning workshop the SA president delivered during staff development in Block 1, by having fun and using different methods of teaching and delivering information, individuals are more able to understand complex and challenging information in a form that suits their learning style.

This style of learning could be utilized by the SA while delivering class rep training, engaging students to be more involved within their own training, using examples of key issues which the students may face within their role.

Who else could use this approach?

- Lecturing Staff
- LDW
- Trainers
- Support Staff
- Creative Industry Students
- Child Care Students

5. Parallel Sessions

These sessions were an introduction to each topic you see below, and were only a short 15 minute presentation on each.

5.1. Creativity

- **Jacques Gregoire - A new test for mathematical Creativity**
- **Ivan Alagic - Content Analysis of School Books: The Relationship between Convergent and Divergent Thinking**

This workshop related to showing that scientific researchers cannot obtain innovative results without creativity. It was discussed how we analyse how the evolution from history are deeply rooted in creativity of intellectual and personality traits of each person, in that education is only a moderate part of that.

Education could have more influence on three important components of creativity:

- **Expertise**
Only expert and creative teachers can provide the appropriate environment for developing students' creativity.
- **Original thinking**
Students should have the opportunity to work with ill-posed and open-ended problems, to go wrong and make mistakes, and to find different solutions to the same problems.
- **Intrinsic motivation**
Through these experiences, associated with positive emotions, students should develop an intrinsic motivation for creativity in mathematics.

The above sessions looked at how creative learning could be encouraged in a range of areas, where typically there was none. Ways and means of how to explore these were discussed throughout, as well as possible answers that were support by the relevant research and cases studies in each area.

The reoccurring theme that was present in each presentation was that the texts and materials that students were asked to work with only encouraged one type of thinking, convergent.

It was proposed that if students are asked and encouraged learn and think in a way that there is only one correct answer/ outcome, how could creativity emerge? The studies and research illustrated and supported that of divergent thinking instead.

If text and materials are provided that encourage divergent thinking, then it is more likely that creative problem solving/solutions will occur. This idea was put forward in subjects such as Mathematics and Industry.

5.2. Excellence

- **Andreja Kozmus - *Saturday Schools for Gifted Pupils - A Way of Developing Human Excellence.***

The first parallel session 'Saturday Schools for Gifted Pupils - A Way of Developing Human Excellence' made reference to a piloted programme that promotes equality within the education system by offering equal opportunities to aboriginal students.

These students were offered a place on an educational system diploma programme which they would study as part of their high school work in grades 11 and 12.

Once the students have completed their studies they were hired half time as an educational assistant and the other half of their day they complete their teacher training. On completion of the training and their degree programme they will be guaranteed employment within the Winnipeg school division.

This programme was created to combat the fact that 44% of aboriginal people over the age of 15 do not have a high school diploma in comparison to the national average of 24% highlighting the inequality within the education system in Canada.

- **Baha Zoubi - *Thinking Styles of Gifted, Excellent, Regular and Special Needs Students in Junior and high Schools in the Arab Society in Israel.***

This session highlighted the important of tailoring lessons to meet the requirements of the diverse learning groups within the education sector. To maintain student engagement it is important that teachers strive to be creative in their teaching practices, continually developing their own skills through staff development and the sharing of good practice.

By doing so we will be able to tailor lessons to meet the needs of all students including those with additional support needs to ensure that all students have an equal chance at fair education.

- **Dr Sharon Lierse – Characteristics outstanding university lecturers have in common?**

This session considered the key personal characteristics which allow students to engage with teaching staff. Dr Sharon Lierse completed a survey where students were asked what skills and key attributes they felt were most important in their lecturers. The study showed that students engaged more with lecturers who were enthusiastic and passionate about the subject being taught allowing them to have a good rapport with the student body:

Personal Attributes	Frequency of Responses
Engagement, Enthusiasm	17
Inspiration, Passion, Rapport with Students	11
Encouragement and expectations	9
Caring	8
Approachable	7
Compassionate/mentor	6
Role Model	5
Humour	4
Strict	3
Extroversion/dynamic, adaptable/flexible, tender/humble, entertaining	2

To continue the studies she then went on to interview students who highlighted key lecturing staff who they felt were the most engaging within their field from which she then interviewed the highlighted lecturing staff and concluded five key characteristics which are important for teaching staff to possess:

1. Expertise
2. Holistic approach to learning
3. Engaging the students
4. Open door policy
5. Ambitious altruists

5.3. Gifted Education

- **Suzana Vajngerl- *Research Skills of Gifted Students***
- **Tarika Sandhu- *Dynamics of Flow in the Creatively Gifted***
- **Zeljko Racki- *Insights on Gifted Education in Croatian Elementary School***

These sessions looked at 'Creatively Gifted' (CG) students and how children in primary schools could be identified as CG, how they could be nurtured and eventually progress in adult life. Case studies were shown where children made starch from potatoes in their home environment, supervised but unguided by tutors. Typically, students who are CG display three typical characteristics:

1. They show signs of early stage development
2. They persistently want to work on their own
3. They have commitment to tasks.

Experience indicates that in order for CG to thrive:

1. Motivation is needed (competition)
2. Extra attention must be given
3. They need support
4. Teachers must be competent

There should be a focus on Enjoyment, Engagement & Enthusiasm, as these produce higher achievement results.

6. Summary

This report shows that this International visit was a great opportunity to network, share best practice and to learn more about other institutions. It also demonstrates that Forth Valley College is ahead of the trend in terms of creativity and innovative practice, as a lot of the content covered is what the college and SA already does or is working towards.

The SA hopes this report provides valuable insight into the conference and its content and can provide tools to foster new creative practice within teaching and training departments.

A recommendation going forward would be to apply as many of these techniques as departments see fit, and to keep international links open. The college should definitely attend the next annual ICIE conference, and consider delivering at this also to share our creative practice with other establishments.

1. Purpose

To present the Board of Management with the output of the second Staff Cultural Survey.

2. Recommendation

That member note the contents of the attached report.

3. Background

Following the success of the Staff Cultural Survey undertaken in October 2013 a second survey was launched in December 2015. To clearly measure the data from this survey it was decided to use the same format and set of questions in the previous survey. This enabled us to benchmark the data and ascertain the differences both positive and negative over the 2 year period. The Cultural Survey closed on 18 December 2015 and a detailed analysis of the data has been carried out. A full report will be made available to all staff. The survey produced a response from over 340 staff who undertook the survey. The number of staff who took part in the survey has reduced slightly from 350 staff undertaking the survey in 2013.

4. Key Considerations

The report shows the overall response to the Staff Cultural Survey was once again positive and there are a number of areas where the shift from disagree and strongly disagree to agree and strongly agree have shown some improvement. This indicates that a higher percentage of staff have a greater understanding of the colleges values and direction.

Staff had the option of adding additional comments within each of the sections and although many of the comments were of a negative nature rather than positive, the overall percentage of specific questions in each area suggests an overall improvement and reflects that most staff that completed the survey recognise Forth Valley College has clear objectives and decision making processes in place.

A plan of improvement will be developed and will be presented to the HR (Inc. Nominations) Committee on completion.

The improvement plan will detail, over a period of three years, how the college will improve and or add value on the areas listed above. SMT, Heads of Department and Heads of Service will have an opportunity to contribute to the implementation plan

The Cultural Survey will be published in June upon receipt of Board of Management approval.

5. Equalities

Assessment in Place? – Yes No Non-Applicable

6. Risk

	Likelihood	Impact
Very High		
High		
Medium		
Low	X	X
Very Low		

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

No risk identified.

Risk Owner – Andrew Lawson

Action Owner - Steven Still

7. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Paper Author – Andrew Lawson

SMT Owner – Andrew Lawson

Uncontrolled Copy

Shaping the Future Making Learning Work

Your Say

EMPLOYEE CULTURAL ENGAGEMENT SURVEY 2016 - RESULTS

Forth
Valley
College



Making Learning Work

Shaping the Future Making Learning Work

Your Say

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INTRODUCTION FROM THE PRINCIPAL



As part of our on-going mission to "Making Learning Work", I am delighted to be in a position to feedback the results from our second cultural survey. Once again, we have received a very positive response to the survey from staff across the organisation, gaining an overall return rate of 54%.

This report includes a summary of findings from the 2016 survey, comparison of the key highlights from the 2013 survey and points for action.

As principal, I was extremely pleased to see where positive change has been made and more importantly, the survey has identified areas for improvement. A plan to address the points for action will be implemented by SMT in due course.

Thank you once again for taking the time to complete the survey. Your comments are extremely valuable, and by taking part in this process you help to shape the future direction of the College and contribute to Making Learning Work for our staff and students.

Dr Ken Thomson
Principal

SURVEY RESULTS KEY HIGHLIGHTS

The following tables show the differences between the 2013 and 2016 survey results.

Your Role

- 10%** increase in 'Strongly Agree' statements
- 1%** reduction in 'Agree' statements
- 4%** reduction in 'Neither Agree' nor 'Disagree' statements
- 3%** reduction in 'Disagree' statements
- 2%** reduction in 'Strongly Disagree' statements

College Performance

- 7.3%** increase in 'Strongly Agree' statements
- 1.7%** reduction in 'Agree' statements
- 4.2%** reduction in 'Neither Agree' nor 'Disagree' statements
- 0.4%** reduction in 'Disagree' statements
- 1%** reduction in 'Strongly Disagree' statements

Effectiveness of Teams & Working Relationships

- 10.5%** increase in 'Strongly Agree' statements
- 1.3%** reduction in 'Agree' statements
- 4.6%** reduction in 'Neither Agree' nor 'Disagree' statements
- 6.1%** reduction in 'Disagree' statements
- 1.1%** reduction in 'Strongly Disagree' statements

My Manager

- 11%** increase in 'Strongly Agree' statements
- 3.5%** reduction in 'Agree' statements
- 3.5%** reduction in 'Neither Agree' nor 'Disagree' statements
- 1%** reduction in 'Disagree' statements
- 3%** reduction in 'Strongly Disagree' statements

Organisational Leadership

- 6.9%** increase in 'Strongly Agree' statements
- 4%** reduction in 'Agree' statements
- 1.6%** reduction in 'Neither Agree' nor 'Disagree' statements
- 5.7%** reduction in 'Disagree' statements
- 3.6%** reduction in 'Strongly Disagree' statements

College Culture & Values

- 12.6%** increase in 'Strongly Agree' statements
- 7.1%** reduction in 'Agree' statements
- 2.3%** reduction in 'Neither Agree' nor 'Disagree' statements
- 0.9%** reduction in 'Disagree' statements
- 2.3%** reduction in 'Strongly Disagree' statements

Staff Morale

- 1.5%** increase in 'High and Improving' statements
- 10.5%** increase in 'High' statements
- 5.4%** increase in 'High but Deteriorating' statements
- 4.1%** increase in 'Neither High or Low' statements
- 10.8%** reduction in 'Low & Improving' statements
- 7.3%** reduction in 'Low & Static' statements
- 3.4%** reduction in 'Low & Deteriorating' statements

College Environment

- 7.5%** increase in 'Strongly Agree' statements
- 1.5%** reduction in 'Agree' statements
- 3.2%** reduction in 'Neither Agree' nor 'Disagree' statements
- 3.5%** reduction in 'Disagree' statements
- 2.3%** reduction in 'Strongly Disagree' statements

College Impact & Achievements

- 8.7%** increase in 'Strongly Agree' statements
- 1.1%** reduction in 'Agree' statements
- 7.7%** reduction in 'Neither Agree' nor 'Disagree' statements
- 0.6%** reduction in 'Disagree' statements
- 1.5%** reduction in 'Strongly Disagree' statements

The total response rate for our second cultural survey was 340 completed surveys, which is around 54% of the college establishment. This figure is a slight drop of around 2.3% from the previous survey. Overall engagement of the cultural survey was extremely positive - achieving over 80% engagement across all 9 sections.

YOUR ROLE

We asked you questions about...

YOUR INDIVIDUAL ROLE AT THE COLLEGE IN RELATION TO:

- Role clarity
- Personal objectives and targets
- Communication and feedback
- Empowerment

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

Role Clarity

The majority of responses in relation to role clarity indicated that staff members are very clear about the expectations of their roles and their contribution to the team and the College as a whole.

Personal Objectives and Target Setting

A high number of responses identified that they had clear PRD objectives and understand how they are assessed. However, many of the comments received under this topic highlighted a need for greater commitment to the PRD process from College managers and also for staff members to have stronger involvement in the development of their personal objectives and an opportunity to have more frequent 1:1 discussions regarding their progress.

Communication and Feedback

More than half of the responses indicated that they receive regular praise for their work and that they receive regular feedback. However, this is clearly an area where we could do more. Some key improvements could be made by providing more regular feedback, to ensure staff feel more valued and recognised for the contribution they make to the overall success of the College.

Empowerment

From the responses there is clear evidence that staff are trusted to do a good job and are challenged and motivated by the work they do. However, more success could be achieved by ensuring we fully utilise the individual strengths and expertise of our staff.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.

- 10% increase in 'Strongly Agree' statements
- 1% reduction in 'Agree' statements
- 4% reduction in 'Neither Agree' nor 'Disagree' statements
- 3% reduction in 'Disagree' statements
- 2% reduction in 'Strongly Disagree' statements

POINTS FOR ACTION

- Increased management commitment to the PRD process
- Enhanced monitoring and on-going improvement plan for the PRD Process
- Increased staff involvement in the PRD Process and guidance issued to Line Managers
- Ensure regular 1:1 sessions set by line managers throughout the academic year to provide staff with an opportunity to discuss development opportunities and progression

Please refer to pages 16 and 17 to view the 2013 & 2016 charts.

COLLEGE PERFORMANCE

We asked you questions about...

YOUR UNDERSTANDING AND OPINIONS IN RELATION TO:

- The College's vision and purpose
- The information you receive about the College's performance
- Challenges facing the College and the future

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

The College's Vision and Purpose

Respondents indicated a strong understanding of the College's vision, purpose and the challenges we face as an organisation. The vast majority of respondents felt that there was a clear vision for the College and that they understood our strategies and goals.

The information you receive about the College's performance

A high proportion of the respondents felt that they receive regular information about the performance of the College. From the comments provided staff would also like more information on how the College is performing. Therefore, up-dates and briefings will continue to be an integral part of our internal communication plans.

Challenges facing the College and the future

The vast majority of respondents indicated that they understood the challenges the College currently faces - with external influences and finances coming through as common themes within the comments.

It is clear from some of the comments that staff are aware of challenges faced in the current FE climate, but even in light of these concerns, many felt that Forth Valley College was still in a strong position within the sector. Comments also highlighted that increased communication with staff to keep them informed of external influences and potential impact on the College, would be beneficial.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.

- 7.3% increase in 'Strongly Agree' statements
- 1.7% reduction in 'Agree' statements
- 4.2% reduction in 'Neither Agree' nor 'Disagree' statements
- 0.4% reduction in 'Disagree' statements
- 1.0% reduction in 'Strongly Disagree' statements

POINTS FOR ACTION

- Issue regular communication about College Performance throughout the year
- Issue regular communication and updates about what's happening in the FE Sector
- Increase in information about the College Developments such as Estates project

Please refer to page 18 to view the 2013 & 2016 charts.

EFFECTIVENESS OF TEAMS AND WORKING RELATIONSHIPS

We asked you questions about....

EFFECTIVENESS OF TEAMS AND WORKING RELATIONS INCLUDING:

- Inter Team relations and appreciation of function
- Team relations
- Communication, feedback and review

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

Inter team relations and appreciation of function

From the responses, there is a strong indication that team work and relations continue to be good across the College, including good relations between teaching and support teams. A common theme throughout the comments was a need for improved communication between departments, more opportunities to share best practice and information on the different roles and functions within the College.

Team relations

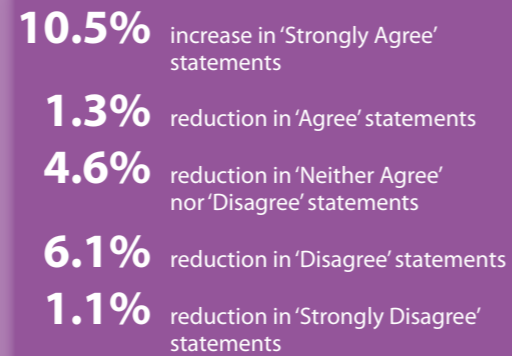
There was a strong indication of positive relationships within individual teams with some comments identifying a high level of support from colleagues. However, some comments have highlighted that openness and sharing of practice is an area which some staff members feel could be improved. Staff would also like more opportunities to collaborate with team members.

Communication, feedback and review

More than half of respondents felt that the College has effective communication systems in place for sharing good practice. However, on review of some of the comments received, it is clear that more work needs to be done in this area to ensure that "good practice" showcases excellence within Forth Valley College and that this is shared amongst teams for our on-going success.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.



POINTS FOR ACTION

- Develop resources for sharing best practice within teams and across College
- Ensure each Department conduct regular team meetings that are more informative

Please refer to page 19 to view the 2013 & 2016 charts.



MY MANAGER

We asked you questions about...

YOUR RELATIONSHIP WITH YOUR LINE MANAGER, PARTICULARLY:

- Recognition and feeling valued and cared for
- Motivation and support
- Feedback and approachability

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

Recognition and feeling valued and cared for

A high number of responses felt positively about the recognition they received from their line managers and believe that their work is valued. Some comments stated that their line managers were extremely supportive and compassionate, and that they appreciated the challenges faced by staff both in and out-with work. Unfortunately, some other comments received did not echo this sentiment and moving forward the College will seek to review and identify any skills gaps within the organisation and put the appropriate plans in place to meet this need.

Motivation and support

More than half of respondents felt motivated by their line managers to do a good job and they indicated that they received regular guidance from their line manager to continually improve their performance. Although, this seems a very positive response, we must ensure that our most valuable asset - our staff - feel fully supported, encouraged and provided with regular opportunities to discuss their development options with their line managers and are given constructive feedback on their performance and how they could advance within their career.

Feedback and approachability

From the responses there is clear evidence that staff feel positively about feedback and approachability. The majority of respondents feel their managers consider their views, takes action on feedback and staff feel confident to approach their managers with any concerns, and that they will receive an honest response.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.

- 11% increase in 'Strongly Agree' statements
- 3.5% reduction in 'Agree' statements
- 3.5% reduction in 'Neither Agree' nor 'Disagree' statements
- 1% reduction in 'Disagree' statements
- 3% reduction in 'Strongly Disagree' statements

POINTS FOR ACTION

- Improve focus of Line Manager engagement with staff
- Increased opportunities for Line Managers and staff to discuss performance
- Increased focus on effective PRDs
- Encourage support for an open and honest culture

Please refer to page 20 to view the 2013 & 2016 charts.

ORGANISATIONAL LEADERSHIP

We asked you questions about...

THE MANAGEMENT OF THE COLLEGE IN RELATION TO:

- Leadership and decision making
- Communication and feedback
- Trust and confidence

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

Leadership and decision making

This topic provided a mixed view of leadership and decision-making - with more than half of respondents indicating that they were confident that College Management provided clear leadership. Some of the comments indicated that some positive steps forward had been achieved. However, some staff still feel that decision-making is not appropriately communicated to teams and more effective means of cascading key decisions, news and updates is required for greater transparency.

Communication and feedback

More than half of respondents indicated that the management of the College communicates effectively and that they are briefed fully and honestly about major college issues. However, from the comments provided staff feel that improved cascading of information is required at different levels of the organisation and that more staff should be able to influence decision-making of the College. A positive outcome of the survey was the cross-college use of our weekly e.focus and this will provide a good basis to improve our overall internal communications.

Trust and confidence

Comments received from some staff members found this topic difficult to answer as they felt there were many variances of management throughout the organisation in terms of quality, consistency and style. It is clear that improvements in lines and methods of communication are required in order to meet the needs and expectations of staff throughout the organisation.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.

- 6.9% increase in 'Strongly Agree' statements
- 4% reduction in 'Agree' statements
- 1.6% reduction in 'Neither Agree' nor 'Disagree' statements
- 5.7% reduction in 'Disagree' statements
- 3.6% reduction in 'Strongly Disagree' statements

POINTS FOR ACTION

- Regular communication about College performance throughout the year
- Regular communication and updates about challenges and changes in the FE Sector and the decisions taken by FVC
- Create a platform for staff to make suggestions and influence decision making

Please refer to page 21 to view the 2013 & 2016 charts.

COLLEGE CULTURE & VALUES

We asked you questions about...

THE CULTURE OF THE COLLEGE IN RELATION TO:

- The future of the College
- College's values
- Respect

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

The future of the College

A high number of responses within this topic indicated that they had confidence in the future of College and that overall they felt that the College was in a strong position. However, some comments highlighted a lack of confidence in the future of their own area, which is something we will address in our action plan for improvement.

College values

More than half of respondents believed the College lived up to its values and promises and even more thought the College values were relevant and recognisable in their day-to-day working life. However, a small number of comments highlighted that more emphasis should be placed on staff within the College values. A more consistent approach should also be adopted throughout the College to ensure all departments deliver the core values of the College and embed these into their working practices.

Respect

A high proportion of the respondents felt that they are treated with respect by their colleagues. This is an extremely positive response however; some comments by a small number of staff members has highlighted areas where we can improve, in particular improving the way in which we listen to staff opinions and taking forward their suggestions to enhance our service delivery.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.

- 12.6%** increase in 'Strongly Agree' statements
- 7.1%** reduction in 'Agree' statements
- 2.3%** reduction in 'Neither Agree' nor 'Disagree' statements
- 0.9%** reduction in 'Disagree' statements
- 2.3%** reduction in 'Strongly Disagree' statements

POINTS FOR ACTION

- Create a platform for staff to make suggestions and influence decision making
- Provide reassurance and transparency

Please refer to page 22 to view the 2013 & 2016 charts.

STAFF MORALE

We asked you questions about...

THE CULTURE OF THE COLLEGE IN RELATION TO:

- Staff morale in the College

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

Staff morale in the College

Responses within this section indicated that staff morale is improving and we want to build on this positive position. However, some comments received did express concerns regarding staff morale which were mainly associated with external influences which are currently affecting the sector. Moving forward into the new session, we want to improve the employee experience and this can be achieved by improving how we communicate with each other, providing more opportunities for professional development and offering staff the scope to work more collaboratively.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.

- 1.5%** increase in 'High and Improving' statements
- 10.5%** increase in 'High' statements
- 5.4%** increase in 'High but Deteriorating' statements
- 4.1%** increase in 'Neither High or Low' statements
- 10.8%** reduction in 'Low and Improving' statements
- 7.3%** reduction in 'Low and Static' statements
- 3.4%** reduction in 'Low and Deteriorating' statements

POINTS FOR ACTION

- Provide more information on the development of National Bargaining
- Review and issue an overview of staff benefits
- Provide reassurance and transparency
- Create a platform for staff to make suggestions and influence decisions

Please refer to page 23 to view the 2013 & 2016 charts.



COLLEGE ENVIRONMENT

We asked you questions about...

THE MANAGEMENT OF THE COLLEGE IN RELATION TO:

- Pride and perception of Forth Valley College
- Equality and respect
- Encouragement to learn from each other and be innovative
- Recognition and shared approach to work
- Staff benefits

KEY FINDINGS

SUMMARY OF KEY FINDINGS FROM 2016 SURVEY

Pride and perception of Forth Valley College
 The vast majority of respondents said they were proud to be an employee of the College. However, not all the comments received under this topic reflected this positive position. Some responses indicated that they felt undervalued and some of these are linked to concerns staff have regarding sector wide pay and conditions.

Equality and respect
 More than half of respondents felt that there is a mutual respect between staff at all levels of the organisation and a high proportion of staff indicated that they are treated equally irrespective of their gender, age, ethnicity, etc. According to some of the comments received, staff feel very strongly about having their voices and opinions heard and to be allowed to work independently.

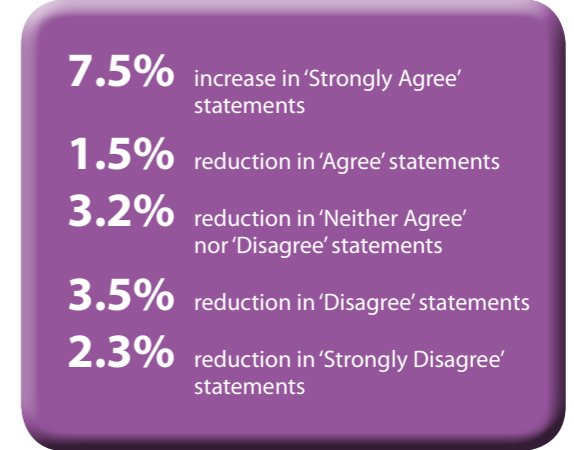
Encouragement to learn from each other and be innovative
 From the responses, there is clear evidence that staff feel that they are encouraged to learn from each other. However, some of the comments did not reflect this - with some staff indicating that there should be more investment in staff CPD and also enhanced technology within our learning spaces. Others felt that some previous development sessions were not relevant and this is an area which will be reviewed with our points for action.

Recognition and shared approach to work
 Less than half of respondents felt that other departments recognised and supported the work they did and a similar number felt that the College did not continuously quality improve. This is an area of concern and something that the organisation must address. These low statistics were also reflected in some of the comments received with staff highlighting concerns regarding workload, available resources and pay.

Staff benefits
 There is clear evidence to support that staff feel that the College supports health and wellbeing. Interestingly, just over half of respondents did not have a view on the staff benefits statement.

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.



POINTS FOR ACTION

- Review and issue an overview of staff benefits
- Seek staff views on future CPD options as part of a platform for staff views to be heard
- Deliver further training on our Self Evaluation process

Please refer to page 24 to view the 2013 & 2016 charts.

COLLEGE IMPACT & ACHIEVEMENTS

We asked you questions about....

YOUR OPINIONS IN RELATION TO:

- How the College treats its customers and its success in supporting learners
- The College's external reputation
- The recruitment of high quality staff to the College

KEY FINDINGS

How the College treats its customers and its success in supporting learners

The majority of respondents believe that the College ensures that students are the priority and that we support learners from all backgrounds. However some of the comments received did not reflect this, with some staff feeling that more work should be done to support student carers and more support mechanisms put in place for those in under-represented groups.

The College's external reputation

A high proportion of respondents felt the College had a strong reputation amongst local schools and it is evident that staff feel we have good relationships with our employer partners. A majority who responded had confidence in the future of the College with only a few showing a lack of confidence, though a sizable minority were unsure.

The recruitment of high quality staff to the College

A high number of respondents feel that the College successfully recruits high quality staff however; from the comments received many members of staff were unsure of the current recruitment policy and therefore, found it difficult to respond. Moving forward, we must ensure that staff members are confident of where and how to access core College information

SURVEY RESULTS

This shows the differences between the 2013 and 2016 survey results.

- 8.7%** increase in 'Strongly Agree' statements
- 1.1%** reduction in 'Agree' statements
- 7.7%** reduction in 'Neither Agree' nor 'Disagree' statements
- 0.6%** reduction in 'Disagree' statements
- 1.5%** reduction in 'Strongly Disagree' statements

POINTS FOR ACTION

- Review support mechanisms for students and student carers
- Highlight and signpost staff to key college policies

Please refer to page 25 to view the 2013 & 2016 charts.



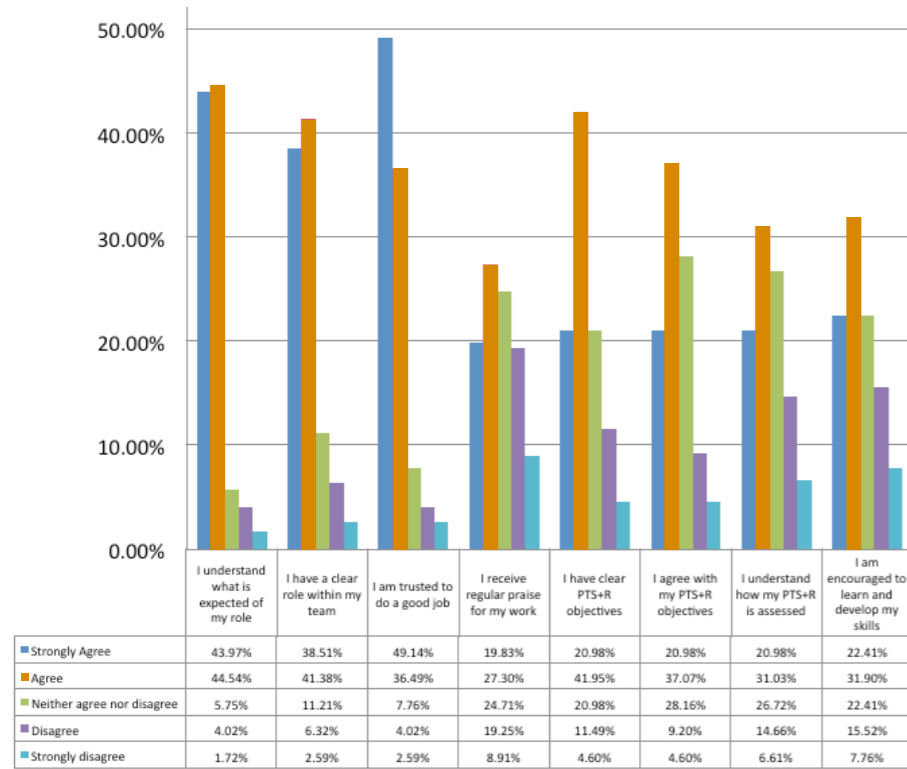
EMPLOYEE CULTURAL
ENGAGEMENT SURVEY
2013 & 2016 - Charts

YOUR ROLE

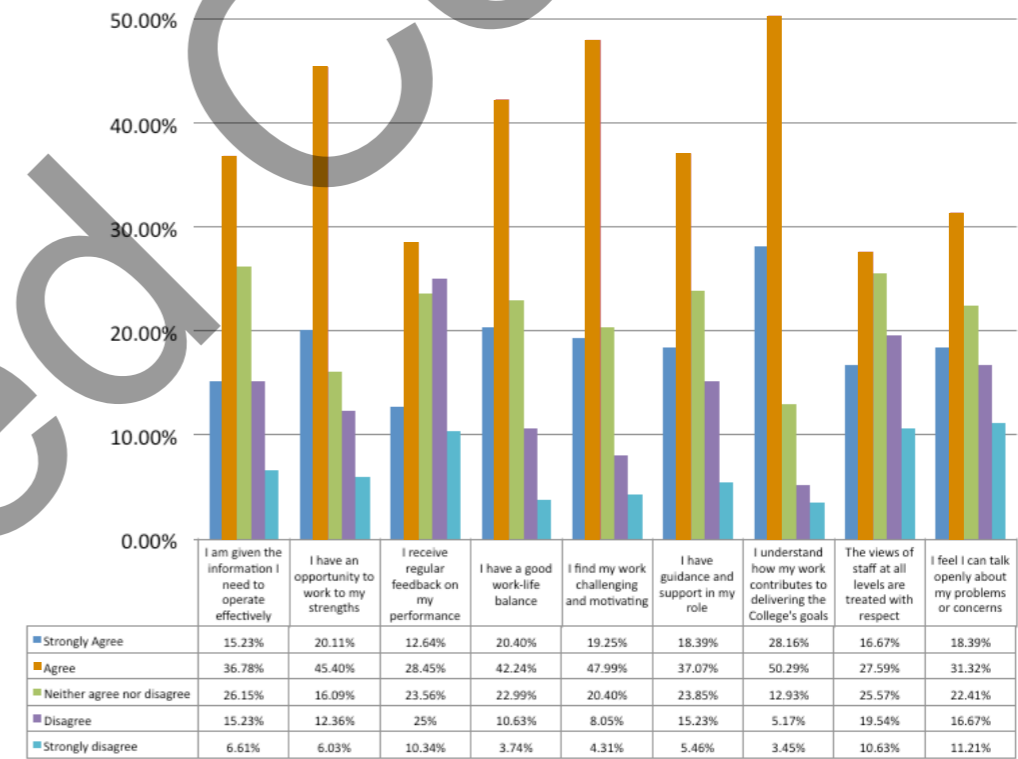
We asked you questions about...

YOUR INDIVIDUAL ROLE AT THE COLLEGE IN RELATION TO:

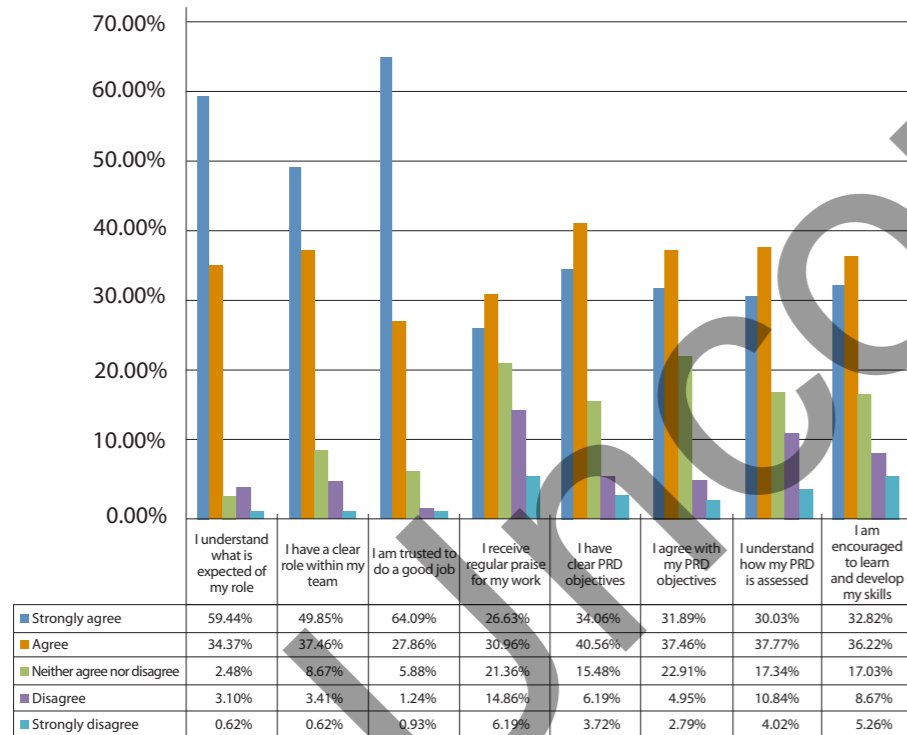
- Role clarity
- Communication and feedback
- Personal objectives and targets
- Empowerment



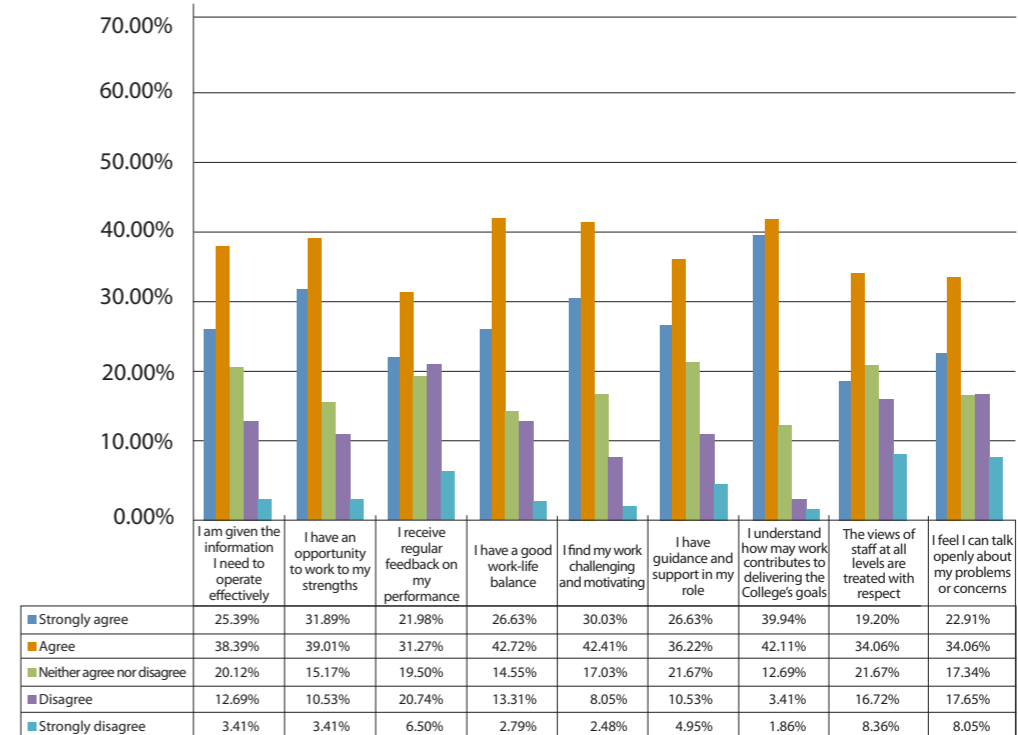
2013



2013



2016



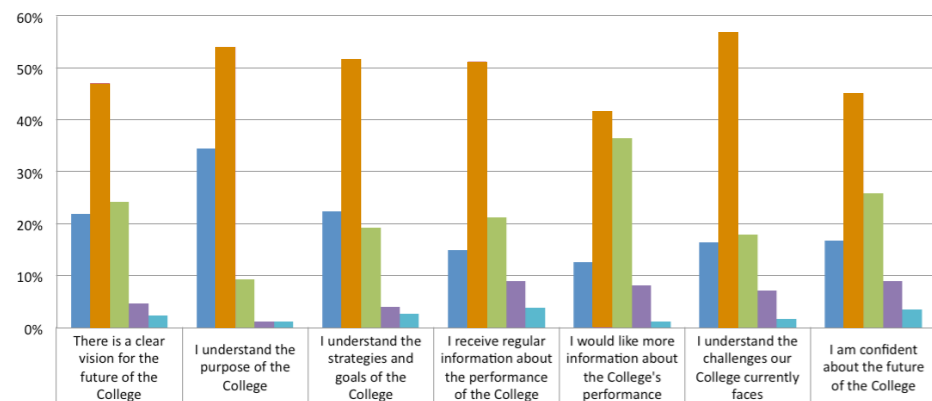
2016

COLLEGE PERFORMANCE

We asked you questions about....

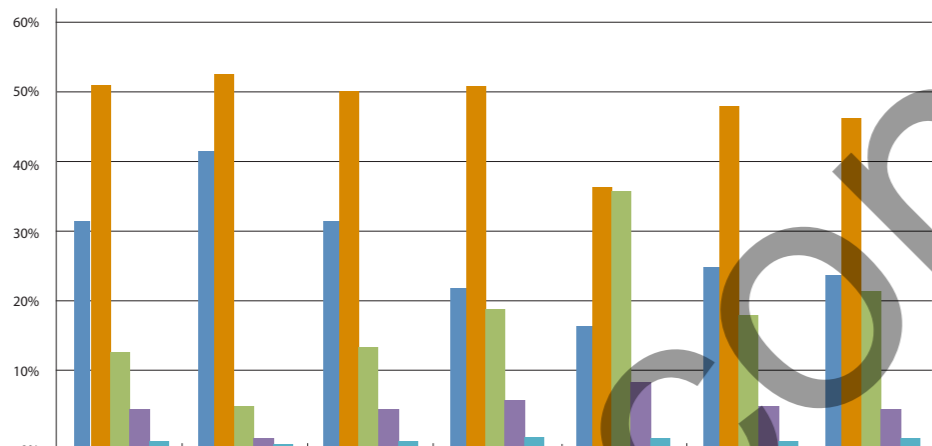
YOUR UNDERSTANDING AND OPINIONS IN RELATION TO:

- The College's vision and purpose
- The information you receive about the College's performance
- Challenges facing the College and the future



2013

	There is a clear vision for the future of the College	I understand the purpose of the College	I understand the strategies and goals of the College	I receive regular information about the performance of the College	I would like more information about the College's performance	I understand the challenges our College currently faces	I am confident about the future of the College
Strongly Agree	21.84%	34.48%	22.41%	14.94%	12.64%	16.38%	16.67%
Agree	47.12%	54.02%	51.72%	51.15%	41.67%	56.90%	45.11%
Neither Agree nor Disagree	24.14%	9.20%	19.25%	21.26%	36.49%	17.82%	25.86%
Disagree	4.60%	1.15%	4.02%	8.91%	8.05%	7.18%	8.91%
Strongly Disagree	2.30%	1.15%	2.59%	3.74%	1.15%	1.72%	3.45%



2016

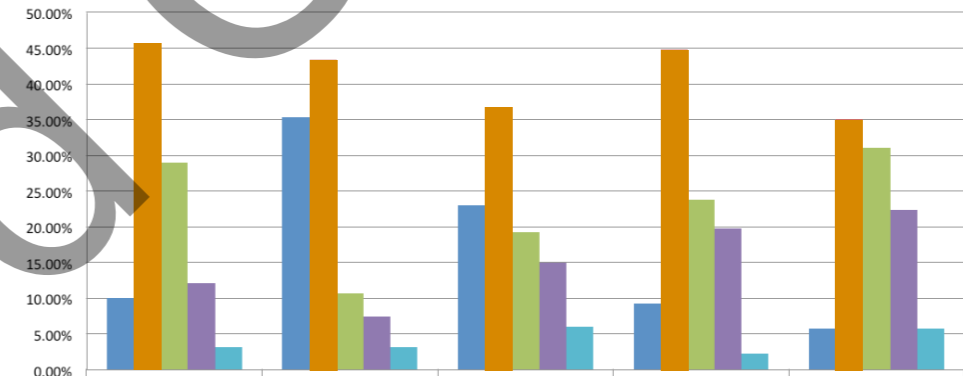
	There is a clear vision for the future of the College	I understand the purpose of the College	I understand the strategies and goals of the College	I receive regular information about the performance of the College	I would like more information about the College's performance	I understand the challenges our College currently faces	I am confident about the future of the College
Strongly agree	31.33%	40.82%	31.33%	21.84%	15.51%	25.00%	24.37%
Agree	50.32%	52.22%	50.00%	51.27%	37.34%	48.73%	45.89%
Neither agree nor disagree	12.34%	5.06%	12.97%	19.30%	36.71%	18.04%	21.84%
Disagree	5.06%	1.58%	5.06%	6.01%	9.18%	6.96%	6.01%
Strongly disagree	0.95%	0.32%	0.63%	1.58%	1.27%	1.27%	1.90%

EFFECTIVENESS OF TEAMS AND WORKING RELATIONSHIPS

We asked you questions about....

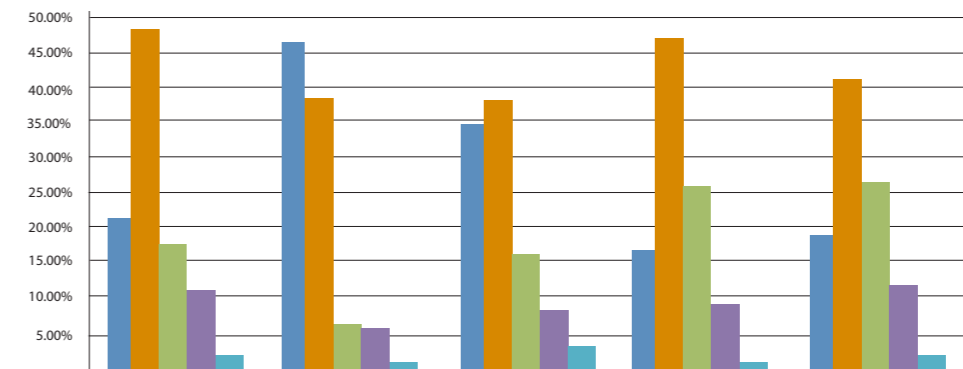
EFFECTIVENESS OF TEAMS AND WORKING RELATIONS INCLUDING:

- Inter-team relations and appreciation of function
- Internal team relations
- Communication, feedback and review



2013

	There are good working relations between teaching and support teams	My immediate colleagues and I work effectively as a team	My team regularly reviews our effectiveness and takes action to improve this	I understand the roles of most other teams in the College	The College has effective communication systems for sharing good practice between individuals and teams
Strongly Agree	10.06%	35.34%	22.99%	9.20%	5.75%
Agree	45.69%	43.39%	36.78%	44.83%	35.06%
Neither Agree nor Disagree	29.02%	10.63%	19.25%	23.85%	31.03%
Disagree	12.07%	7.47%	14.94%	19.83%	22.41%
Strongly Disagree	3.16%	3.16%	6.03%	2.30%	5.75%



2016

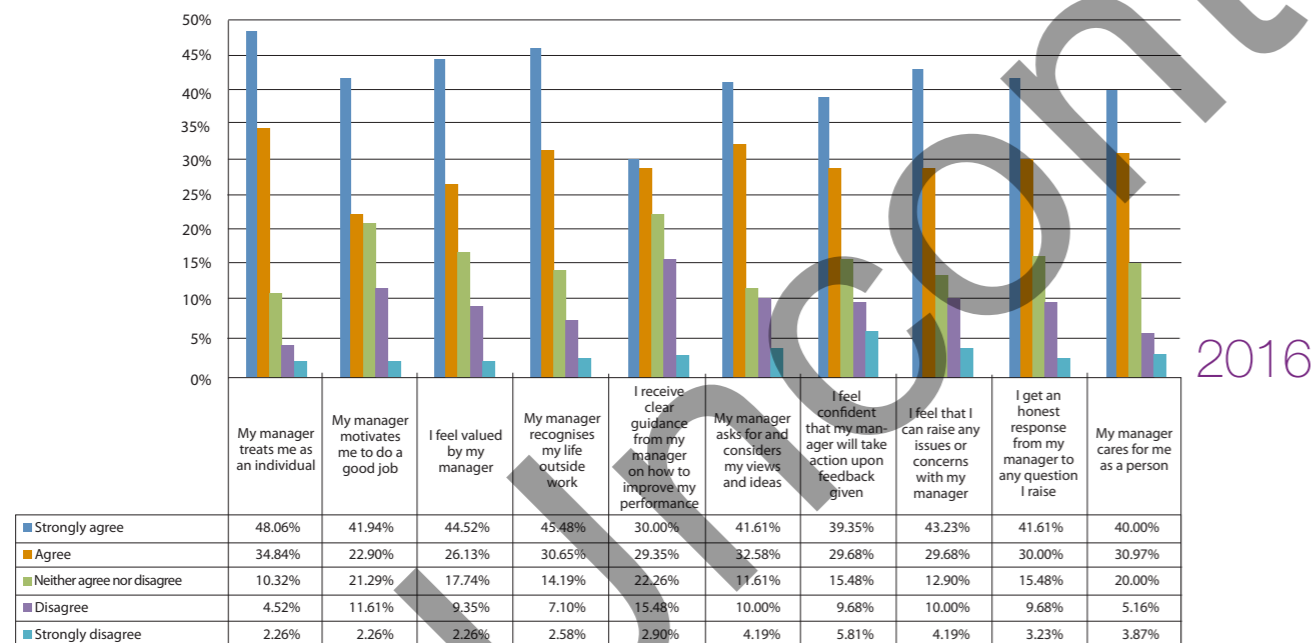
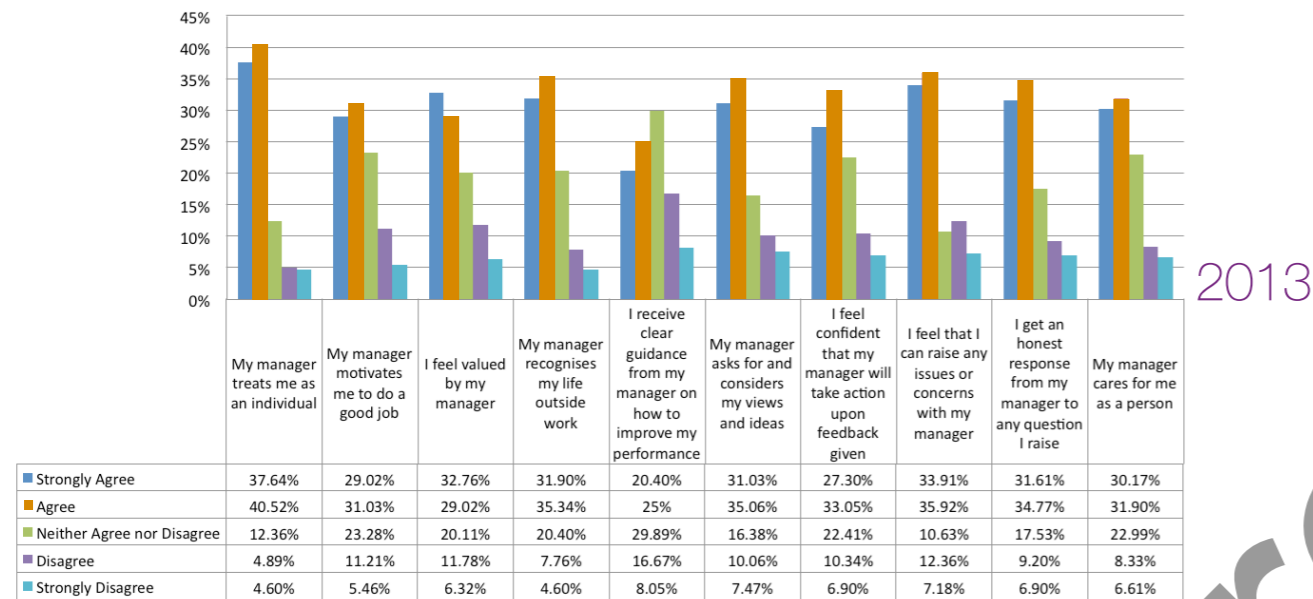
	There are good working relations between teaching and support teams	My immediate colleagues and I work effectively as a team	My team regularly reviews our effectiveness and takes action to improve this	I understand the roles of most other teams in the College	The College has effective communication systems for sharing good practice between individuals and teams
Strongly agree	20.45%	46.33%	34.82%	15.65%	18.53%
Agree	48.24%	38.66%	37.70%	47.60%	40.26%
Neither agree nor disagree	17.89%	6.39%	15.34%	25.88%	25.24%
Disagree	10.54%	6.07%	7.99%	8.63%	12.78%
Strongly disagree	2.88%	2.56%	4.15%	2.24%	3.19%

MY MANAGER

We asked you questions about...

YOUR RELATIONSHIP WITH YOUR LINE MANAGER, PARTICULARLY:

- Recognition and feeling valued and cared for
- Motivation and support
- Feedback and approachability

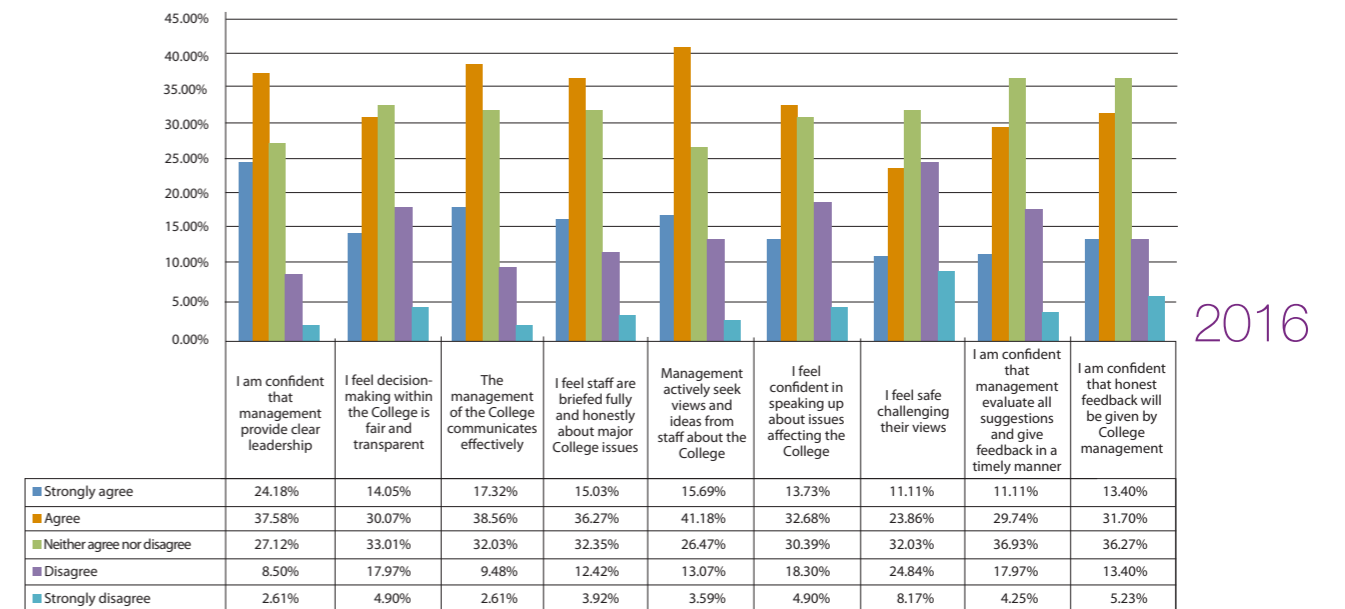
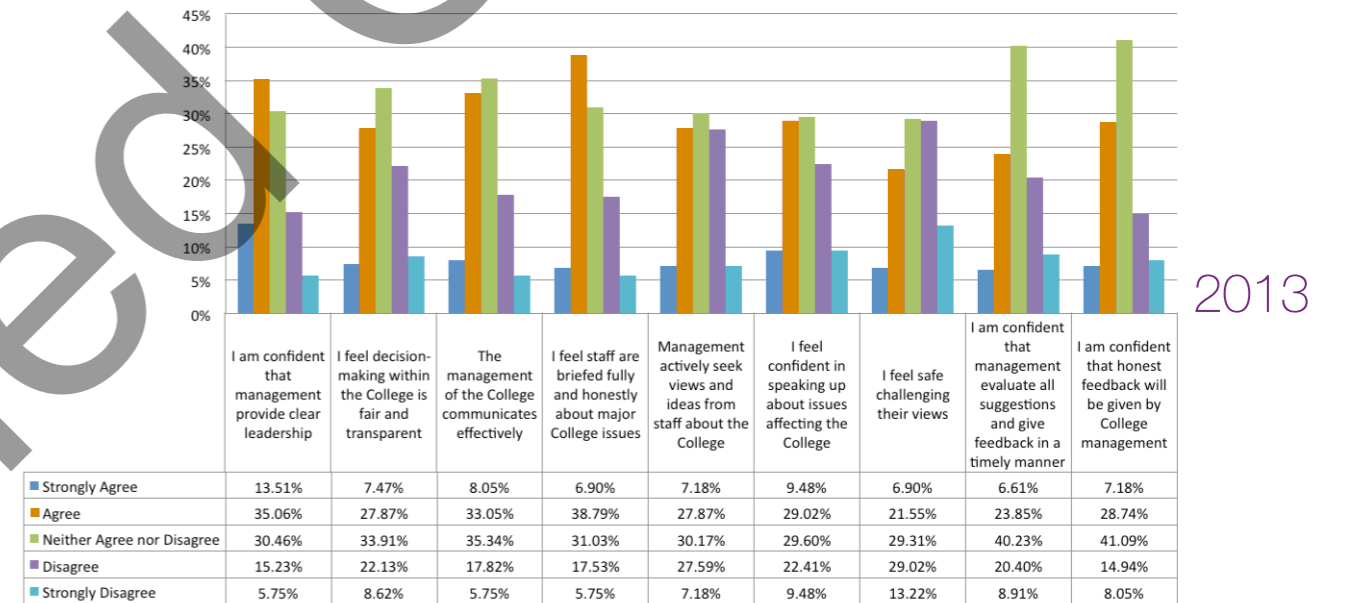


ORGANISATIONAL LEADERSHIP

We asked you questions about...

THE MANAGEMENT OF THE COLLEGE IN RELATION TO:

- Leadership and decision making
- Communication and feedback
- Trust and confidence

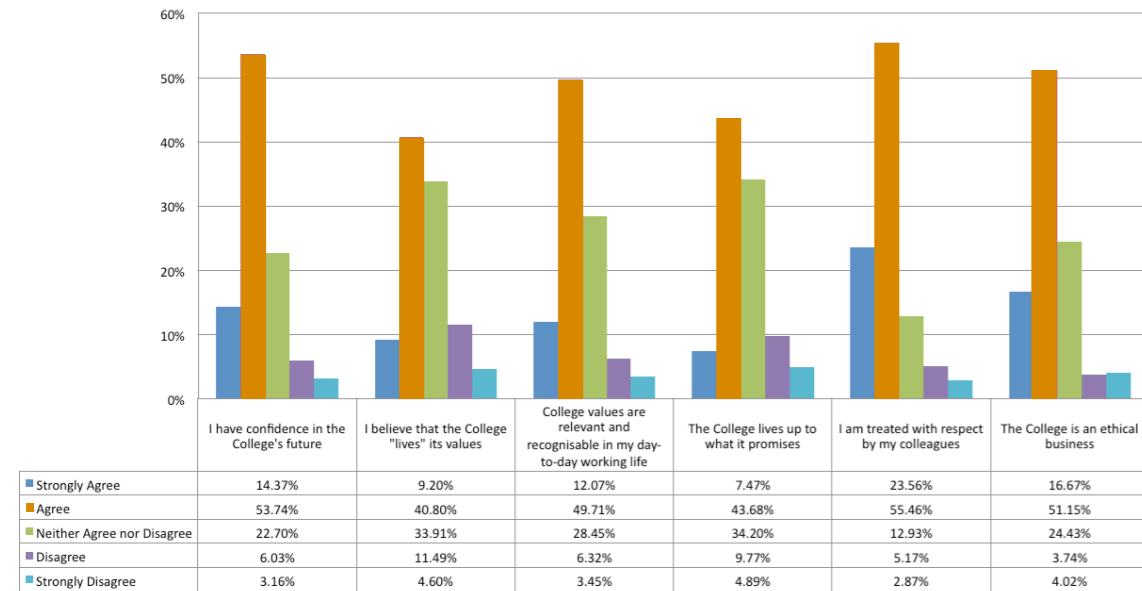


COLLEGE CULTURE & VALUES

We asked you questions about...

THE CULTURE OF THE COLLEGE IN RELATION TO:

- The future of the College
- College values
- Respect



2013

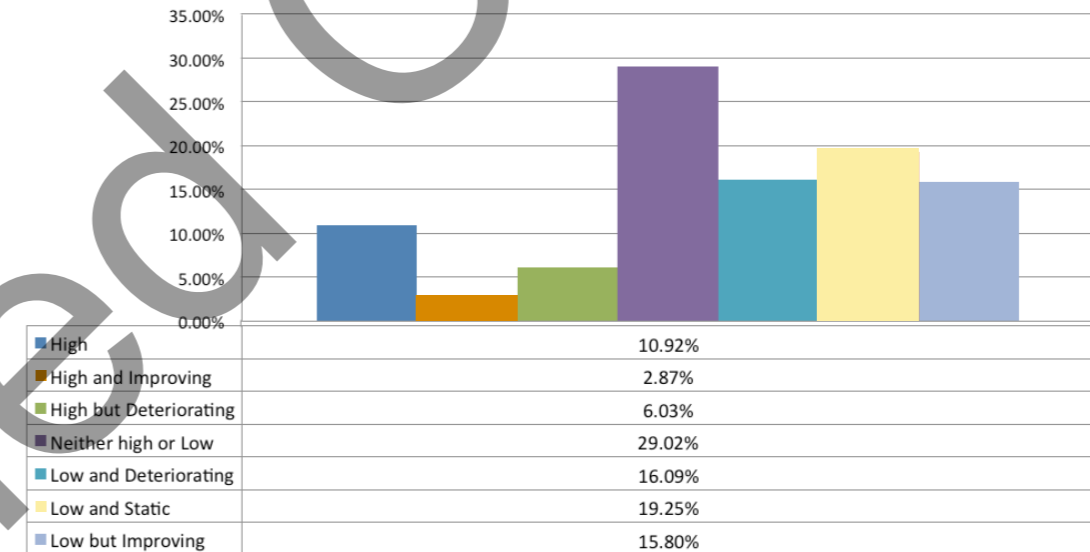
STAFF MORALE

We asked you questions about...

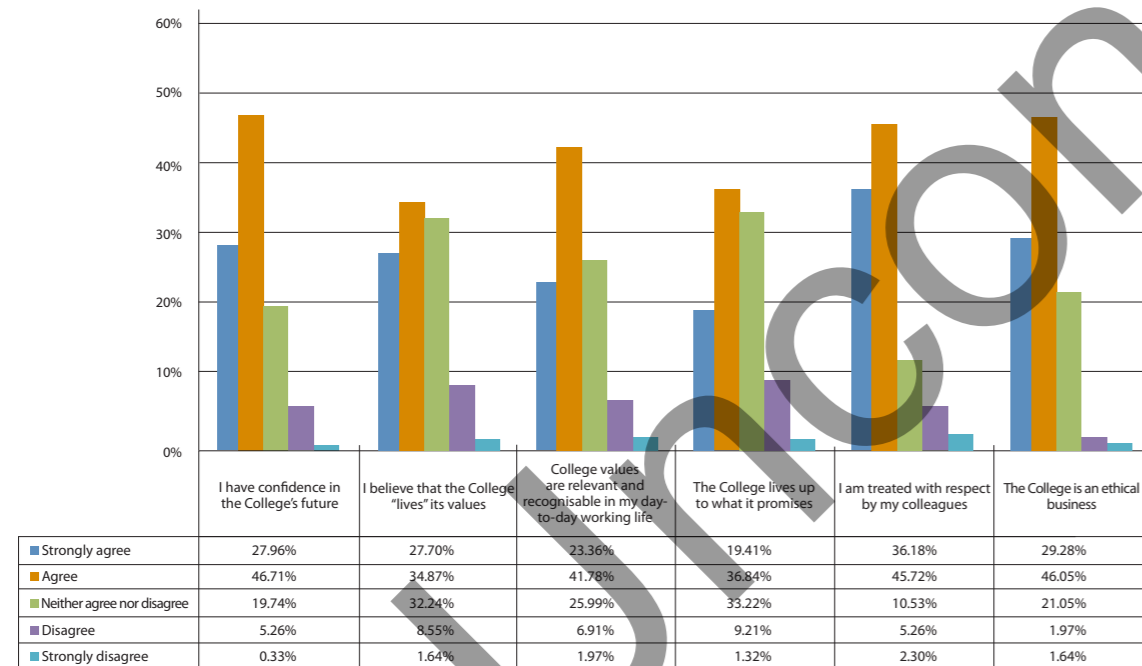
THE CULTURE OF THE COLLEGE IN RELATION TO:

- Staff morale in the College

Which of these statements best describes staff morale in the College?

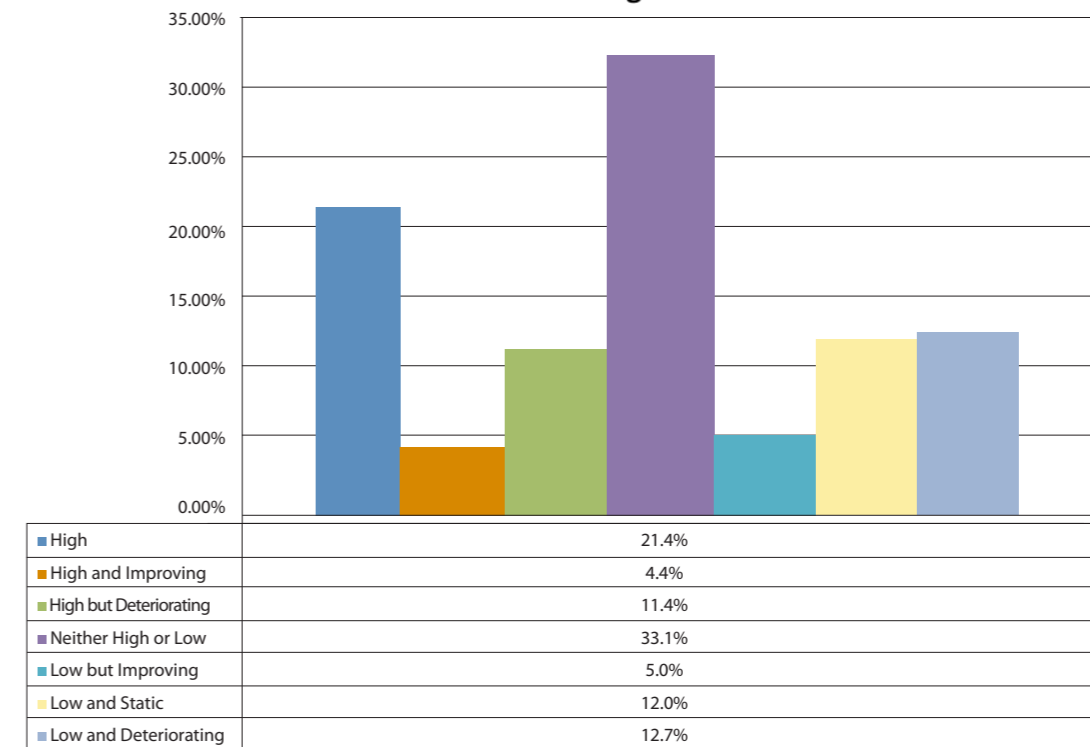


2013



2016

Which of these statements best describes staff morale in the College?



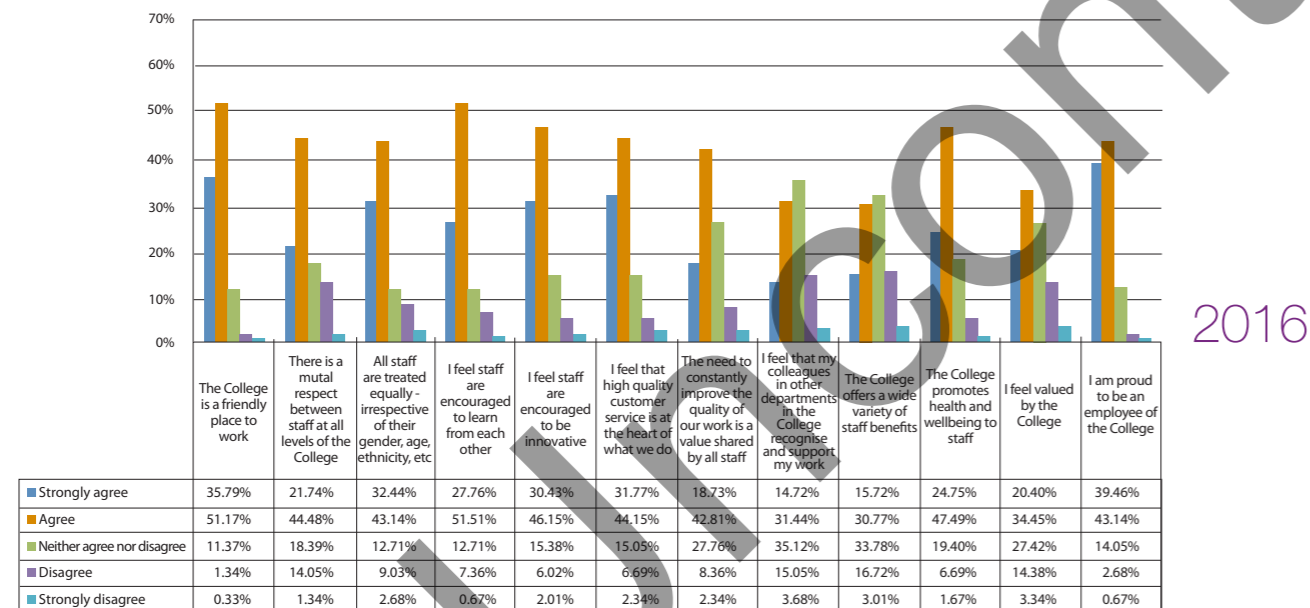
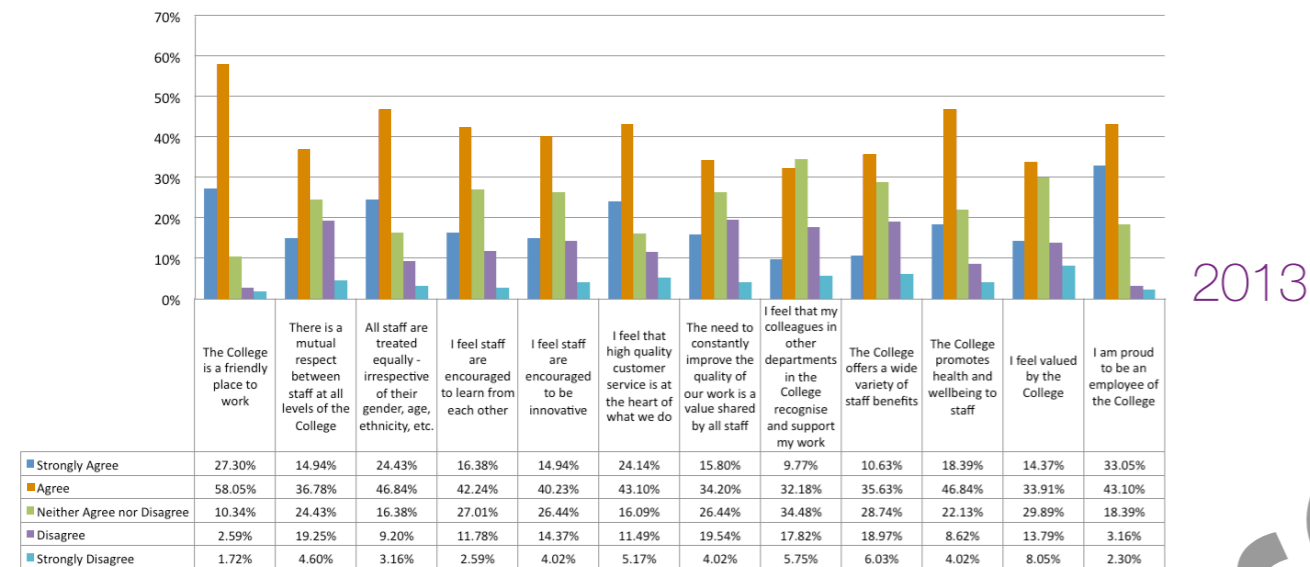
2016

COLLEGE ENVIRONMENT

We asked you questions about...

THE MANAGEMENT OF THE COLLEGE IN RELATION TO:

- Pride and perception of Forth Valley College
- Equality and respect
- Encouragement to learn from each other and be innovative
- Recognition and shared approach to work
- Staff benefits

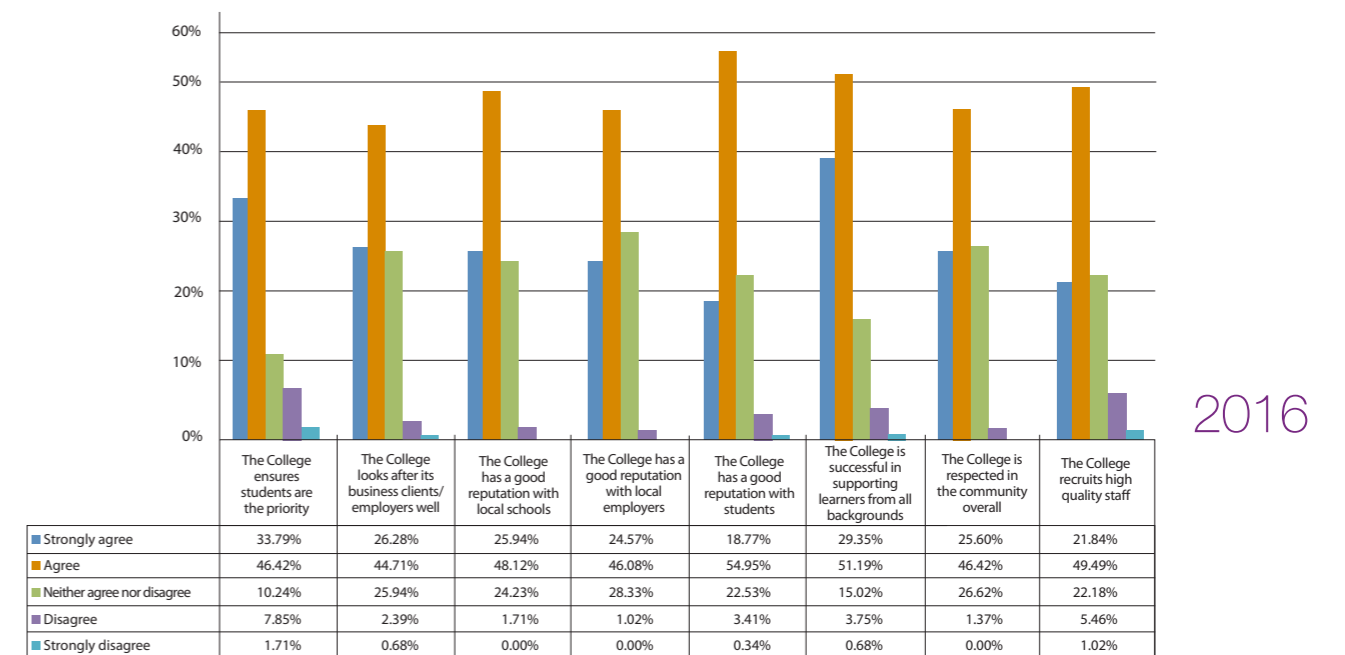
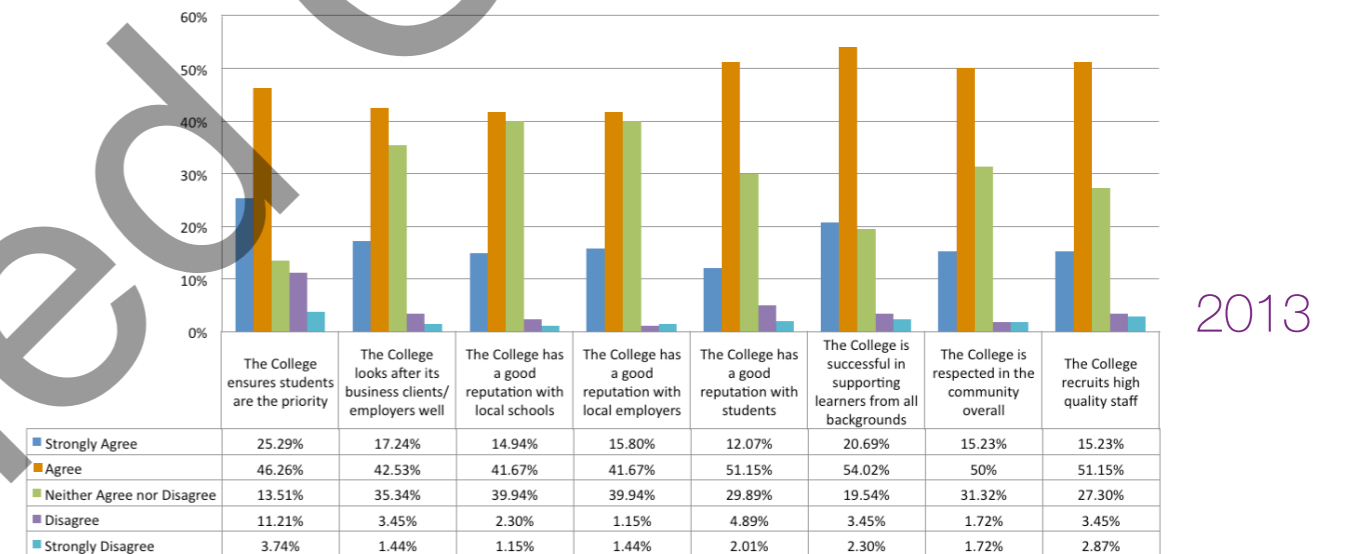


COLLEGE IMPACT & ACHIEVEMENTS

We asked you questions about...

YOUR OPINIONS IN RELATION TO:

- How the College treats its customers and its success in supporting learners
- The College's external reputation
- The recruitment of high quality staff to the College



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1. Purpose

To seek comment from members on the attached updated Code of Good Governance for Scotland's Colleges.

2. Recommendation

That members consider and comment on the attached code.

3. Background

The Code of Good Governance has been in place within the College since December 2014. A review of the Code was always intended in the early years of its life and this is currently underway.

4. Key Considerations

The attached Code is a key document for underpinning the governance arrangements of Colleges. As Board Members, it is important both that individuals understand the code and also have an opportunity to comment on the relevance of the Code's detail.

Areas within the code that apply to the current Board agenda include –

- Sections B.5 Student Association
- Section C.17 to C.19 Remuneration Committee
- Sections D.1 to D.2 Effectiveness; and
- Sections D.22 to D.26 Board Evaluation

5. Financial Implications

Please detail the financial implications of this item – There are no financial implications.

6. Equalities

Assessment in Place? – Yes No Non-Applicable

If No, please explain why – This change does not impact positively or negatively on equalities.

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

7. Risk

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

Please describe any risks associated with this paper and associated mitigating actions – The existing Code is in place and operates well. It is important that the document keeps pace with sector developments and this is an opportunity for members to comment on the content of the Code.

Risk Owner – Ken Thomson

Action Owner – Alison Stewart

8. Other Implications –

Please indicate whether there are implications for the areas below.

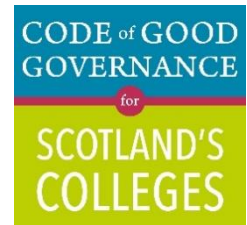
Communications – Yes No

Health and Safety – Yes No

Paper Author – Stephen Jarvie

SMT Owner – Alison Stewart

17 May 2016



Colleagues

The Code of Good Governance for Scotland's Colleges

With the support of NUS Scotland, the Trades Unions and the Scottish Government and with the strong endorsement of the Scottish Funding Council, the Code of Good Governance for Scotland's Colleges was launched in December 2014. The Code reflects the high standards of governance that prevail across colleges in Scotland and was recognised as a milestone in codifying how colleges should be governed effectively.

From the outset, it was the intention of the Good Governance Steering Group to review the effectiveness of the Code in the early years to ensure that it was indeed fit for purpose and operating effectively. The Steering Group has now completed that review and we now wish to consult with colleges and other stakeholders before we introduce some amendments to the original Code.

As before, the Review has been a collaborative process involving representatives from the college principals and chairs groups, SFC, Scottish Government, trade unions, student representation, Colleges Scotland and College Development Network.

This review of the Code has also benefitted from input from the Cabinet Secretary's Governance Task Group that reported in March 2016. It therefore takes account of the thankfully very few but nevertheless notable failures in governance that the college sector has experienced recently.

The proposed changes to the Code are relatively few and are generally about recognising and codifying best practice, as well as providing additional information to colleges that is designed to support colleges in delivering the highest standards of governance.

The Code is supplemented by a range of other materials and training provision including a new Guide for Board Members in the College Sector and a Board Development Framework, which is part of a series of guidance notes for boards. We are always seeking new ways to support and improve good governance in the sector and as part of this consultation exercise, we would be delighted to hear any ideas that you may have to help improve governance generally in the college sector in Scotland.

The closing date for comments on the revised code is Friday 17 June. Following the consultation, we aim to agree the final version of the Code by the end of June, with publication shortly thereafter.

Colleagues will be aware that the Code requires colleges to undertake an externally facilitated evaluation of Board effectiveness every three years. Towards the end of last year, Regional Chairs agreed that there would be merit in bringing these reviews forward and undertaking them in a more coordinated sector wide way.

It is expected that the effectiveness reviews are undertaken within the context of the revised Code. We propose therefore to issue a model **Effectiveness Review Framework** as soon as the revised Code is agreed. The Framework will provide guidance based on what is accepted best practice for externally validated governance reviews, with an expectation that reviews will be completed by the end of December 2016.

We look forward to receiving your response to the consultation on the Code (and indeed any other matters you want to raise on governance more generally) by 17 June 2016

Hugh Hall
Chair of the Good Governance Steering Group

Please send responses via: <https://www.surveymonkey.co.uk/r/LYNQ5M9>

Closing date Friday 17 June

Code of Good Governance for Scotland's Colleges May 2016 Consultation

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1. 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 2014/15, they enrolled almost 300,000 students and Scotland's colleges contribute almost £15 billion to the Scottish economy each year. Colleges are also a major employer with 13,500 directly employed staff. Colleges and regional strategic bodies receive substantial public funding and also operate in an increasingly commercial and enterprising way. Every board member is accountable for the proper use of this funding, and there is a clear obligation of stewardship of taxpayer's money, and ensuring its efficient and effective use.

Boards 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 boards and those individuals who serve them. This Code of Good Governance codifies the principles of good governance for learners and learning that already exist in our colleges and promotes accountability and continuous improvement in how colleges and regional strategic bodies are governed.

The original Code, published in December 2014, was subject to extensive consultation and this revised version was developed collaboratively with a wide range of stakeholders including representatives of students and staff.

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 SFC, or from a regional strategic body must comply with the Code as a term and condition of grant. Exceptions should be rare and must be explained publicly.

The Code will be kept under ongoing review and is supported by supplementary guidance designed to embed and operationalise the principles set out in the Code, including:

- The Guide for Board Members in the College Sector (June 2015)
- Further Guidance Notes for Boards in the College Sector - A Board Development Framework (November 2015)
- A Board Effectiveness Review Framework (to follow summer 2016)

Colleges Scotland will act as custodian of the review 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.

In addition to demonstrating good governance, Colleges and regional strategic bodies must also ensure compliance with their statutory and other obligations. The Secretary to the Board has an important role to play in providing guidance to the Board on its legal obligations.

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

**Hugh Hall, Chair of the Good Governance Steering Group
May 2016**

2. Code of Good Governance for Scotland's Colleges

Governance and the Code

Corporate governance:

- is the way in which organisations are directed and controlled within a legislative framework
- 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.

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 board must 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 expected to report as to how the principles have been applied by the board. Where, for whatever reason, a board's practice is not consistent, with any particular principle of the Code, it should make this known to the SFC or, if it is an assigned college, the 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. Boards will be expected to offer a clear rationale for exceptions in the context of their college's operational model and to identify mitigations.

Individual board members have duty to act on serious concerns about the governance of their body. Information on who board members can approach is included in **The Guide for Board Members in the College Sector**.

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3. Principles

Section A: Leadership and Strategy

Conduct in Public Life

- A.1 Every college and regional strategic body 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 Every board member must ensure that they are familiar with, and their actions comply with, the provisions of the board's Code of Conduct (where this applies).
- A.3 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, which apply individually and collectively, are:
- Duty/Public Service
 - Selflessness
 - Integrity
 - Objectivity
 - Accountability and Stewardship
 - Openness
 - Honesty
 - Leadership
 - Respect.

Vision and Strategy

- A.4 The board is responsible for determining their institution's vision, strategic direction, educational character, values and ethos. Regional strategic bodies must also determine the regional strategy for colleges assigned to them. 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 body to fulfil its mission and meet Scottish Government priorities, for the benefit of students and the community it serves.
- A.5 The board must develop and articulate a clear vision for the region or college. This should be a formally agreed statement of its aims and desired outcomes which should be used as the basis for its overall strategy and planning processes.
- A.6 The board provides overall strategic leadership of the body. The board is responsible for formulating and agreeing strategy by identifying strategic priorities and providing direction within a structured planning framework.
- A.7 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 these on their website in a manner that is both timely and accessible to stakeholders. This will allow the board to determine whether or not the body's vision and mission are being fulfilled and that the interests of stakeholders are being met.

- A.8 The board (except in the case of assigned college boards) is responsible for overseeing the negotiation its outcome agreement with the SFC, to meet the needs of the college or 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.
- A.9 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 college board must support the regional strategic body to monitor performance in achieving the agreed outcomes.

Corporate Social Responsibility

- A.10 The board must demonstrate high levels of corporate social responsibility by ensuring the body 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.11 The board must exercise its functions with a view to improving economic and social wellbeing in the locality of the college or region. It should have regard to social and economic needs and social inclusion.
- A.12 The board must provide leadership in equality and diversity.
- A.13 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.14 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 principal, 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. Further information on the role of the senior independent member can be found in the Guide for Board members.

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.
- B.3 The board must consider student surveys and monitor action plans that could impact on the quality of the student experience.
- B.4 The board must have regard to the **Framework for the Development of Strong and Effective Students Associations**, including by having embedded partnership processes to work together to achieve change and regular and open communications (e.g. set out in a Partnership Agreement).
- B.5 The college board must encourage a strong and independent students' association and ensure that the students' association is adequately resourced.
- B.6 The college board must ensure that the students' association operates in a fair and democratic manner and fulfils its responsibilities.
- B.7 The college board must review the written constitution of its students' association at least every five years.

Relevant and high quality learning

- B.8 The board must seek to secure coherent provision for students, having regard to other provision in the region or 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 body works in partnership with external bodies to enhance the student experience, including employability and the relevance of learning to industry needs.
- B.9 The board must ensure delivery of its Outcome Agreement or in the case of an assigned college, its agreed contribution to the region's Outcome Agreement.

Quality Monitoring and Oversight

- B.10 The college 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 college board must ensure that the body works in partnership with sector quality agencies and other appropriate bodies to support and promote quality enhancement and high quality services for students.

Statutory Duties and Other Obligations

B.11 The board must ensure it fulfils its statutory duties and other obligations on it, including in ensuring that terms and conditions of its grant are being met.

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Section C: Accountability

Accountability and Delegation

- C.1 The board is primarily accountable to its main funder – either the SFC or its regional strategic body. Through the chain of funding, the body is ultimately responsible to the Scottish Ministers who are accountable to the Scottish Parliament.
- C.2 Scottish Ministers have powers to remove by order any or all board members of an incorporated college (except the principal) or a Regional Board for serious or repeated breaches of a term and condition of grant.
- C.3 The board also has a wider accountability to a range of stakeholders including students (both current and prospective), its staff, the wider public, employers and the community it serves, for the provision high quality education that improves people's life chances and social and economic well-being.
- C.4 Incorporated colleges and Regional Boards 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.5 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. This includes:
- a) the prompt production, dissemination and publication of board/committee minutes and papers
 - b) every board meeting and every committee meeting having a well-structured agenda circulated timeously in advance
 - c) the retention of all key documentation which help justify the decisions made by the board and its committees.
- C.6 The board may delegate responsibilities to committees for the effective conduct of board business. The minimum committees required are Audit, Remuneration and as appropriate Nominations/Appointments. Delegation of responsibilities from, and matters reserved to, the board and its committees must be set out in a scheme of delegation including the functions delegated by the board to the chair, committees, the principal and the board secretary (and any other members of staff). Incorporated college boards have no powers to delegate functions to an individual board member (except the chair who has no authority to act out with their delegated powers).
- C.7 The college board must ensure every board committee has a specific manager to provide objective, specialist advice to support it to discharge its remit, including by explaining in an accessible way the matters under discussion and the possible implications of different options.
- C.8 The board 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. The board must ensure that discussions and decisions of every committee are accurately recorded and reported to the board, no later than the next meeting of the board.

Risk Management and Audit

- C.9 The board is responsible for the overall management of risk and opportunity. It must set the risk appetite of the body and ensure there is an appropriate balance between risk and opportunity and that this is communicated via the principal to the executive team.
- C.10 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 body's significant risks and review the effectiveness of risk management, business continuity planning and internal control systems.

Audit Committee

- C.11 The Audit Committee must support the board and the principal by reviewing the comprehensiveness, reliability and integrity of assurances including the body's governance, risk management and internal control framework.
- C.12 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.13 The Audit Committee must promptly pursue recommendations arising from external audit reports and must monitor their implementation.
- C.14 The membership of the Audit Committee must consist of non-executive board members who must be independent and objective. Non-executive refers to any member of the board except the principal. 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.15 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.16 At least one member of the Audit Committee should have recent relevant financial or audit experience.

Remuneration Committee

- C.17 It is essential that members of Remuneration understand their role and responsibilities. Members must undertake the on-line training module for Remuneration Committees provided by CDN within one month of appointment.
- C.18 The college board must have 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.

C.19 The chair cannot be the chair of the Remuneration Committee (but they can be a member of it).

Financial and Institutional Sustainability

C.20 The board is responsible for ensuring the financial and institutional sustainability of the body. The board must ensure compliance with its Financial Memorandum (either with the SFC or regional strategic body, depending on which is funding it), including in relation to incorporated colleges and Regional Boards, relevant aspects of the Scottish Public Finance Manual.

C.21 The board must ensure that:

- funds are used as economically, efficiently and effectively as possible;
- effective monitoring arrangements are in place; and
- college staff report relevant financial matters to it.

C.22 For colleges that are charitable organisations, board members are also charity trustees. A college board that is a charity must ensure its members are aware of their responsibilities under charity legislation and for complying with relevant provisions as set out by the Scottish Charity Regulator.

Staff Governance

C.23 The board, as the employer, is responsible for promoting positive employee relations and for ensuring effective partnership between recognised trades unions and management.

C.24 The board must have a system of corporate accountability in place for the fair and effective management of all staff, including to ensure all legal obligations are met and all policies and agreements are implemented and identify areas that require improvement and to develop action plans to address them.

C.25 The board must ensure staff are well informed, appropriately trained and developed, involved in decisions which affect them, treated fairly and consistently and provided with a safe working environment.

C.26 The board must comply with the nationally agreed college sector Staff Governance Standard.

C.27 The college board must comply with collective agreements placed on it through national collective bargaining for colleges.

C.28 The college board must ensure the implementation of a broad range of up to date staffing policies negotiated/consulted, as appropriate, with recognised trade unions which:

- recognise the pivotal role of college staff in providing education and support services
- reflect current good practice, providing a positive platform and framework for the effective management, engagement and governance of all staff.

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
 - fostering constructive challenge and support to the principal, executive team and fellow board members
 - effective team-working
 - positive relations between board members.

The chair must engage with the principal and the board secretary in a manner which is both constructive and effective.

- D.2 The board and its committees must have the appropriate balance of skills, experience, independence and knowledge of the body to enable them to discharge their respective duties and responsibilities effectively.

Board members

- D.3 Each board member is collectively responsible and accountable for all board decisions. Board members must make decisions in the best interests of the body 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 As a charity trustee all board members, including staff and student board members, have legal duties and responsibilities under the Charities Act 2005.

Board members have a duty to put the interests of the charity before their own interests or any person or organisation, including those responsible for their appointment.

Where this is not possible there may be a conflict of interest. ([See OSCR | Conflict of Interest](#)) If another duty prevents a board member from putting the interest of the charity first they must:

- Disclose the conflict
- Not participate in any discussion or decision making on the matter.

Principal and Chief Executive

- D.6 The college 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.
- D.7 The board must ensure there is an open and transparent recruitment process for the appointment. Students and staff must have an opportunity to contribute to the recruitment process.

- D.8 The college board must delegate to the principal, as chief executive, authority for the academic, corporate, financial, estate and human resource management of the college, and must ensure the establishment of such management functions as should be undertaken by and under the authority of the principal.
- D.9 The college 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 The principal, as a board member, shares responsibility for good governance with the chair and all other members of board, supported by the board secretary. The principal also enables good governance through supporting effective communication and interaction between the board and the rest of the college including staff and students.
- D.11 The board provides strategic direction for the body, and the chair provides leadership to the board. The principal provides leadership to the staff of the body.
- D.12 The board must provide a constructive challenge to the principal and executive team and hold them to account.

Board Secretary

- D.13 The board as a whole must appoint a board secretary who is responsible to it and reports directly to the chair in their board secretary capacity. The board secretary may be a member of the senior management team in their board secretary capacity, but they cannot hold any other senior management team position at the same time. The appointment and removal of the board secretary is a decision of the board as a whole.
- D.14 All board members must have access to the board secretary who has an important governance role in advising the board, the committees and individual board members and supporting good governance. The distinctive board secretary role includes:
- facilitating good governance and advising board members on:
 - the proper exercise of their powers, including in relation to relevant legislation
 - the board's compliance with its Financial Memorandum, the Good Governance Code, its Standing Orders and Scheme of Delegation
 - their behaviour and conduct in relation to the board's Code of Conduct.
 - providing clear advice to the chair and the board/committee on any concerns the board secretary may have that board members have not been given:
 - sufficient information
 - information in an appropriate form
 - sufficient time

to monitor, scrutinise or make informed and rigorous decisions in an open and transparent way.
 - attending and providing support to every board meeting and every meeting of every board committee. Where the board secretary is unable to attend, while the board secretary retains overall responsibility, proper arrangements must be made to cover the role with a person who is fully able to discharge the role effectively.

- having an unambiguous right to speak at board and committee meetings to convey any concerns they may have about governance. This extends to someone substituting for the board secretary.
- reporting any unresolved concerns about the governance of the body to the relevant funding body (ie. the SFC or the regional strategic body).

D.15 The board must ensure the board secretary:

- has suitable skills, knowledge and behaviours to carry out their role effectively
- receives appropriate induction, and if new to the role, is mentored by a more experienced board secretary for at least their first year.
- has adequate time and resources available to undertake their role effectively.

D.16 The board must ensure arrangements are in place to deal with a board secretary's potential or real conflicts of interest.

Board Member Appointment, Induction and Training

D.17 For boards with responsibility for board appointments, the board must ensure 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 The board must ensure all board members 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.

D.21 The board must ensure that new college committee members receive a committee induction pack and have their specific training needs assessed and met.

Board Evaluation

D.22 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.23 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 at least every three years. The board must send its self-evaluation (including an externally facilitated evaluation) and board development plan (including progress on previous year's plan) to its funding body and publish them online.

- D.24 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.25 The board must ensure all board members are subject to appraisal of their performance, conducted at least annually, normally by the chair of the Board.
- D.26 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.
- D.27 The performance of assigned, incorporated college chairs will also be evaluated by the regional strategic body, as they are appointed by the regional strategic body and are personally accountable to them.

Section E: Relationships and Collaboration

Partnership working

- E.1 The board must work in partnership to secure the coherent provision of a high quality of fundable further and higher education in their localities.
- E.2 The board 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 The board 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 board must communicate appropriately and accessibly the work of the board and its committees to internal and external stakeholders to support effective and transparent governance.
- E.6 The board, via the board secretary, must ensure all board/committee agendas, minutes, papers, policies and appropriate reports are published promptly on the body's website. Information should be redacted or withheld for publication only where necessary.

Annex

References in this Code to:

- “college” means a college funded by either the SFC or a regional strategic body
- “incorporated college” means a college with a board of management under part 1 of the Further and Higher Education (Scotland) Act 1992
- “assigned college” means a college assigned to a regional strategic body
- “Regional Board” means a regional strategic body that has no other functions. There is one Regional Board, the Regional Board in Glasgow.
- “board” mean the governing body of the college or to the regional strategic body¹
- “body” means the organisation in question, i.e. a college or regional strategic body
- “principal” include where appropriate in the context, the chief officer or equivalent person of a regional strategic body.
- ‘non-executive’ means any member of a board with the exception of the principal.

¹ In the context of the regional strategic body in the Highlands and Islands, board means either the Court of the University of the Highlands and Islands (UHI) or the UHI Further Education Regional Board, as appropriate.

	Aug-16	Sept-16	Dec-16	Mar-17	June-17
FOR APPROVAL					
Minutes of Previous Meeting	✓	✓	✓	✓	✓
Full Business Case	✓				
Fellowships		✓			
Annual Report to the Scottish Funding Council on Institutional Led Review of Quality			✓		
Annual Report and Financial Statements			✓		
Annual Report of the Audit Committee to the Board of Management			✓		
Report to the Board of Management and the Auditor General for Scotland			✓		
Donation to Forth Valley College Foundation				✓	
Tuition Fees & Fee Waiver Policy				✓	
SFC Outcome Agreement				✓	
Budget 2017/18					✓
Foundation Annual Plan AY 17/18					✓

	Aug-16	Sept-16	Dec-16	Mar-17	June-17
FOR DISCUSSION					
Committee Minutes (Various)		✓	✓	✓	✓
Student Union Update		✓	✓	✓	✓
Board Self Evaluation Activity		✓			
Review of Risk		✓	✓	✓	✓
Risk Register					✓
AOCB		✓	✓	✓	✓

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