Room 109, Falkirk Campus at 4.30 pm
(Refreshments available from 4 pm)

AGENDA

1.   Apologies for Absence

2.   Declarations of interest

FOR APPROVAL

3.   Minutes of meeting held on 10 September 2015

4.   Matters Arising

        a) S/15/006 Falkirk Community Planning Partnership Agreement
        b) S/15/007 Oil and Gas Academy Scotland/Energy Skills Partnership Work
        c) S/15/011 Student Activity Report

5.   Annual Report on Institution-led review of quality   Fiona Brown

6.   2014-15 Outcome Agreement Self Evaluation   David Allison

Additional Item

        Safeguarding 'Children, Young People and Adults   Jean Duff
        (This paper is withheld from publication on the Forth Valley College website under Section
        38 Personal Information of the Freedom of Information (Scotland) Act 2002.)

FOR DISCUSSION

7.   STEM Accreditation   Kenny MacInnes

8.   Draft Outcome Agreement 2016-17   David Allison

9.   Student Association Report   Lorraine Simpson
        (Elements of paper 9 are withheld from publication on the Forth Valley College website
        under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)

10.   Operational Plan Monitoring   David Allison

11.   Student Activity Report   David Allison

12.   Review of Risk

13.   Any Other Competent Business

FOR INFORMATION

Programme of Committee Business

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present:	Mrs Anne Mearns (Chair)
	Mr Andrew Carver
	Mrs Lorna Dougall
	Mrs Fiona Campbell
	Ms Lorraine Simpson, Student Association President
	Mr Alan Buchan, Student Member
	Ms Alison Stephen, Staff Member

Apologies:	Mrs Angela Winchester
	Mr Liam McCabe
	Mrs Caryn Jack

In Attendance:	Dr Ken Thomson, Principal
	Mr David Allison, Associate Principal and Executive Director Information Services and Communication
	Mr Dean Williams, Head of Department EICE (left after item S/15/007)
	Ms Jasmin Hodge, Organisation Learning Coordinator (for item S/15/001)
	Mr James Aston, Information Services Manager (for item S/15/002)
	Mr Stephen Jarvie, Corporate Governance and Planning Officer

S/15/001   **Demonstration of new Moodle theme**

The Organisation Learning Coordinator presented members with an overview of the new theme for the College Virtual Learning Environment, Moodle.

She noted that the theme had been updated following feedback that it did not work well on mobile devices.

Students were extensively consulted on the design and elements within the new theme and the College received over 700 votes from students.

The new theme is directly linked to each student's course of study and provides an easy to use portal to access a wide variety of resources.

She highlighted another advantage is promoting to students the benefits of using Office 365 for student e-mail. This links into arrangements the College has in place which enables students to access Microsoft Office for free.

a)   Members welcomed the presentation and the work to make Moodle more responsive to students' needs. Members also requested that the new system be reviewed and a report on student feedback is brought back at a later date.

S/15/002   **Demonstration of 'My Info'**

The Information Services Manager demonstrated a new system called 'My Info' which is designed to provide key information such as timetables, attendance reports and the function for students to self-certificate absence, view and update their personal contact information, and access key College contacts via their mobile devices or via a website.

Members queried whether the system could be used to 'push' information to individual students to communicate issues such as room changes.

The Information Services Manager noted that this was not available at this time. It had been decided for cost and compatibility reasons that having a system that would work across a variety of devices was more inclusive than the development of a dedicated app which can push notifications.

a)   Members noted the content of the presentation

S/15/003   **Declarations of Interest**

None

S/15/004   **Minute of meeting held on 11 June 2015**

The Minute of the meeting of 11 June 2015 was accepted as an accurate record.

S/15/005   **Matters arising**

a) S/14/045 Student Association Report

The Chair reported that this would be covered under item 7 on the agenda.

b) s/14/046 Operational Plan Monitoring

The Chair was pleased to note that that the area previously categorised as a 'red' in the previous report to the Committee was now resolved.

S/15/006   **Falkirk Community Planning Partnership Agreement**

The Principal provided an overview of the work of the Falkirk Community Planning Partnership (Falkirk CPP) and outlined the rationale behind the development of the Partnership Agreement.

He noted that the College was already heavily engaged in community planning and that the Partnership Agreement was a mechanism whereby other partners could be encouraged to increase their level of engagement.

Members queried whether this agreement would give the Falkirk CPP authority over the strategic direction or resource allocation of the College.

The Principal assured members that the agreement did not confer authority to the Falkirk CPP and instead would be used to ensure buy in to the partnership by all the bodies involved.

Members queried whether there was risk of accountability to the College should Falkirk CPP fail to deliver. The Principal noted that the areas the College would be involved in were ones where we were already very strong and that any new developments would be taken through the College risk management process before any activity commenced.

Members noted that the quorum level contained in the partnership agreement seemed low and asked that this be reviewed.

The Principal confirmed he would feed this back to the Falkirk CPP.

a)   Members approved the signing of the Falkirk Community Planning Partnership Agreement, subject to changes to quorum levels.

S/15/007   Oil and Gas Academy Scotland/Energy Skills Partnership Report

The Head of Department, EICE, presented members with an overview of the Oil and Gas Academy Scotland and Energy Skills Partnership work.

He outlined the background to these initiatives and noted that the investment in these areas, including £1.2m of new facilities, had resulted in the College having arguably the best instrumentation workshop of its kind in the country.

Members queried whether the new equipment would be transferred over to the new campus. The Principal confirmed that this was being scheduled in to ensure there will be no disruption to services.

The Head of Department, EICE, also provided an overview of collaborative work with key industry organisations such as Shell and the wider benefits this activity brings to the Department and the College.

He also provided information on the innovative Primary Engineering initiative which showcases engineering to primary aged children.

Members queried whether the College was gaining recognition for all this activity.

The Principal provided an overview of Ministerial visits to the College in the last year and noted that this would be one aspect of the College's Scotland event at the Scottish Parliament next month. He also reported that College students will be participating at this reception.

He also noted that the College remains one of only 30 Colleges UK wide who are STEM accredited and indicated that a report would be brought to the next meeting of the Committee on this activity.

a)   Members noted the content of the report

S/15/008   **Student Association Report**

The Student Association President presented a report outlining the activity of the Student Association since the last Committee meeting.

She noted that the Student Association had been runner up for Education in Scotland and were also short listed in the top five Student Associations in the UK at the recent SPARQS awards.

She outlined the priorities of the Student Association for the coming academic year and how this would tie into the wider College drive towards creative learning.

Alan Buchan provided an overview of the Open Badges programme. This was a method whereby students can receive recognition for voluntary and other extra-curricular work in the College. This would enable them to ensure the inclusion of this activity on their CV's.

a)   Members noted the content of the report and the considerable level of activity within the Student Association.

S/15/009   **Operational Plan Monitoring**

The Associate Principal and Executive Director Information Services and Communication provided an update on progress against operational plan objectives. He noted that 42 of the 48 objectives were now complete and that a further 4 were anticipated to be completed this month.

The remaining objective relating to room utilisation would continue to be tracked through the Health & Safety committee, while significant progress has been made on producing College action plans.

a)   Members noted the content of the update

S/15/010   **Annual report on institution-led review of quality/Outcome Agreement Self Evaluation sub-group**

The Associate Principal and Executive Director Information Services noted that the Committee had discussed the timelines for submitting key external reports.

He highlighted that these reports did not tie into the regular Committee or Board calendar and that it was agreed a sub-group from the Committee should be

established to review and approve these reports in mid-October, through e-mail. However, it was noted that a meeting of the sub-committee could be organised should members prefer to meet to discuss the contents.

Following discussion, the Chair, Lorna Dougall and Fiona Campbell volunteered to form this sub-group.

a)   Members approved the recommendation to establish a sub-group.

S/15/011   Student Activity Report

The Associate Principal and Executive Director Information Services and Communication discussed the latest position on College recruitment. He noted that this was roughly in line with the numbers for last year and that the College was in a positive position.

Members discussed a number of courses and the reasons for the under or over-subscription to these courses.

The Associate Principal and Executive Director Information Services and Communication outlined the reason behind these figures.

Members requested that the next report contain a further breakdown by FE/HE.

a)   Members noted the content of the report

S/15/012   Review of Risk

Members highlighted that the Falkirk Community Planning Partnership agreement could be a potential risk.

S/15/013   Any Other Competent Business

None.

1. **Purpose**

   To seek approval from members on the annual report on institution-led review of quality for SFC.

2. **Recommendation**

   That members approve the report before it is presented to the Board of management for endorsement

3. **Background**

   Scotland's Colleges are required to submit an annual report to SFC describing the scope, nature and outcomes of college-led quality review during 2013-2014, including commentary on actions to be taken to address any issues identified.

4. **Key Considerations**

   In circular SFC/13/2012 SFC set out guidance on annual reports from colleges on institution-led review. The attached report includes all of the recommended content. The circular emphasises that the report should be a concise overview report, highlighting the outcomes and impact of college actions on quality and should be no more than 10 pages in length.

   The report must be endorsed by the Board of Management and must be accompanied by a statement of assurance, signed by the Chair. The wording for this statement is provided by SFC.

   SFC ask for the report to be submitted by 31 October, however acknowledge that Board endorsement may not be available until the Board's next meeting. The Strategic Development Committee nominated a sub-group to provide initial approval for the report in time for the 31 October deadline, along with the college's Outcome Agreement Self-evaluation report. This feedback was received and has been taken on board, with one exception. It was suggested that in the last paragraph in Section 5.3, in relation to the Creative Learning Staff Conference, that further information could be provided on the conference and the outcomes for staff development in relation to Creative Learning. This was not included, as the Conference was actually held in 2015-2016, so will be evaluated in next year's report.

   The draft report, as provided at Appendix 1, has now been sent to SFC and will be presented to the full Board at its meeting on 10 December to seek endorsement.

5. **Financial Implications**

   Please detail the financial implications of this item – There are no financial implications.

6. **Equalities**

   Assessment in Place? – Yes ☒ **No** ☒

   If No, please explain why – The processes contributing to the college's internal review of quality have been individually subject to Equalities Impact Assessment.

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

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 – There are no specific risks associated with this paper.

   Risk Owner – Fiona Brown   **Action Owner –** Fiona Brown

8. **Other Implications –**

   Please indicate whether there are implications for the areas below.

   Communications – Yes ☒ **No** ☐   **Health and Safety – Yes** ☐ **No** ☒

   Please provide a summary of these implications – The report must be endorsed by the Board of management and this communicated to SFC.

   Paper Author – Fiona Brown   **SMT Owner –** Fiona Brown

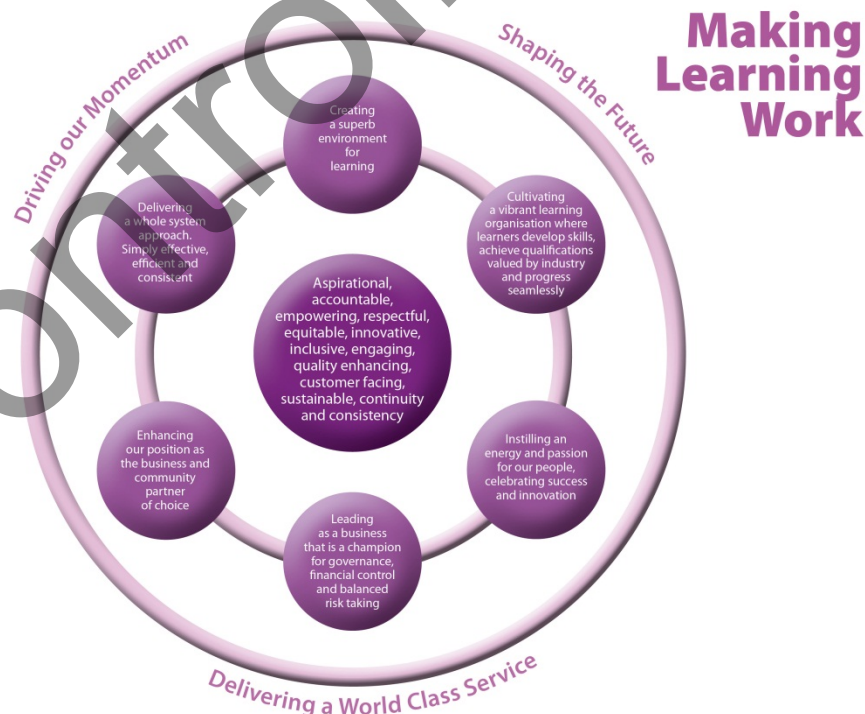**Annual Report on Institution-led Review of Quality**

2014-2015

1. Introduction and Context

1.1. Introduction

The purpose of this report is to provide an update to the Scottish Funding Council (SFC) on the impact, nature and outcomes of Forth Valley College's key quality assurance and enhancement activities in academic year 2014-2015, in accordance with the letter from SFC to Principals on 3 July 2015 and the guidance in circular SFC/13/2012 *Council guidance to colleges on quality from August 2012*. The report evaluates the outcomes of the College's key quality assurance and enhancement processes during 2014-2015 and confirms that the College is consistently meeting Education Scotland's three key principles of high quality learning, student engagement and quality culture.

1.2. Context

The College continues to work towards our mission of Making Learning Work and the objectives set out in our Strategic Plan 2014-2018, linked to six key strategic themes, as illustrated in the business model below.

2. Progress Against Previous Year's Areas for Enhancement

In our annual report on institution-led review of quality submitted to SFC in October 2014, the College reported on a number of areas for quality enhancement identified through our internal review processes during 2013-2014.

2.1. Participation Rates in Some Subject Areas in Relation to Equalities Characteristics

Under-representation of women in Science, Technology, Engineering and Maths (STEM) subject areas remains an issue across the sector and within the College. We have attempted to address this through various mechanisms ranging from: specific promotional activities to females at Engineering/Science events; Primary Engineers to engage primary school children in Engineering; marketing case studies using female role models; Schools College Opportunities To Succeed (SCOTS) programme giving school pupils a taster of all subject areas (including gendered subject areas); STEM club for school pupils; Christmas Lecture series using female role models; female speakers to promote the industry. Some of this work was showcased by SFC at an event related to their Gender Action Plan in 2014-215. In addition, in 2014-2015, the College achieved the Buttle Chartermark, which demonstrates our work to attract and support care leavers and looked after young people. We continue to strive to improve under-representation, however the impact of this work will take some time to realise.

2.2. Developing the Young Workforce – School Partnerships

In 2014-2015 we set out to implement a more proactive, planned and comprehensive approach to providing information about the increasingly complex range of college provision to pupils in the region's secondary schools. We delivered a programme of events to 18 secondary schools across the three local authority areas within the Forth Valley region to raise staff and pupil awareness of the range of vocational pathways and opportunities for senior phase school pupils and school leavers, including our innovative SCOTS course; HNC courses for school pupils; new Foundation Apprenticeship Pathfinder courses in Social Services and Healthcare and Early Education and Childcare; and our range of full time programmes, including our six integrated degree programmes with three partner universities. We expanded our vocational portfolio for senior phase school pupils and, through rigorous reporting on attendance, progress and behaviour/attitude and promoting shared ownership with the schools of their pupils' college learning, we significantly increased the retention and successful completion rates on our school-college partnership programmes.

2.3. Enhancements to Learning and Teaching – Creative Learning

In 2014-2015 the College planned yet further enhancements to learning and teaching, focussing on the promotion of creativity in learning and even greater student engagement in planning and enhancing learning. This strategic initiative has proved very successful in its first year, delivering a wide range of innovative projects, involving innovative collaborations across subject boundaries with positive impact for students. There is further evaluation of the Creative Learning initiative in section 5.3 below.

2.4. Employer Engagement

In 2014-2015 we planned further development of employer engagement activity, including the consistent engagement of employers in curriculum planning, review and delivery. We have made good progress towards this, with employer engagement and the use of labour market information clearly evidenced in all departments' Curriculum Review submissions this year. Employer engagement across the whole curriculum continues to be a key priority for us going forward, as we further develop our responses to the Developing the Young Workforce agenda, including playing a central role in the creation of the Developing the Young Workforce in Forth Valley Regional Group.

3. Quality Culture

3.1. Self-evaluation

In 2014-2015, the College continued to operate our well-embedded processes of self-evaluation. Almost all college staff across all departments, teaching and support, contributed to the process through team meetings and cross-college groups. Students also engaged fully in the process, primarily through the College's comprehensive and extensive Listening to Learners focus groups (see paragraph 4.1). The College continued to ensure that appropriate external inputs to self-evaluation were sought and taken into account, particularly from employers and industry representative bodies, local authority, school and other community partners, via both formal and informal means.

As a result of the self-evaluation process, 56 evaluative programme reports were completed. Actions for improvement and enhancement arising from these reports have been set and will be monitored by programme teams through biannual programme review meetings. Support service teams also completed self-evaluation reports tailored to their services and built actions for further improvement into their department operational plans. The Curriculum and Quality team and senior managers reviewed and provided written feedback on each report.

Most of the strengths/areas for enhancement and actions arising from self-evaluation are specific to particular programmes, groups of programmes or subject/service areas and the impact of actions taken to address these is at a local level. At college level, however, some key themes can be identified. In many cases, the same themes arise as strengths and as areas for development, as effective practice is identified and plans put in place to extend this to other curriculum areas.

Some thematic strengths identified through self-evaluation were:
- Positive trends in student retention and successful completion including upward trends in retention and successful completion amongst school pupils;
- Student engagement in planning learning, including the use of the College's Learning Activity Planning Tool; the provision of subject specific drop-in sessions in a number of areas; cluster approaches to timetabling; and collaborative working across subject boundaries;
- Effective learning through enhanced balance between theory and practical activities; a mix of independent and collaborative approaches; activities to develop reflective practice in students; use of project-based, contextualised approaches; and choice and variety in learning;
- Increased and effective use of peer learning and peer assessment;
- Enhanced use of Moodle, My ePortfolio and other technologies to promote reflection and independence and for the submission, marking and tracking of assessments;

- Industry related learning activities, including work placements; the use of live industry briefs for assessment; workplace visits; external speakers;
- Extensive student engagement in activities promoting wider achievement, such as community projects, live briefs and activities; organising and hosting events; Ambassador roles;
- Learner motivation and engagement in a wide range of collaborative, reflective and independent approaches to learning, including increased use of contextualised and integrated opportunities for learning;
- Positive impact of staff participation in peer observation and in the Creative Learning Action Community.

Areas for further improvement/enhancement identified, included:
- Retention and successful completion in specific courses, particularly some full time Further Education (FE) programmes;
- Gender imbalance in specific subject areas;
- More consistent use of Moodle and other learning technologies, including a wider variety of media, across the whole curriculum;
- Wider opportunities for students to take control of their learning, for example by introducing more subject drop-in sessions; wider use of the Learning Activity Planning Tool; more consistent involvement of students in planning lessons
- Increased access to work experience and engagement with employers for full time students;
- Raising the profile of the Student Association and its work across the whole student body.

3.2. Curriculum Review

In 2014-2015 the College refined and fully embedded our new processes for reviewing and planning future curriculum, introduced in 2013-2014. During the year, Heads of Department each carried out a detailed review of their existing curriculum, in line with labour market trends and employer feedback, and presented their curriculum proposals for 2016-2017 and beyond to Senior Management Team and to their peers, during a Curriculum Conference in April 2015. This resulted in a number of new curriculum opportunities being introduced; the implementation of changes to existing curriculum content and a few courses being discontinued.

3.3. Internal Audit

During 2014-2015 the College commissioned independent audits by Baker Tilly UK against five areas of our operations: HR Operations; Payroll; FES Facilities Management Controls; Business Development (Phase 2); IT Service Desk (Phase 2); and Marketing and Communications. In all cases the outcomes were satisfactory and the auditors concluded that the College continues to operate appropriate risk management, control and governance processes. The audit reports identified a number of helpful recommendations, all of which are now either completed or on target for completion during 2015-2016.

3.4. Engagement with External Quality Agencies

3.4.1. Education Scotland

In May 2015 Education Scotland carried out an Annual Engagement Visit to the College. During the visit, Education Scotland explored the following themes with members of College staff and students:

- Learner Success PIs (curricular areas with strong performance and areas with areas for development);
- The College's Creative Learning initiative;
- School-College Partnerships;

The report of the visit was very positive and included one example of excellence worthy of dissemination, which related to the College's Online Student Finance System.

In addition, the College contributed in 2013-2014 to Education Scotland Subject Aspect Report on Engineering, in which our Virtual Offshore Control Room and our Process Rig were highlighted as case study examples of effective practice.

Finally, College provision was reviewed as part of Education Scotland's national review of MA Engineering off the job training provision in June 2015. Whilst the national report has not yet been published, the College received its own report, which judged the provision to be Excellent against five out of the six graded criteria, with the sixth judged to be Very Good. The report identified numerous areas of positive practice and two areas for development, namely the quality of some teaching rooms at Falkirk campus and some apprentices' awareness of core skills within their Modern Apprenticeship (MA) programme and the potential to influence their own learning whilst attending College. Both of these will be taken forward through College action plans in 2015-2016.

3.4.2. Skills Development Scotland

During 2014-2015 the College was audited by Skills Development Scotland (SDS) for compliance with their programme rules for MA and Employability Fund (EF) provision. The biannual SDS audit reports for 2014-2015 demonstrated that we are performing exceptionally well in our compliance with the Programme Rules and Polices. Recommendations from the previous visit have been implemented and further strengthen and support the process already in place. Although there were no further recommendations for our MA provision, three minor recommendations for Employability Fund provision were made, with positive comments on the controls introduced by the team throughout the contract year.

3.4.3. Awarding and Validating Bodies

In total in 2014-2015, there were 88 occurrences of external subject verification activity. This included 82 visits, four remote activities and two central verification events. The majority of these involved SQA, but the College was also subject to external verification by a number of other awarding bodies, namely City and Guilds, EAL, ECITB, CMI, EDEXCEL, PAAVQSET and CIPD. In almost every instance, the external verification reports were positive, with no action points.

The Overall Outcome Rating for the majority of the SQA activity was '*Significant Strengths identified in the maintenance of SQA standards within this Verification Group'*. Actions were required for six of the visits and most of these were quickly addressed although actions are ongoing in one area.

The College once again held our own coordinated event for SQA external verification in May 2015. The coordinated event was very effective in supporting greater involvement of staff across the College with external verifiers (EV) and allowing more staff to access EV feedback sessions.

The BPEC, NEBOSH and COMPEX external quality assurance audits were successful, as were qualification approval requests made to City and Guilds, EAL and SQA. The

Systems Verification visit conducted by SQA was positive with the College being assessed across all elements scrutinised during the visit as having '*Significant Strengths*'.

3.4.4. Local and National Awards

The College is delighted to have been recognised in a number of local and national awards schemes during 2014-2015. In February 2015 we were officially presented with the Association of Colleges Beacon Award for Innovation. Also in February, our Marketing and Communication team won four awards at the College Development Network Marketing Awards. In March, our Student President, Lorraine Simpson, won National Union of Students Scotland Student Officer of the Year and the College achieved the Healthy Working Lives Gold Award.

We are also delighted to be shortlisted in the 2015 College Development Network Awards in both the learning and Teaching and the Essential Skills categories, the former for our creative learning strategic initiative, covered in paragraph 5.3, and the latter for an innovative core skills project Skills-Builder, which contextualises core skills within a practical scaffolding activity for Engineering students.

4.   Student Engagement

4.1. Listening to Learners Focus Groups

Biannual Listening to Learners focus groups with class groups continued to be highly effective in engaging large numbers of students in contributing to the College's self-evaluation process by evaluating their learning experience, with particular emphasis on high quality learning. In 2014-2015 a total of 2518 students participated in 271 focus groups, an increase on the previous year. The main impact of the focus groups is at programme level, where the feedback is a key source of self-evaluation evidence for programme teams and results in specific actions for improvement/enhancement throughout the year. As a result, numerous local improvements and enhancements were made to programme design and delivery.

At college-level, each focus group record is scored for each of the sixteen factors related to learning covered in the Listening to Learners Focus group template, according to whether the recorded commentary suggests full satisfaction, partial satisfaction or dissatisfaction. Three year trends indicate very high and increasing levels of satisfaction (most over 95%) across these factors. (See Appendix 1, Chart 1)

4.2. Student Council

Class representatives also had the opportunity to meet with members of the Senior Management Team through Student Council meetings, arranged by the Student Association (SA), during the year. Whilst the Listening to Learners focus groups concentrate on factors directly related to learning and teaching, the Student Council has a broader focus and includes all aspects of their College experience. As a direct result of these meetings, the College was able to address concerns and suggestions raised by students. Specific examples include increased access to laptops in the Learning Resource Centres; an additional colour printer in the Stirling campus; changes to parking arrangements; and the inclusion of an additional question in the Listening to Learners Focus Group template suggested by students. Feedback from these meetings is published on the SA Moodle site.

4.3. Student Engagement in College Committees and Groups

Students continued to be well-represented on College committees during 2014-2015, including the Board of Management and its Committees, the new Creative Learning Leadership Group and the Sustainability Steering Group. In addition, students were actively involved in the College's Fairtrade Steering Group and renewal of the College's joint Fairtrade status with the Student Union in August 2014 was largely due to the extensive engagement of students in promoting Fairtrade to their peers and to College staff.

4.4. Student Association Engagement

During 2014-2015 SA continued to play an active role in college life and provided an effective vehicle for student engagement. The SA secured additional funding from the College to increase their capacity from 2 full time officers to 4 full time officers and one part time officer. This meant there was a full time presence on every campus.

The SA continued to facilitate Class Rep Training and, as in previous years, students gained a great deal from their experience and reported that it built their confidence and helped them to develop some key leadership skills. The SA worked with Volunteer Scotland to have Class Reps awarded Volunteer certificates for their contribution to the role.

The SA also planned and ran the College's Freshers' Fair events which were very successful and received excellent feedback.

Other SA activities included the development of a new Moodle theme, voted for by the student body, and contribution to the monthly online student blog, *Fusion*. SA members also worked in partnership with the Department of Care, Health and Sport to uphold the College's two star award in the National Union of Students (NUS) initiative Healthy Body, Healthy Mind; participated in Barclays Money Skills Week, securing additional funding which could be used to promote employability skills; worked with College staff to secure renewal of the College/Student Association joint Fairtrade status; and worked with the Equalities team to maintain the LGBT Charter Mark.

The SA won two awards this year: Student Officer in Scotland (NUS) and runner-up Learner Engagement in a college (SPARQS); and were shortlisted for another three: Staff Member (NUS), Student Association in Scotland (NUS), Student Association in the UK (NUS), in which we made it to the top five.
The significance of the Student Association within the College was underlined by our Student President being a speaker at our graduation ceremonies.

5. High Quality Learning

5.1. Student Progress and Outcomes

At College level, 2014-2015 retention and successful completion statistics for both Further Education (FE) and Higher Education (HE), Full Time and Part Time are either sustained or have increased on the previous year (see Chart 2, Appendix 1)

In terms of early withdrawal, these rates have remained the same, with the exception of Full Time FE, which has improved by a further 1% to 5%. Early withdrawal for Part Time HE, on the other hand, has dropped by 1% to 2%, a return to our 2012-2013 level.

Further withdrawal rates for all modes and levels remained the same as for 2013-2014 and all compare favourably with the sector further withdrawal rates for that year. It is also worth noting that 16% of Full Time FE students and 10% of Full Time HE students who withdrew before the end of their programme did so to enter employment.

As regards successful completion, the Full Time FE figure rose a further 1% to 71%; the Past Time FE rate rose 2% to 91% and the Part Time HE rate remained the same as the previous year, at 89%. There was, however, a significant increase in the successful completion rate for Full Time HE students, from 73% in 2013-2014 to 79% in 2014-2015. This is 2.3% above the highest performing college in 2013-2014.

The above statistics demonstrate that the College has achieved our 2014-2015 Outcome Agreement targets for these PIs and we continue to strive for and achieve year on year improvements in student achievement.

The College has also continued to develop its processes to meet the challenge of gathering full and accurate data on students' post-course destinations. In the latest data, which relates to full time students completing their programme of study in 2013-2014, we were delighted to achieve an overall response rate of 91%, a further 1% increase on the previous year. The overall percentage of respondents who had moved into positive destinations continued to increase, with a 1% per year upward trend over the last four years, from 91% to 94%, exceeding the target set in the College's Outcome Agreement.

5.2. Evaluation of the Quality of Learning

In addition to the College's successful Listening to Learner focus group process, which continued to provide valuable evidence for the evaluation of learning and teaching, the College continued to operate and develop its peer observation process during 2014-2015. The peer observation process promotes the sharing of good practice and reflective peer learning, by giving staff opportunities to exchange views and ideas; learn about and discuss alternative teaching methods; reflect on their teaching; discuss strategies and techniques.

In addition, however the peer observation provides evidence for the evaluation of learning for programme team self-evaluations. Thirty teaching staff took part in peer observation during 2014-2015. This represents around 10% of the teaching staff establishment. Most staff opted to partner with a colleague from a different subject area for the observations and reported that it had been an enjoyable and worthwhile opportunity to reflect on their practice and gain valuable feedback.

During the observations, staff record what they observe on a Peer Observation Recording Tool, which is based on the Learning Activity Planning Tool. Whilst they are not expected to make evaluations of what they observe, from analysis of the anonymised records it is possible to determine where positive and effective learning practice has been observed. The readout from this process is largely consistent with the feedback from Listening to Learners and provides useful additional evidence for self-evaluation and, at college level, for considering priorities for staff development.

5.3. Creative Learning

To support our mission of Making Learning Work, one of the College's strategic themes is *cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly*. This is underpinned by a pragmatic learning strategy, Empowering Learners, which sets out the essential skills

we want our learners to develop and the approaches we want our learners to experience to give them choice and control in their learning and to support them to develop these skills.

Our aim this year was to take things to the next level and really challenge staff and learners to embrace creativity in learning. There were a number of drivers for this. As an organisation, we all need to be ever more creative to maximise the utilisation and efficiency of all of our resources – space, people, time and technology. Also, through engagement with the wider creative learning agenda - *Scotland's Creative Learning Plan and the Education Scotland report Creativity Across Learning 3-18* – we were convinced of the importance of developing creativity in our learners and our staff.

We took a strategic approach to this challenge and set 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 a management representative from each teaching department and learning-facing support services and members of the Student Association Executive.
.
The CLLG sought volunteer lecturers from across the College to form our first Creative Learning Action Community (CLAC) and thirty came together in small, collaborative, cross-department partnerships with creative ideas to take forward in-year.

The results have been very positive for staff and students alike and have delivered a wide range of innovative projects, involving unusual collaborations across subject boundaries, including students launching a Raspberry Pi computer into space; collaborations between Science and Early Years students; Construction students working with Make-up Artistry students; student-built robots being used to teach and assess core skills; Media and Engineering students working with a local employer to make a film showing how a 3D printer works.

The feedback from staff and learners clearly evidences impact (in terms of increased ownership of learning, skills development and confidence) and all of the activities undertaken are sustainable potentially transferable to other subject areas. 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. We plan to grow this initiative further during 2015-2016 and beyond.

6. Equality and Diversity

In 2014-2015, having successfully complied with all Equality Act requirements and the Scottish Specific Duties, the College 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. Our key equality outcomes have been incorporated into the College Outcome Agreement with the Scottish Funding Council.

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 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 the 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.

7. Plans for Internal Review 2015-2016

As the College is confident that our internal review processes are effective and robust, we intend to adopt broadly similar processes for self-evaluation during 2015-2016. In March 2016 the effectiveness of the College's internal review processes will be tested by Education Scotland through external review.

The College looks forward to closer alignment of self-evaluation with our SFC Outcome Agreement targets as the process of developing and reporting on the latter develops further.

8. Endorsement by Board of Management

The report was approved by the Senior Management Team on 20th October and by a sub-group of the Board of Management on 27th October.

It will be presented to the Board of Management for endorsement at their meeting on 10 December 2015.

Following Board endorsement, a final version of the report will be submitted to SFC, accompanied by the Statement of Assurance signed by the Chair of the Board of Management.
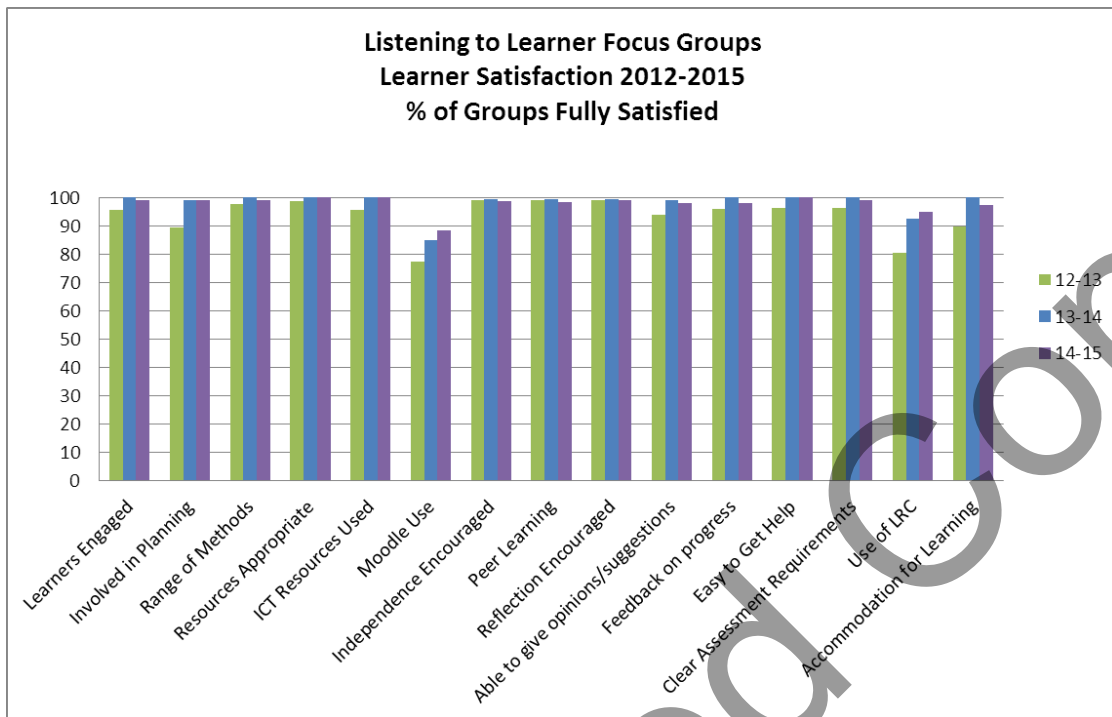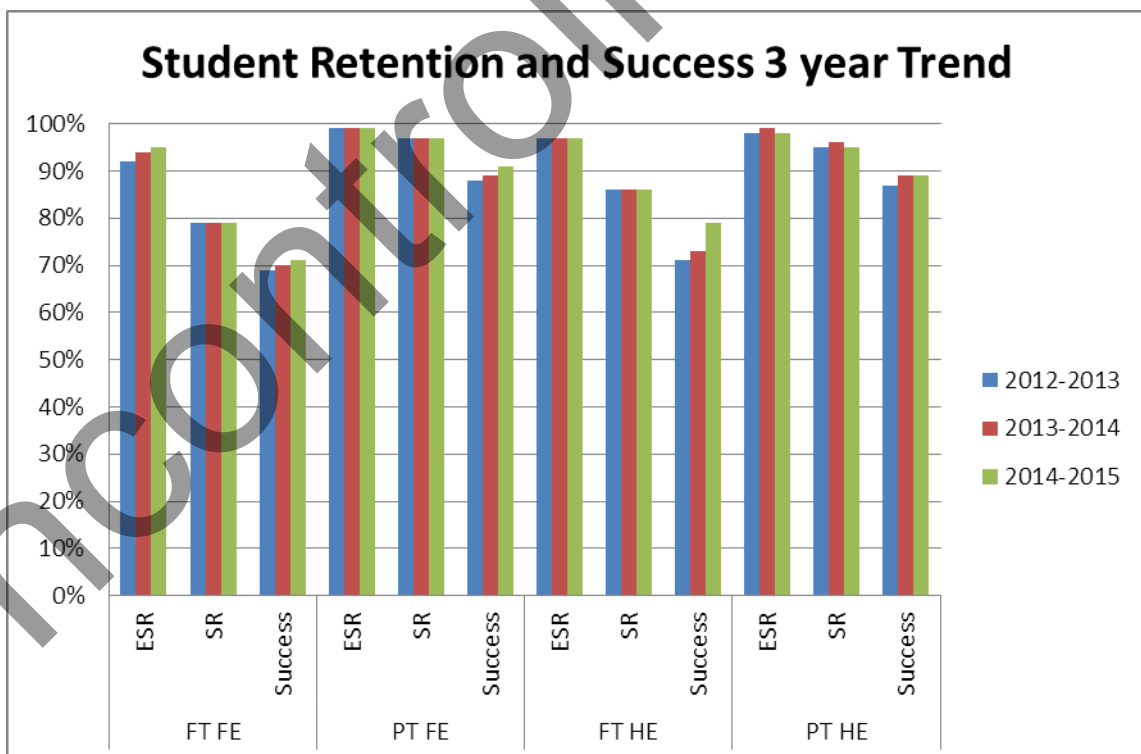
Chart 1

Listening to Learner Focus Groups
Learner Satisfaction 2012-2015
% of Groups Fully Satisfied

Chart 2

Student Retention and Success 3 year Trend

1. **Purpose**

    To seek approval from Strategic Development Committee on the College's 2014-15 Outcome Agreement Self Evaluation.

2. **Recommendation**

    That members approve the College's 2014/15 Outcome Agreement Self Evaluation.

3. **Background**

    As part of the Outcome Agreement process the College is required to submit a self evaluation document to report on progress towards its previous year's Outcome Agreement targets. This document was submitted to SFC on 29th October. Prior to this the document was reviewed by a sub-group of the Strategic Development Committee, comprising of Anne Mearns, Fiona Campbell and Lorna Dougall, with comments incorporated prior to submission to SFC.

4. **Key Considerations**

    The main targets that SFC will consider and measure our performance against are how we have preformed against our activity (wSUMs) target and how we have performed against our achievement targets. In this regard we have met our wSUMs target, and our achievement PIs are excellent, with all matching or exceeding our Outcome Agreement targets.

    Annex A of the Self Evaluation document evidences that we have met or exceeded almost all of our 2014-15 Outcome Agreement targets.

5. **Financial Implications**

    Please detail the financial implications of this item – There is potential for claw-back of funding if the College had not met its key activity target.

6. **Equalities**

    Assessment in Place? – Yes ☐ **No** ☒

    If No, please explain why – The Outcome Agreement Self Evaluation reports positively on targets in relation to access and equality.

    Please summarise any positive/negative impacts (noting mitigating actions) – The document highlights positive progress against equality targets.

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 – There is a risk of financial claw-back to the College in not achieving key activity targets. This document evidences that we have met our key targets.

   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 -

   Paper Author – David Allison   **SMT Owner –** David Allison

Forth Valley College
2014-15 Outcome Agreement
Self Evaluation

Summary

In Session 2014-15 Forth Valley College has met its student activity target and all student achievement targets have been met or exceeded. In Session 2014-15 the College won the Association of College's Beacon Award for Innovation in Further Education in recognition of our outstanding learning experiences, unique business model and whole college mission of 'Making Learning Work'.

Efficient Regional Structures

As a single college region there is a single board as governing body with the existing Chair of the Board of Management appointed as Regional Chair. Through the Principal, Associate Principals and Vice Chair of the College's Board of Management the College plays a key role in Falkirk, Stirling and Clackmannanshire Community Planning Partnerships, and leads the local employability partnerships in Stirling and Clackmannanshire.

Meeting the needs of learners

In Session 2014-15 the College met its student activity target, delivering 121,781 WSUMs against a target of 121,664 WSUMs.

The College is committed to delivering on Scottish Government priorities such as Developing the Young Workforce, and can evidence that 50% of WSUMs are delivered to 16-19 year olds, with 72% of all WSUMs delivered to 16-24 year olds. This is further evidenced through full time enrolments where 52% of all WSUMs are delivered to 16-19 year olds, and 74% delivered to 16-24 year olds.

The College has in place an established regional curriculum strategy. We continue to map local provision to key industries and learner needs 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 Alloa becoming the hub for Business. As evidence of this for Session 2014-15 the Department of Business has moved its base along with a significant volume of its provision to our Alloa campus.

The number of learners benefitting from our school/college partnership from learners within the senior phase (S4 and beyond) has increased and in delivering 7,470 rSUMS we exceeded our target of delivering 6,750 rSUMS to this group of learners.

In response to Developing the Young Workforce in Session 2014-15 we set out to implement a more proactive, planned and comprehensive approach to providing information about the full range of college provision to pupils in the region's secondary schools. In consultation with our 18 secondary schools, we delivered a programme of road shows, one in each school, encompassing activities to raise staff and pupils awareness of the range of vocational pathways and opportunities for senior phase school pupils and school leavers, including our innovative SCOTS (Schools College

Opportunities To Succeed) course; HNC courses for school pupils; new Foundation Apprenticeship Pathfinder courses in Social Services and Healthcare and Early Education and Childcare; and our range of full-time programmes, including our six integrated degree programmes with three partner universities.

We significantly increased the retention and successful completion rates on our school-college partnership programmes, by implementing a comprehensive wrap-around service for our school learners and promoting shared ownership with the schools of their pupils' college learning.

Our partnership links with Higher Education continue to evolve, and have developed from traditional articulation models to a model of integration where learners in Engineering, Life Sciences, Heritage Conservation, Digital Media and Computing can seamlessly progress through College activity on to the relevant level within Stirling, Strathclyde and Heriot-Watt universities.

For Session 2014-15, in partnership with the University of Stirling, we launched two new undergraduate degrees in Digital Media and Applied Computing. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Learners are able to exit with an HNC, HND, ordinary degree or honours degree, in all cases equipped with technical skills and industrial experience. Furthermore, shared delivery arrangements between the University and College produced more effective utilisation of learning resources. These courses are funded through the SFC associated student initiative for partnership between colleges and universities.

At College level, 2014-15 retention and successful completion rates for both Further Education (FE) and Higher Education (HE), Full Time and Part Time are either sustained or have increased on the previous year.

In terms of early withdrawal, these rates have remained the same, with the exception of Full Time FE, which has improved by a further 1% to 5%. Early withdrawal for Part Time HE, on the other hand, has dropped by 1% to 2%, a return to its 2012-2013 level. Further withdrawal rates for all modes and levels remained the same as for 2013-14 and all compare favourably with the sector further withdrawal rates for that year. It is also worth noting that 16% of Full Time FE students and 10% of Full Time HE students who withdrew before the end of their programme did so to enter employment.

As regards successful completion, the Full Time FE figure rose a further 1% to 71%; the Part Time FE rate rose 2% to 91% and the Part Time HE rate remained the same as the previous year, at 89%. There was, however, a significant increase in the successful completion rate for Full Time HE students, from 73% in 2013-14 to 79% in 2014-15. This is 2.3% above the highest performing college in 2013-14.

The above statistics demonstrate that the College has achieved its 2014-15 Outcome Agreement targets for these PIs and we continue to strive for and achieve year on year improvements in student achievement.

The College has also continued to develop its processes to meet the challenge of gathering full and accurate data on students' post-course destinations. In the latest data, which relates to full-time students completing their programme of study in 2013-14, we were delighted to achieve an overall response rate of 91%, a further 1% increase on the previous year. The overall percentage of respondents who had moved into positive destinations continued to increase, with a 1% per year upward trend over the last four years, from 91% to 94%, exceeding the target set in the College's Outcome Agreement.

Meeting the needs of employers

The College was proud to be the first learning institution in Scotland to achieve STEM (Science, Engineering, Technology and Maths) Assured status, the UK wide industry-led quality mark for STEM training, awarded by the New Engineering Foundation (NEF). This prestigious standard recognises excellence in STEM provision within the Further Education sector, with a particular focus on an interdisciplinary approach and meeting the needs of business and industry. The College has recently been examined for STEM re-accreditation, which we were delighted to have been successfully awarded.

In Session 2014-15 we increased the number of Skills Development Scotland (SDS) funded Modern Apprenticeships (MAs) starts by over 20% to 259, which slightly exceeded our target. We also increased the total number of MAs supported by the College to over 1,000, exceeding our target of 750. Recruitment for SDS funded Employability courses was very challenging, and after a slow start we recruited 70 students against our target of 156. We also met our target against the number of Full Time FE students who have access to a work placement delivering 542 work placements against a target of 520. We also exceeded our target of 24,000 WSUMs for employer related activity, delivering over 28,000 WSUMs.

There are very strong links to industry across courses in all teaching departments, with employers having significant input to course design, and in many cases, courses designed specifically for employers.

College provision was reviewed as part of Education Scotland's national review of MA Engineering off the job training provision in June 2015. Whilst the national report has not yet been published, the College received its own report, which judged the provision to be Excellent against five out of the six graded criteria. The report identified numerous areas of positive practice and only two areas for development as detailed in Figure 1.

Figure 1 – Outcome of Education Scotland's Review of MA Engineering off-the-job training provision at Forth Valley College, June 2015

Outcomes and impact	
How well are apprentices progressing and achieving relevant, high quality outcomes?	Excellent
How well do we meet the needs of our apprentices and stakeholders?	Excellent
Service delivery	
How good is our delivery of key training?	Very good
How good is our management of training delivery?	Excellent
Leadership and quality culture	
How good is our strategic leadership?	Excellent
Capacity for improvement	
How good are internal evaluation and self-reflection activities to ensure we have the capacity to improve and enhance the delivery of training?	Excellent

Access, equality and diversity

In Session 2014-15, having successfully complied with all Equality Act requirements and the Scottish Specific Duties, the College 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's Equalities team provides a needs-led learning support service for learners with additional support needs. Support is tailored to individual circumstances with the learners at the centre of the process to ensure their needs are met effectively. High standard needs assessments are completed with learners and the College is an accredited needs assessment centre for Disabled Student Allowance applications. All current and prospective learners are informed of the support available at College and how to access it – learners are able to disclose any additional support needs at any time during their time in College. In Session 2014-15 we provided support to over 600 students with additional support needs, who are completing a range of programmes at various levels.

Under-representation of women in STEM subject areas remains an issue across the sector and within the College. We have attempted to address this through various mechanisms ranging from: specific promotional activities to females at Engineering/Science events; Primary Engineers in primary schools; marketing case studies using female role models; SCOTS programme giving school pupils a taster of all subject areas (including gendered subject areas); STEM club for school pupils; Christmas Lecture series using female role models; female speakers to promote the industry. Some of this work was showcased by SFC at an event related to their Gender Action Plan in 2014-15. We continue to strive to improve under-representation, however the impact of this work will, take some time to realise.

In Session 2014-15, the College achieved the Buttle Chartermark, which demonstrates our work to attract and support care leavers and looked after young people. We provided learning to 151 care leavers, exceeding our target of 125. We met our target of delivering 47% of our activity target being from female students, and met our target of 2% of enrolments being from students from an ethnic minority. In delivering 11% of activity to learners who have declared a disability we have exceeded our target of 10%, and in delivering 10.6% of our activity to students from the most deprived 10% postcodes in Scotland we met our target, delivering beyond our regional rate as 7% of the Forth Valley population reside within the 10% most deprived postcodes.

Sustainable Institution

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

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

The College, through our partnership with UCCCfS (Universities and Colleges Climate Commitment for Scotland) 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 BREEAM (Building Research Establishment Environmental Assessment Method) Excellent rating. The College remains on target to reduce t(CO2) levels by 25% from the baseline figure of 2,873.62 tCO2 by the year 2020. The figures for Session 2014-15 evidence that we are ahead of target with our gross carbon footprint reduced to 2,372 tCO2.

Although our accounts are yet to be finalised we have met our target 27% of the College's total income coming from non-SFC sources, with 27.6% of all income being from non-SFC sources in Session 2014-15. Our actuals for Current assets: current liabilities and Days cash to expenditure are slightly below target which reflects the current climate where colleges are not allowed to hold surplus cash.

Early progress towards our 2015-17 Outcome Agreement targets

The College has seen very healthy recruitment in Session 2015-16, recruiting to target. The key date for early retention is yet to be met, however early monitoring shows that retention is tracking to a similar pattern as last session. Both of these factors combined indicate, and give us confidence that, we will achieve our activity targets for the 2015-16 Session.

Following the announcement from John Swinney, Cabinet Secretary for Finance and Sustainable Growth, last session of an investment of £70m to develop a new campus in Falkirk, we are well advanced in developing a full business case in partnership with the Scottish Funding Council and Scottish Futures Trust.

Signed by: _[signature]_   **Date:** 29.10.15.

Position: Principal

Annex A – Progress against key 2014-15 Outcome Agreement Targets

Target	Delivery
Forth Valley College will deliver 121,664 WSUMs.	Forth Valley College delivered 121,781 WSUMs in Session 2014-15.
We will retain or increase the current high levels of achievement across FE full time, FE part time, HE full time and HE part time.	We met or exceeded all of our high-level achievement targets: Target Actual FE Full Time 70% 71% FE Part Time 89% 91% HE Full Time 72% 79% HE Part Time 89% 89%
We will deliver 54% of WSUMs to learners aged 16-19 and 20% of WSUMs to learners aged 20-24.	We delivered 50% of WSUMs to learners aged 16-19 and 23% of WSUMs to learners aged 20-24.
Within our delivery to full-time learners 57% of WSUMs will be delivered to learners aged 16-19 and 22% of WSUMs to learners aged 20-24.	We delivered 52% of our full-time WSUMs to learners aged 16-19 and 22% of our full time WSUMs to learners aged 20-24.
We will deliver 10.5% of all activity to students from the 10% most deprived postcodes in Scotland.	We delivered 10.6% of all activity to students from the 10% most deprived postcodes in Scotland.
47% of all activity will be from female students	47% of our activity was from female students.
2% of all enrolments will be from students from an ethnic minority.	2% of all enrolments were from students from an ethnic minority.
10% of all activity will be from students who have declared a disability.	11% of all activity was from students who have declared a disability.
We will provide learning for 125 Care Leavers.	We provided learning to 151 Care Leavers.
We will deliver 235 rSUMs to learners with profound and complex needs enrolled on courses involving formal recognition of achievement.	We delivered 343 rSUMs to learners with profound and complex needs enrolled on courses involving formal recognition of achievement.
We will deliver 6,750 rSUMs to learners at S3 or above as part of 'school-college' provision.	We delivered 7,470 rSUMs to learners at S3 or above as part of 'school-college' provision.
We will support 750 apprenticeships.	We supported 1,044 apprenticeships.
We will enrol 254 new starts through direct contract apprenticeships.	We enrolled 259 new starts through direct contract apprenticeships.
We will enrol 156 learners funded through SDS Employability Fund.	We enrolled 70 learners through SDS Employability Fund
The volume of employer related activity will be 24,000 WSUMs.	The volume of employer related activity was 28,047 WSUMs.
We will provide 520 full time learners with substantial placements.	We provided 542 full time learners with substantial placements.
27% of the College's total income will be from non SFC sources.	* 27.6% if the College's total income was from non SFC sources.
Our Current assets: current liabilities ratio will be 1.5.	* Our Current assets: current liabilities ratio was 1.1.
Our Days cash to expenditure will be 15 days.	* Our Days cash to expenditure was 14 days.
Our Gross carbon footprint will be 2873.62 tCO2	Our Gross carbon footprint was 2372 tCO2

Note: * This information is draft pending our accounts being finalised.

1. **Purpose**

   To update members on the College's recent successful STEM reaccreditation application in September and inform SMT of the STEM report recommendations and suggestions from NEF: The Innovation Institute to be addressed in support of the College's STEM provision.

2. **Recommendation**

   That members note the proposed NEF STEM recommendation and suggestions made in the NEF report (see Appendix 1 for full report) and support and agree the proposed STEM celebration launch.

3. **Background**

   Forth Valley 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.

   STEM accreditation is held for three years at which point a new application is required to obtain re-accreditation. The College's accreditation expired in July 2015 whereby a new application was submitted in August. The self-assessment application and supporting evidence submission was then followed by a site audit by a visiting Advisory Panel composed of representatives from NEF on 2nd September (Prof Sa'ad Medhat and Dr Christopher Fellows from NEF; the STEM accrediting body). The audit held at the Falkirk Campus consisted of presentations on the College's STEM provision delivered by members from the senior management team, with interviews held with students, staff, partners and employers. The self-assessment application,

supporting evidence and audit evidence were then submitted to NEF's External Validation Panel comprising of sector representatives from NEF's industry panel, all of whom occupy strategic and leading positions within industry, have specialist expertise and are supportive of FE colleges, in conjunction with an FVC nominated panel member. The validation panel assess the information against the criteria and confirm one of the following outcomes:

• **Status awarded** – criteria fully met and an agreed action plan in place to maintain the strong position of the organisation. **STEM Assured** status will be granted to the applying organisation for three years with annual reviews in year 2 and year 3.

• **Status deferred** – criteria partially met, action required by the applying organisation to address gaps. An action plan will be developed, agreed and implemented

• **Status not awarded** – criteria are not met and significant development is required. Re-submission by the applying organisation will be allowed after six months

The Validation Panel conferred **STEM Assured status** on Forth Valley College on the 09/10/15.
Interim reviews will take place after years one and two ahead of renewal in three years' time (2018). As part of this process, NEF Advisors will review the actions in the submission and validation report.

4. **Key Considerations**

The following section displays the College and NEF validated grades as well as NEF's commendations, recommendations and suggestions for STEM delivery at Forth Valley College.

4.1 STEM Assured Advisory Panel's Comments

Following the site visit, the Advisory Panel have validated the college's self-assessment and supporting evidence. The grades of the college and that of the STEM Assured Validation Panel are summarised below:

Standard	College Grade	Validated Grade
1.1	BP	BP
1.2	BP	BP
2.1	FC	FC
2.2	FC	FC
3.1	BP	BP
4.1	FC	BP
5.1	BP	FC
5.2	FC	FC
6.1	FC	FC
6.2	BP	BP

The application scoring system is shown below for the four levels:

Currently meeting the standard	Best Practice	BP (9-10)
	Full Compliance	FC (7-8)
Not yet meeting the standard	Working Towards	WT (5-6)
	Below Compliance	BC (1-4)

4.2 Commendations - Examples of good practice

The STEM Assured Panel would particularly like to commend the following example 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.

4.3 Recommendations to be addressed before renewal

Actions that the STEM Assured Panel would wish to see addressed by the annual renewal in October 2016 are:

- **NEF Recommendation 1**: That the college reviews opportunities for 'cross-curricular' activities and exploits these to their full potential. A suggested option is to introduce a college wide thematic project(s) that all departments and disciplines could take part in.
- **NEF Recommendation 2:** That the college encourages input from industry speakers and technical specialists into teaching delivery. This could be developed in the form of master-classes or a guest lectures & industry speakers' programme.
- **NEF Recommendation 3:** The College should ensure that the standard of the Moodle provision is consistent across all programmes and disciplines.

4.4 Suggestions that the college is encouraged to consider in order to support its STEM provision are:

- **NEF Suggestion 1:** That the college works with a peer, non-competitor, STEM Assured college to share best practice and to identify what practices they could be adopted to gather and benchmark employer satisfaction *[NEF can facilitate]*.
- **NEF Suggestion 2:** That the college considers the *NEF Certificate of Enterprise and Employability* to provide students with a professional body and industry recognised certification in entrepreneurial skills development.
- **NEF Suggestion 3:** That the college promotes the importance of learner feedback and learner voice in curriculum development through showcasing where this has been done.
- **NEF Suggestion 4:** That the college offers staff access to external technical CPD events (e.g. NEF Master-classes), thereby revitalising their technical & scientific knowledge to inform their teaching of STEM subjects.
- **NEF Suggestion 5:** That the college explores further initiatives aimed at addressing gender bias in STEM.

4.5 STEM commendations, recommendations and suggestions

This paper draws the attention of the reader to the commendations, recommendations and suggestions shown in 4.2, 4.3 and 4.4 to generate discussions related to the College's vision and future engagement with STEM. Particular attention is drawn to the commendations for: the College's strong management that has clear and ambitious plans for the development of STEM provision using new and innovative approaches; good engagement with employers and its [the College's] responsiveness to the regional skills needs of industry. In terms of recommendations and suggestions attention is drawn to: cross-curricular activities and college wide thematic projects; the standard of the College's Moodle provision; the creation of a non-competitor, STEM Assured college relationship to share best practice.

In driving forward our STEM agenda it is important that the college initiates the recommendations and suggestions, ensuring the understanding and importance of STEM are maintained both internally and externally. Raising the profile of STEM at the college, connecting with the Curriculum Review process where STEM will be a key theme and engaging the Creative

Learning Action Community will be a positive starting point together with the proposed celebration event.

There is also the wider opportunity to utilise NEF training for Staff CPD as well as engaging with NEF as a networking hub in the exchange of ideas, concepts and potential commercial opportunities. There is also the prospect of enhancing the College' reputation through this exchange and engagement and will be linked to developing a relationship with another STEM assured college to share experience and knowledge.

4.6 STEM Celebration event

It has been identified that in order to celebrate the STEM Accreditation and re-invigorate STEM provision within FVC that a celebratory STEM event be held in January/February next year. It is proposed that this event will take the form of a STEM master-class conference where guest lectures, industry speakers, employers and key stakeholders will be invited to the College for a morning. It is envisaged that the STEM master-class conference will be similar in format to the CLAC conference held for Staff in August. There will be an opening presentation to all where the STEM award will be presented by NEF. The master-classes will then be held across the College related to a timetable format. This would meet one of NEF's recommendations and signify to NEF that the College is clearly embracing its STEM accredited status.

5. Financial Implications

There will be financial implications in terms of incurred costs for the STEM celebration event but as the event will be held in-house during a teaching day it is expected that these costs will be minimal. There may be future costs associated with cross-curricular activities and college wide thematic projects, but it is hoped that any future projects can be covered by internal budgets or external funding to reduce incurred costs to the College.

6. Equalities

There are no identifiable equalities issues related to the recommendations and suggestions at this stage providing the College adheres to its current policy and procedures.

Assessment in Place? – Yes ☐ **No** ☒

If No, please explain why – See above.

Please summarise any positive/negative impacts (noting mitigating actions) - NA.

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	X
Medium		
Low		
Very Low		

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

Ignore recommendations with limited engagement with NEF resulting in loss of CPD and networking opportunities, potentially impacting commercial opportunities as well as loss of reputation.

Mitigation of risks
Embrace STEM accreditation and work with NEF's recommendations and suggestions to mitigate risks.

Risk Owner – Kenny MacInnes   **Action Owner –** Kenny MacInnes

8. **Other Implications – NA**

Communications – Yes ☒ **No** ☐   **Health and Safety – Yes** ☐ **No** ☒

Please provide a summary of these implications –

Press release required to coincide with celebration Mater-class event.

Paper Author – Kenny MacInnes   **SMT Owner –** Colette Filippi

STEM Assured

Assuring the delivery of
STEM education and training
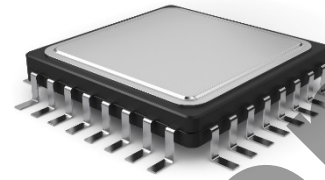
Validation Report

Application details

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Sites visited:	**Date:**
Grangemouth Rd, Falkirk FK2 9AD	02/09/15

Signed off by Dr Christopher Fellows

Introduction

Overview of Forth Valley College

Forth Valley College is a medium sized General Further Education college serving the needs of Falkirk, Stirling and Clackmannanshire Meeting the STEM Assured Pre-requisites. The college operates across four sites at Falkirk, Alloa, Stirling and Raploch. The majority of STEM provision relating to this application is based at the Falkirk site. Under the Scottish education inspection framework, Education Scotland is confident that Forth Valley College learners are progressing well and achieving relevant outcomes; the college has high quality learning and teaching processes in place; learners are actively engaged in enhancing their own learning. Retention and attainment rates for all groups of learners are high. Most learners make good progress, attain their qualifications and progress to further learning or employment. The college is well led and enhancing the quality of services for learners and other stakeholders.

Further information is available at www.forthvalley.ac.uk

STEM provision at Forth Valley College

The college delivers a broad range of STEM provision which includes a combination of academic, vocational, work-based and bespoke employer training solutions across the Scottish Qualifications Framework from Level 4 to Level 8. This includes National Qualifications (NQ) and Higher National Certificate/Diploma (HNC/D) Science & Maths; NQ and HNC/D Computing; professional IT qualifications; National Certificate (NC) to HNC/D in Electrical and Mechanical Engineering. The college also offers specialist programmes for the local industries including HND in Chemical Process Technology and Moderns Apprenticeships (MAs) in Process Operations: Hydrocarbons. The college is a large provider of MAs within the STEM sectors. The college also delivery aspects of STEM across sport, hair and beauty and health and social care.

The scope for STEM Assured covers Science & Maths, Engineering & Manufacturing as well as Information & Communication Technologies.

Meeting the STEM Assured Pre-requisites

The college works closely with industry, other education providers and public sector organisations to ensure students are qualified and skilled. The college collaborates with industrial partners to reduce the skills gap in response to both local and national job sector requirements.

Site Visit and Validation Report

The site visit was undertaken on 02/09/2015 by an Advisory Panel composed of representatives from NEF: The Innovation Institute (Prof Sa'ad Medhat and Dr Christopher Fellows).

Presentations on the STEM provision were carried out by the senior management team. Several students, partners and employers also took part in the process through interviews.

The visiting STEM Validation Panel have reviewed the evidence provided in the self-assessment and information gathered at the site visits. **This report should be read in conjunction with the college's self-assessment form.**

Scoring System

Within their application, the college will be asked to select one of four levels for each criterion based upon whether or not they felt that they met the standard.

Where they felt that they did meet the standard, they will be able to show that have also demonstrated some good practice.

If they felt that they do not yet meet the standard, they will be able to show if they feel that they are working towards meeting the standard.

The four levels are listed below:

Currently meeting the standard	Best Practice	**BP (9-10)**
	Full Compliance	**FC (7-8)**
Not yet meeting the standard	Working Towards	**WT (5-6)**
	Below Compliance	**BC (1-4)**

In order to achieve STEM Assured, the standards for 8 criteria including 4 mandatory ones (1.1, 2.1, 4.1, 6.1) must be met.

STEM Assured Advisory Panel's Comments
Following the site visit, the Advisory Panel have validated the college's self-assessment and supporting evidence. The grades of the college and that of the STEM Assured Validation Panel are summarised below:

Standard	College Grade	Validated Grade
1.1	**BP**	**BP**
1.2	**BP**	**BP**
2.1	**FC**	**FC**
2.2	**FC**	**FC**
3.1	**BP**	**BP**
4.1	**FC**	**BP**
5.1	**BP**	**FC**
5.2	**FC**	**FC**
6.1	**FC**	**FC**
6.2	**BP**	**BP**

The STEM Assured Validation Panel's recommendation is **to award STEM Assured status.**

Examples of good practice

The STEM Assured Panel would particularly like to commend the following example 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.

Recommendations to be addressed before renewal

Actions that the STEM Assured Panel would wish to see addressed by the annual renewal in October 2016 are:

- **NEF Recommendation 1**: That the college reviews opportunities for 'cross-curricular' activities and exploits these to their full potential. A suggested option is to introduce a college wide thematic project(s) that all departments and disciplines could take part in.
- **NEF Recommendation 2:** That the college encourages input from industry speakers and technical specialists into teaching delivery. This could be developed in the form of masterclasses or a guest lectures & industry speakers' programme.
- **NEF Recommendation 3:** The college should ensure that the standard of the Moodle provision is consistent across all programmes and disciplines.

Suggestions that the college is encouraged to consider in order to support its STEM provision are:

- **NEF Suggestion 1:** That the college works with a peer, non-competitor, STEM Assured college to share best practice and to identify what practices they could be adopted to gather and benchmark employer satisfaction *[NEF can facilitate].*
- **NEF Suggestion 2:** That the college considers the *NEF Certificate of Enterprise and Employability* to provide students with a professional body and industry recognised certification in entrepreneurial skills development.
- **NEF Suggestion 3:** That the college promotes the importance of learner feedback and learner voice in curriculum development through showcasing where this has been done.
- **NEF Suggestion 4:** That the college offers staff access to external technical CPD events (e.g. NEF Masterclasses), thereby revitalising their technical & scientific knowledge to inform their teaching of STEM subjects.
- **NEF Suggestion 5:** That the college explores further initiatives aimed at addressing gender bias in STEM.

Annual Reviews and Renewal

STEM Assured will be valid for three years. Interim reviews will take place after years one and two ahead of renewal in three years. As part of this process, NEF Advisors will review the actions in the submission and validation report.

External Validation Panel Comments
The Validation Panel **conferred STEM Assured status on** Forth Valley College on the **09/10/15**.

The Validation Panel agreed that the self-assessment, site visits and supporting evidence indicate that the STEM provision at Forth Valley College meets the needs of industry and the approach is strategic and cohesive. In addition the external validation panel commented:

- It is clear that STEM at Forth Valley College is a well-established and vibrant sphere of activity.
- Given the very clear and positive employer links the Forth College team may wish to consider how some of the external links can be utilised to enhance provision and delivery.
- Using links with industrial partners the college could consider how company based "live" projects in which the students work in teams on actual projects out with partner companies could be used to address some of the constraints they face.
- Setting some cross curricula "Grand Challenges" that draw on current / real problems faced by external partners / supporters also reduces the risks of "silo" learning in which the students view subjects in isolation from each other.
- As ever the judgment between good and best in sector can be quite fine and the majority of the recommendations and suggestions will clearly make a very solid and strong provision even better.
- The SCOTS activity is a commendable activity and demonstration of the colleges commitment to the whole spectrum of learners and the college team could consider how this work could include some peer based mentoring by students further along their educational journeys. Using second / final year apprentices to mentor and support SCOTS learners or first years could provide all parties with benefit. The SCOTS learners gain from working with their peers and the more senior students gain leadership and communication experience by having to support younger students – and teach and explain subjects that they have not long mastered themselves – always a good aid to learning!
- Extending this thinking the college teaching team may wish to consider how the college could establish, support and host a local schools STEM Grand Challenge. One of the major challenges facing STEM disciplines at FE and HE is that schools ae often ill-equipped and staffed to deliver high quality STEM and so can struggle to inspire the school pupils to follow routes into STEM professions. There are a range of activities – for example Formula1 in Schools – and others – that the college students could support and assist local schools with by allocating students to schools and then hosting local events / finals etc. Another opportunity could be to link across to colleagues in the Early Years programmes run by the college and explore how the STEM students can work with the Early Years students to promote STEM "Play" at an early age.
- In summary I feel that INEOS has benefited greatly in having Forth Valley College as a partner. They have been forward thinking, flexible and responsive to our industries needs, they participate in a range of partnerships and development groups to look for new opportunities to support business demands, and I have no concerns at all that they are extremely pro-active in the promotion and support of the STEM agenda.

Category 1: Strategy and Planning

SA 1.1[*]	Strategic and business planning reflects STEM priorities

- STEM activities are reflected in organisational objectives such as income generation targets, knowledge and technology transfer and quality enhancement
- Organisational strategy, business and action plans indicate commitment to high quality STEM provision

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT.

Forth Valley College has a clear agenda for the development of its STEM provision. An overview of the college strategy, and the critical role of STEM within this, was presented by the senior management team and programme leaders representing a variety of STEM areas. This provided the basis for an in-depth discussion of the college's direction of travel, its ambitions for STEM and its engagement with key stakeholders and employers, as described in the submission documents.

There is good evidence of a clear strategic focus on STEM within the college highlighted by the following evidence:

- The 2014-2018 Strategic Plan 'Making Learning Work' and 2014-2015 Operational plan.
- The college undertakes a strategic review of the curriculum portfolio on an annual basis.
- Development plans are informed by engagement with employers and participation in the activities with organisations that provide the college with intelligence about current and future skills requirements.
- Quality assurance and enhancement processes have been designed to ensure there is a cycle of feedback and sharing best practice, which involves students, departmental and pathway staff and business partners.
- The college has commitment to the provision of industry standard resources and infrastructure to support STEM areas. This was particularly demonstrated through investment in new facilities and the development plans for new Falkirk campus.
- The college has devised a strategy that takes into account the utilisation level of college resources, staff work hours, impact on business performance and the local economy.

Actions

1. As per the submission.
2. That the college reviews opportunities for 'cross-curricular' activities and exploit these to their full potential. A suggested option is to introduce a college wide thematic project(s) that all departments and disciplines could take part in. It is advised that this is incorporated into the strategic planning process for STEM education and training to improve the visibility of these efforts **[Recommendation 1].**
3. The college should extend its work with schools to include career advice and skills for work courses to improve the student recruitment pipeline.

College Grade	Validated Grade
BP	**BP**

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[*] Mandatory criterion - this criterion must be passed in order to gain STEM Assured

SA 1.2	STEM sector developments and skills priorities inform planning for integrated, cross-curricular and industry relevant STEM provision

- Robust mechanisms for gathering, reviewing and acting upon sector information and employer and learner input and feedback are in place
- Information generated through sector engagement is shared across the college and used to determine STEM priorities and support curriculum planning

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT.

The evidence provided in the college's self-assessment describes the performance monitoring tools and strategies which the college utilises to ensure focussed and effective planning of STEM education and training. The Quality Management strategy involves consultation with the college management, learners, staff and employers. Performance monitoring and training provisions include:

- A strategic plan and framework in place for STEM at the college
- Regularly scheduled people and quality reviews
- Each curriculum department has a dedicated quality improvement plan
- Staff development days
- Employer and learner input and feedback measured through student representatives including student forums, student governors and student council.
- Regular self-assessment and quality assurance

The college has evidenced a number of sector engagements that informed its STEM curriculum planning and future development plans:

- A good level of horizon-scanning that included regular dialogue with local representative bodies, awarding bodies and sector skills councils; monitoring of Labour Market Intelligence (LMI); and review of the regional skills assessment reports and sector investment plans.
- The college is involved in regular discussions with other colleges and universities across Scotland to consider collaborative developments and share best practise.
- The college is represented on a number of national groups including Energy Skills Partnership, Life Sciences Advisory Board & Sector Skills Panel for Computing.
- The college has identified key members of staff within the Business Development Department and Teaching Departments (Curriculum Managers and Heads of Departments) who have been tasked with ensuring recurrent engagement with employers.
- The college has developed degree programmes with a number of Scottish Universities.
- Examples of such stakeholder sector engagement in determining STEM curriculum are documented in the self-assessment submission.
- The interviewed industry-partners described the college as receptive and responsive to their needs delivering bespoke training when required.

Actions

1. As per the submission.
2. That the college ensures that information generated through sector engagement is shared across the college and is used to determine STEM priorities and to support curriculum planning.
3. That the college works with a STEM Assured peer college to share best practise and to see what practices can be adopt to gather and benchmark employer satisfaction [**Suggestion 1**]

College Grade	Validated Grade

BP	**BP**

Category 2: Collaboration and Consultation

SA 2.1[†]	Stakeholder engagement mechanisms are in place and used to ensure that STEM provision is tailored to meet current and emerging skills needs

- Horizon scanning, trend monitoring, LMI analysis and employer collaboration activities include STEM and STEM related sectors;
- Clear and effective mechanisms are used to identify and engage relevant national and local stakeholder groups in identifying current and emerging skills needs;
- There is sustained dialogue with STEM sector representative bodies (e.g. Sector Skills Councils, employer bodies) and other agencies (e.g. National Skills Academies)

Visiting Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT.

The college detailed numerous evidence items within their self-assessment of effective engagement with learners, employer and stakeholders and the use of these engagement opportunities to gather market intelligence to inform curriculum development:

- Employer collaboration is used to support development of cross-college STEM curriculum. Engagement of local, regional, national and international stakeholders is also used to identify current and emerging skill. This is identified as a key policy objective (Theme 5) of the college's Making Learning Working strategy.
- The college has mechanisms for obtaining and responding to learner feedback.
- Named staff are assigned to individual employers and meet on a structured basis with employer partners to respond the local and regional priorities which subsequently influence business planning across the college's curriculum.
- The feedback and intelligence gathers is used to inform current and future plans meet the needs of both industry and the learners.
- Through the Energy Skills Partnership there are 5 themed groups for industrial partners to meet with colleges. These are set up to facilitate the review and development of new STEM curriculum. Forth Valley College is lead for 2 of these groups.
- The college is developing an employer portal to allow review of staff progress enrolled at the college.
- Careers advice at the college is employer lead, facilitated through the learning development workers. Many of the STEM courses also incorporate work placements.

In particular the Panel felt the college should be commended on its engagement and promotion of STEM within the community. The School-College Opportunities to Succeed (SCOTS) programme allows 200 4th year school students to work for 4 weeks in each college department. This resulted in 120 learners who would otherwise have not been in employment, education or training completing a full-time college programme. The college also offers a Foundation Apprenticeships to learners while in school. The Primary Engineering programme is raising awareness in young pupils, parents and primary school staff.

Actions

1. As per submission.
2. That the college promotes the importance of learner feedback and learner voice in curriculum development through showcasing where this has been done **[Suggestion 3]**.

College Grade	Validated Grade
FC	**FC**

SA 2.2	Stakeholders contribute to planning industry-relevant STEM

[†] Mandatory criterion - this criterion must be passed in order to gain STEM Assured

	provision

- STEM delivery meets legislative, environmental compliance and standards recognised by awarding bodies, occupational standards and
- Stakeholder input is used to inform planning for STEM provision

Visiting Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT.

The STEM Assured Panel felt the college's approach to the development of new programmes was tuned to the needs of industry and developed in collaboration with employers.

STEM planning and delivery across the college is driven by meeting legislative, environmental compliance and standards. Stakeholders contribute to programmes of study which ensure they are delivered in accordance with Awarding Body Standards, business plans and to meet employer business needs. Emergent industry practices and trends are highlighted through regular dialogue with curricular teams. The college senior leadership team ensures that the curriculum offer is regularly reviewed so that it continues to remain relevant and meet the demands of universities, employers and local young people.

Forth Valley College actively engages with sector bodies and has been instrumental in working with Skills Development Scotland (SDS) in the creation of the Life Sciences and Chemical sector 'Sector Improvement Plans (SIPs) and also to enhance Modern Apprenticeships (MA) within Life Sciences. The college has hosted a working partnership skills group consisting of employers, sector bodies, and colleges in an attempt to understand why the Life Science MA uptake is poor and to address the sector's challenges towards MAs

The college has also been a key partner in the development of a new Industrial Biotechnology HND, which will be delivered in 2015-16 with the college taking a lead in rolling out the new HND. The college has worked closely with the Industrial Biotechnology Innovation Centre, SQA, Higher Education institutions, Sector bodies and employers in the development of this new industry led HND which will sit at the heart of future Life Sciences MA delivery.

The STEM Assured Panel had an opportunity to speak with several employers. There was a high level of satisfaction with the work of the college. All of the employers praised the college for the way in which they engaged to achieve the intended outcomes.

Actions

1. As per submission.

2. The college should continue working in collaboration with the stakeholders to develop industry relevant STEM provision.

3. That the college formalises its employer engagement in a way that will facilitate greater participation of employer partners in the design and delivery of its courses, as well as providing opportunities for student placements and advising on new potential course developments. The Panel advice that there needs to be a central management of the employer engagement function to ensure relationship are not wholly hinged on a single member of staff.

College Grade	Validated Grade
FC	**FC**

Category 3: Innovation

SA 3.1	STEM provision is informed by emerging trends and innovations in education, STEM based industries and business planning

- Creative thinking and innovative ideas are used in the access to, design, delivery and support of STEM provision and learner progression;
- STEM provision exposes learners to innovation models and techniques to support innovative practice as well as innovations within their industry and adjacent sectors.

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT.

Major capital developments as previously highlighted ensures that learners benefit from current and new innovative practices. A tour of facilities showed that the college teaching resources include industry standard equipment for teaching and learning.

E-learning across all college sites has been put into practice through E-library and Moodle and student work is by electronic submission where able. Staff received training to ensure utilisation of the software. The college incorporates a range of pedagogies during curriculum development and STEM delivery. The college has appointed lead practitioners to raise the profile and standards in English and Maths across the college. The staff work across all curriculum areas delivering and assessing English and Maths. This is to improve the minimum standards, raise expectations and provide a quality experience. The college encourages student enterprise and entrepreneurship.

The college Learning Strategy is focused upon embracing new technologies and contemporary pedagogical practice. Evidence through:
- A Forth Valley smartphone application
- Employer portal
- Innovative tools including peer learning techniques (Curriculum Review Conference and Creative Learning Action Community) and the use of Moodle.

The college delivers innovative teaching programmes documented in the submission including:
- SCOTS programme and other previously documented school programmes
- HND (2+2) advance articulation degree programmes in partnership with universities

The college has been awarded numerous innovation related awards including:
- Awarded the 'Innovation in FE' award for being identified as the most Innovative College in FE in the UK at the AoC Beacon Awards 2014
- Richard Reid was awarded the 'Most Innovative Teacher' at the TES (UK) FE awards 2014.
- Design awards for their Alloa and Stirling Campuses for innovation in design and approaches to learner accommodation.
- Gold Award for Sustainability at the College Development Network's annual Awards 2014.

Actions

1. As per submission.
2. That the college considers how to foster innovation, particularly to support a cross-curricular approach across the college (staff and students) and support the cross-pollination of innovative practices (e.g. learning circles for staff and assessors to share good practice).

College Grade	Validated Grade
BP	**BP**

Category 4: Design

SA 4.1[‡]	Employers, learners and staff are involved in designing industry relevant STEM provision

- Employer and learner input and feedback is used to inform design of STEM provision;
- Collaborative cross curricular provision is designed to enable learners to engage with adjacent industries and other sectors;
- STEM provision design takes into account different learner needs, appropriate modes of delivery, environments and technologies.

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS A HIGHER GRADE

It was evident from speaking with learners that the college is responsive to learner requirements with regard to the development and delivery of STEM training. Student feedback is obtained both formally and informally via a variety of methods. The college has instigated a 'Student Forum' and 'Student Council', where a student representatives have an opportunity to forward learner views regarding requirements to the head of the department. Students interviewed during the visit were enthusiastic about the learning environment at the college and the commitment of staff.

The college is active at seeking both employer and learner feedback. Employer interviews during the site-visit to supported the evidence in the self-assessment that the college is responsive to employer needs and requirements, and uses these to inform STEM provision design and IAG events.

It is clear that the college supports gifted students as well as providing support for the less able students. Different levels of learner needs are widely catered for with Masterclasses available and additional support workshops for students who may be struggling with one or more aspects of their course. The STEM provision is informed by the special interest groups and cross-college Advisory Boards. With cross-college Maths and English delivery enables learners to collaboratively study across full range of industry sectors. Courses generally include mandatory units and elective units. Elective units allow courses to be tailored to the demands of individual employers and Universities.

An emphasis on professional staff development ensures that teaching staff remain up to date with industry and sector developments and are able to advise students. The panel recommends that the college offers staff access to *NEF Masterclasses*, thereby revitalising their teaching in the STEM fields these help to gain a competitive advantage by updating teaching programmes and developing relationships with businesses and employers.

Actions

1. As per submission.
2. That the college promotes the importance of learner feedback and learner voice in curriculum development through showcasing and promoting where this has been done **[Suggestion 3].**
3. That the college offers staff access to external technical CPD events (e.g. NEF Masterclasses), thereby revitalising their technical & scientific knowledge to inform their teaching of STEM subjects **[Suggestion 4].**
4. That the college explores further initiatives aimed at addressing gender bias in STEM (for engineering subjects in particular) **[Suggestion 5].**

College Grade	Validated Grade

[‡] Mandatory criterion - this criterion must be passed in order to gain STEM Assured

FC	BP

Category 5: Delivery

SA 5.1	STEM provision is resourced effectively

- Staff competency is reviewed regularly and staff designing or delivering STEM provision are actively supported to address development needs which could include:
  - Changing industry compliance and legislative requirements
  - Evolving industrial practices
  - Emerging technologies, and
  - Effective vocational, work-related and work-based pedagogy
- Resources and learning materials used to support the delivery of STEM provision are appropriate and up-to-date with respect to employer needs and STEM sector developments.

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS A LOWER GRADE

The college provided strong evidence of effectively delivering and resourcing STEM provision within its self-assessment. The college has made a significant investment in physical infrastructure and equipment to support the delivery of STEM. Furthermore, it is clear that it is prepared to source further funding and resources through dedicated sponsors to take its strategy forward. During the site visit the Advisory Panel had the opportunity to view the facilities and demonstrated the high level of learner engagement in the curriculum. There was clear demonstration of the college commitment to providing industry standard equipment for student and there is a budget that allows continued investment in the latest technology and evolving project themes.

The college is flexible in its delivery modes and accommodating the delivery of courses around industry time requirements and providing in-house training around varying shift patterns. The college also supports bite sized twilight delivery of different models of CPD. Course material located on the college VLE (Moodle) allows students and staff to access resources both on campus or offsite. The college has also developed addition bolt on qualification for programmes to improve the practical competency of students and increase employability. The STEM Assured Panel also felt that the college should encourage greater input into teaching delivery from industry partners **[Recommendation 2].**

The students praised the college greatly and felt that the education they were receiving was relevant and inspiring and that the teaching staff had good knowledge and understanding of the industrial context of the subjects they taught.

Staff competencies are up-skilled through internal Staff Development programmes, industrial updating placements, STEM CPD, meeting with industrial partners, Masterclasses and training from external experts too further educate teachers. It would, however, be good to see additional emphasis on the development of STEM related teaching skills and industrial knowledge & practice.

Actions

1.	As per submission.
2.	That the college encourages input from industry speakers and technical specialists into teaching delivery. This could be developed in the form of masterclasses or a programme of guest lectures & industry speakers **[Recommendation 2].**
3.	The college should ensures that the standard of the Moodle provision is consistent across all programmes and departments **[Recommendation 3]**.

College Grade	Validated Grade

BP	FC

SA 5.2	STEM provision meets external quality assurance standards, contemporary norms and standards in STEM sectors

- STEM provision is benchmarked against industry and educational sector norms, standards and best practice for outcomes for learners, quality and fitness for purpose;
- The standard of STEM provision is regularly reviewed in terms of meeting employer and learner needs.

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT.

The self-assessment documents provided a clear evidence of meeting industrial and educational sector norms. The college's curriculum management meets the governance requirements of both UK and Scottish Government and attempts to address future skills demands. The Advisory Panel noted the high confidence of Education Scotland in the college's delivery of education and training programmes.

STEM provision is designed and benchmarked against sector skills bodies, national accreditation bodies and employers standards. All STEM education and training provided by the college is delivered to the standards of national awarding bodies, including SQA, City & Guilds, EAL and PAA\VQ-SET. These bodies work closely with UK Sector Skills Councils (MAG, SEMTA, COGENT, SQA) to ensure that their qualifications and standards meet the needs of and are recognised by employers. The college's quality management system ensures that it meets or exceeds those standards at all times

Employer input and feedback is gathered through a number of robust procedures. Regular meetings are held for those employers who employ MAs and the college pro-actively seeks employer feedback through the course design process. Learner feedback is obtained through the 'Listening to Learners' focus groups and the processes used for gathering learner input and feedback on all of the college's education and training. The college also gathers feedback through student surveys, Student Forums, the student council, the student's association (union) and one to one discussions with tutors.

The college participates in the sharing of best practice between colleges through:
- A range of subject network groups
- Working closely with SSCs and awarding bodies to ensure qualifications and standards meet the needs of and are recognised by employers.
- Leading on the Energy Skills Partnership in both oil & gas downstream and distribution & transmission.

Actions

1. As per submission.
2. That the college considers the *NEF Certificate of Enterprise and Employability* to provide students with a professional body and industry recognised certification in entrepreneurial skills development **[Suggestion 2].**
3. That the college ensures the continuation of frequent and rigorous STEM reviews through Student Forums, Course Team Meetings and Advisory Board Meetings to ensure employer and learner needs are met and standards maintained.

College Grade	Validated Grade
FC	**FC**

Category 6: Impact	
SA 6.1[§]	There are effective processes for reviewing the performance of STEM provision to support continuous improvement

- Continuous improvement processes incorporate employer, learner and stakeholder feedback;
- The impact of STEM provision and related activities are measured and evaluated including value for money, return on investment and learner achievement;
- Delivery, performance and quality outcomes for STEM provision is improving and that issues are identified and addressed.

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT.

STEM provision is reviewed through the normal quality monitoring processes used by colleges, which include as STEM self-assessment cycle where curriculum teams identify strengths and best practice and opportunities for improvement. The college's self-assessment described the mechanisms used to during the quality monitoring process. These include:

- Quality Improvement Strategy
- Key performance indicators (KPIs)
- Quality assessment measures with SMART targets and action plans
- Self-Assessment Reviews (SARs)
- Course Team Meetings
- Student Engagement Strategy (e.g. Student Surveys)
- Critical Self-Analysis

Self-assessment reviews and Self-Evaluation Documents are used to in analysis of the year-end data to confirm continuous improvement. All curriculum areas submit self-assessment review forms and quality-improvement plans. These are subjected to regular and frequent rigorous internal scrutiny and moderation and cover aspects such as the Learner Voice, the quality of delivery (assessed e.g. through classroom observation and learning walks. SARs are a working documents and the resulting action plans contribute to the strategic decision-making process, particularly in terms of financial planning, marketing and curriculum development.

The college has a clear career pathways designed to improve progression to STEM related employment which are within specific fields within STEM, which are honed to strengths. The college's enrichment programmes includes employability enterprise skills, entrepreneurial skills, digital skills and social Skills. All of these branches are incorporate into the college STEM agenda. The college measures destination statistics for learners with a high progress into HE.

Actions

1. As per submission.
2. The panel suggests that the college implements a programme of staff professional development for local primary schools.
3. That the college offers staff access to external technical CPD events (e.g. NEF Masterclasses), thereby revitalising their technical & scientific knowledge to inform their teaching of STEM subjects **[Suggestion 4]**.

College Grade	Validated Grade
FC	**FC**

SA 6.2	STEM provision is recognised as having an impact on organisational

[§] Mandatory criterion - this criterion must be passed in order to gain STEM Assured

	performance, industry needs and provides value for money, return on investment and successful outcomes for learners
	• The college has received awards or recognition for excellence or innovative practice in the design and delivery of industry relevant STEM provision. • STEM provision has had a significant impact upon employers, learners and other stakeholders in terms of achievement, progression, employment and performance. • Influence and recognition amongst national and local stakeholder groups is improving in terms of promoting and delivering excellence in industry relevant STEM provision.

STEM Assured Panel Comments - THE EVIDENCE SUPPORTS THE SELF-ASSESSMENT

The college's self-assessment and evidence provides examples of the internal and external recognition which includes industry and civic leaders as well as education institutions, Education Scotland and SQA. It is clear to the Panel that the college has a strong and growing reputation. The college are training with the view that the end point is about ensuring learners understand what the real opportunities are, and in turn affect industry and society in the Scotland positively.

As a direct consequence of the STEM provision, the college is a training provider of choice for many large multi-national organisations. This has improved staff performance through increased CPD opportunities (industrial placements), increased donations of finances and resources (£1.2 Million), improved revenue streams, enhanced organisational behaviours and increased student placements. Engagements have enhanced the college's own governance, policies and procedures and energised the college to generate a long term strategic plan with STEM delivery at its core.

The college has received numerous awards and commendations:
- The "Energising Skills" group has a significant input into shaping national policy.
- The 'Innovation in FE' award at the AoC Beacon Awards 2014.
- Richard Reid awarded the 'Most Innovative Teacher' at the TES (UK) FE awards 2014.
- First college in Scotland to achieve STEM accreditation through NEF, 2012.
- Awarded partnership status with the Oil and Gas Academy for Scotland (OGAS).
- Gold Award for Sustainability at the College Development Network's annual Awards 2014.
- The 'Economy and Employment Initiative of the Year' award for the SCOTS programme at Falkirk Council's celebrating Success Awards 2014.
- Ross McMillan won the prestigious 'Vocational Qualifications Learner of the Year Award'.
- Scott MacDonald won the 'Higher Level Apprentice of the Year Award' at the SDS: Scotland's Modern Apprenticeship Awards 2014.
- Awarded the BRITE Investors in Inclusiveness Charter Mark.
- Design awards for their Campuses for innovation in design and approaches to learner accommodation.
- The 'Students Award for Website' at the College Development Network Awards 2015.
- Shortlisted in Further Education Provider of the Year category at the TES awards 2014.
- Jordan Easson won the Scottish heat of the 2015 Skillweld competition.

Actions

1. As per submission.
2. That the college develop Balance score cards to reaction data from external stakeholders.

College Grade	**Validated Grade**
BP	**BP**

1. **Purpose**

    For Strategic Development Committee to view the Outcome Agreement timeline for Session 2016-17, and to highlight to members revisions in SFC guidance for next session's Outcome Agreement.

2. **Recommendation**

    That members note the timeline and expectations of the 2016-17 Outcome Agreement.

3. **Background**

    SFC provided very positive feedback on our 2015-17 Outcome Agreement. 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.

4. **Key Considerations**

    A very early draft Outcome Agreement is attached, for information. To date, a few areas of the document have been updated, however further updating will be required as we move through the Outcome Agreement process. As an example the Priority Outputs within the Regional Context currently relate to the College's Operational Plan for 2015-16, and will be updated once we have reviewed and developed our Operational Plan for 2016-17.

    There are a few revisions to SFC's National Performance Measures:

    - 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 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.

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 – N/A

Paper Author – David Allison   **SMT Owner –** David Allison

Forth Valley Region

Forth Valley College
Draft Outcome Agreement
2016/17

November 2015

Version 1.1

Contents

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 2016-2017, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

Reporting

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

Executive Summary

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

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2012-13 all of our top level achievement PIs for Full Time FE, Full Time HE, Part Time FE and Part Time HE were higher than comparative sector average achievement rates. In Session 2013-14 we increased all of our top level achievement PIs. 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 Central region, which is reflected in our overall funding and activity targets for session 2016/17, we believe, on a national basis, we will have increased demand. That being the case we would review in partnership with SFC.

Part 1 - Regional context statement

College region   Forth Valley

College regional grouping   Forth Valley College

Funding
College region Forth Valley will receive £_____ 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 (These currently reflect our key objectives for AY 2015-16, and will be updated as objectives for AY 2016-17 are agreed and approved)

The year two 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
- Progress procurement phase for Design, Build, Finance and Maintain Contract for our new Falkirk Campus.
- Progress procurement of additional land adjacent to the Middlefield site.
- Improve sustainability

2 – Cultivate a vibrant learning organisation where learners develop skills, achieve qualification valued by industry and progress seamlessly
- Further develop and embed employer engagement in curriculum review, development and delivery
- Increase opportunities for senior phase school pupils to achieve industry relevant vocational qualifications.
- Maintain and further develop HEI partnerships to enhance student success and widen access
- Further engage staff and students in initiatives to embed creativity in learning
- Enhance and embed the creative use of technology to enhance learning across all curriculum areas
- Implement effective strategies to further increase learner success
- Develop a joint Creative Learning and Learning Technology Strategy

3 – Instil an energy and passion for our people, celebrating success and innovation
- Develop policies, procedures and processes to achieve the general and specific public sector duties in accordance with legislation.
- Ensure the Equality Duty actions are embedded in all colleges processes
- Embed inclusive practice in recruitment., selection and induction of all staff and students
- Develop and deliver an Employee Learning and Development strategy which identifies and retains talent management.
- Promote TQFE
- Enhance Employee support and benefits to value and reward staff
- Invest in Organisational Development i.e. staff, culture, training
- 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 FVC costs for the Falkirk Campus Estates Project
- Maximise existing resources to help fund the Falkirk Campus Estates Project

5 – Enhance our position as the business and community partner of choice
- Further develop and maintain effective engagement mechanisms for each client group
- Implement the College's Marketing and Communications plan to raise awareness of Business Development activities across all our client groups
- Further develop and build on existing links with key industry bodies across specific sectors and with key national groups
- Develop and implement area/campus plan to business development
- Deliver Year 1 of the International Strategy
- Maintain business and generate new business
- Source and gain other funding

6 – Deliver a whole system approach which is simply effective, efficient and consistent
- Deliver our services to empower students to access IT flexibly
- Implement the College's Marketing and Communication strategy to further build the Forth Valley College brand
- Encourage greater engagement with former students through the development of a robust alumni strategy
- Improve our communication systems through the introduction of a new unified system
- Develop a joint Creative Learning and Learning Technology Strategy
- Explore how we can use our data to improve support for our students
- Enhance access for our students to their own data through the development of a student portal
- Improve our services to prospective students through augmenting our existing application processes
- Further enhance and maintain effective engagement mechanisms for our employers

Signed by College Region	**Signed by SFC**
INSERT SIGNATURE	*INSERT SIGNATURE*
Hugh Hall Regional Lead, Forth Valley Date: x April 2016	**Laurence Howells** Interim Chief Executive Scottish Funding Council Date: x April 2016

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

Catchment area profile

Population

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

% Growth: All Ages 2001-2012

	Forth Valley	Scotland

(Bar chart showing % Growth: All Ages 2001-2012. Y-axis ranges from 0.00% to 8.00%. Forth Valley ≈ 7.00%, Scotland ≈ 4.90%)
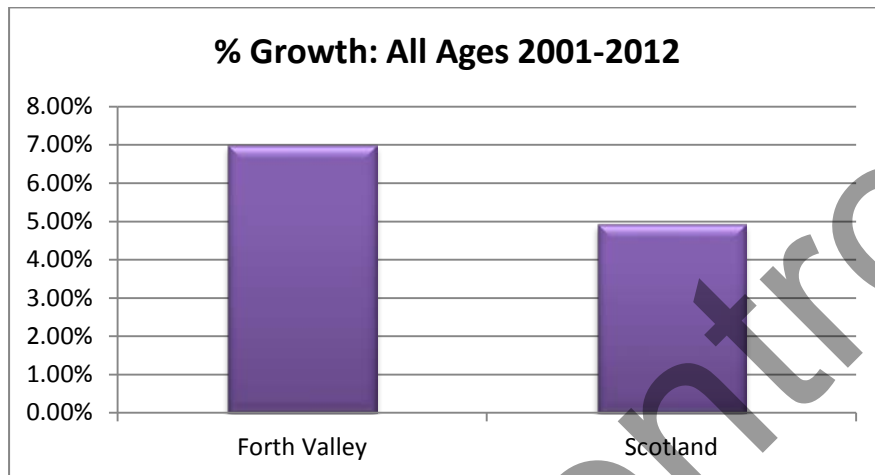
Within the 16-19 age group the growth in population Forth Valley has been almost 6 percentage points higher than Scotland over the same period:

% Growth: 16-19 Year Olds 2001-2012

(Bar chart showing % Growth: 16-19 Year Olds 2001-2012. Y-axis ranges from 0.00% to 9.00%. Forth Valley ≈ 8.10%, Scotland ≈ 2.30%)
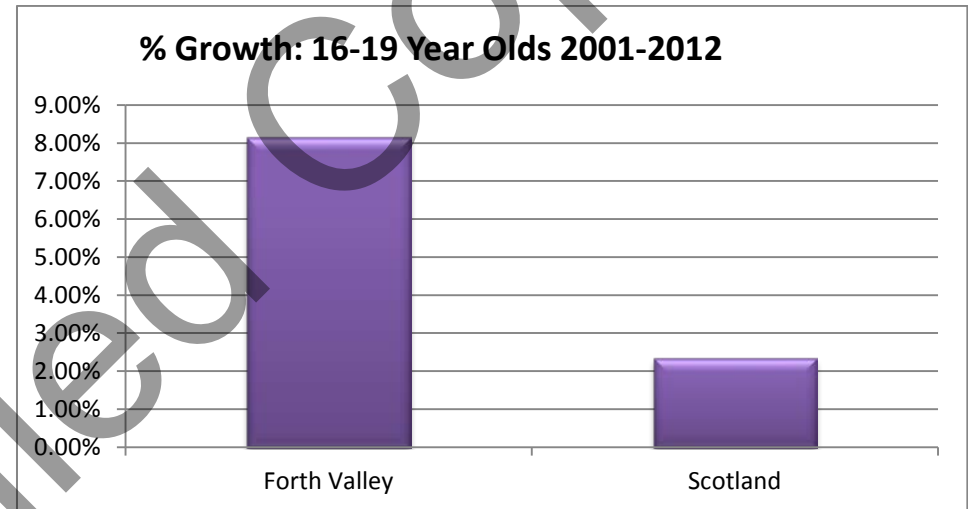
Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10).

Labour Market

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

Resident Employment 2007-2013

2013 Resident Employment
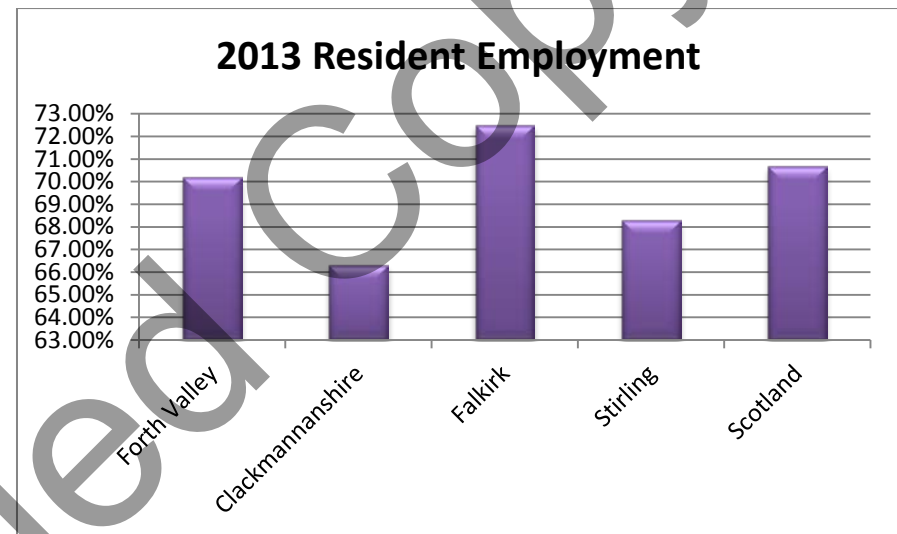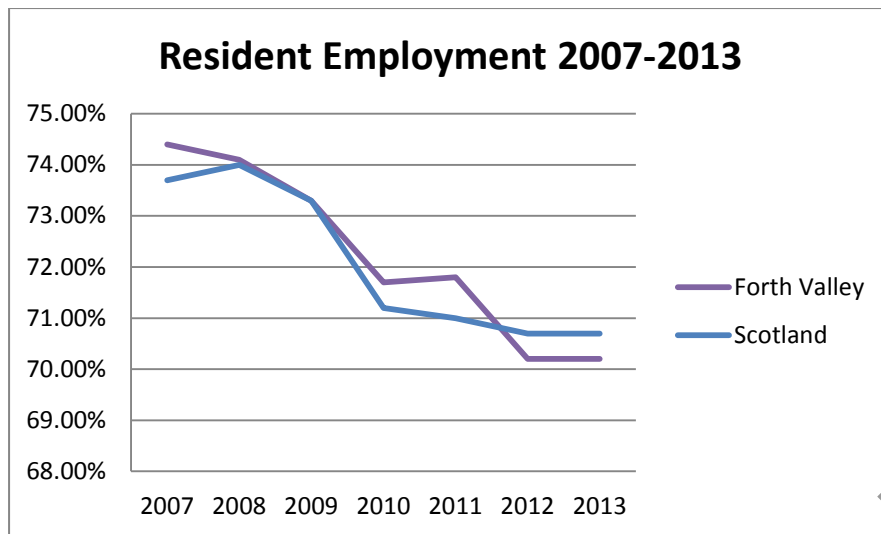
There are 5,000 fewer people in work in the region now compared to 2007, with the majority actively seeking work. Employment rates within Forth Valley's constituent Council Areas have all fallen since 2007, and currently vary, as demonstrated in the following table, with Clackmannanshire and Stirling having rates lower than the Scottish and regional average.

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

Youth Unemployment (16-24 age group)

Highest Level of Qualification 2012
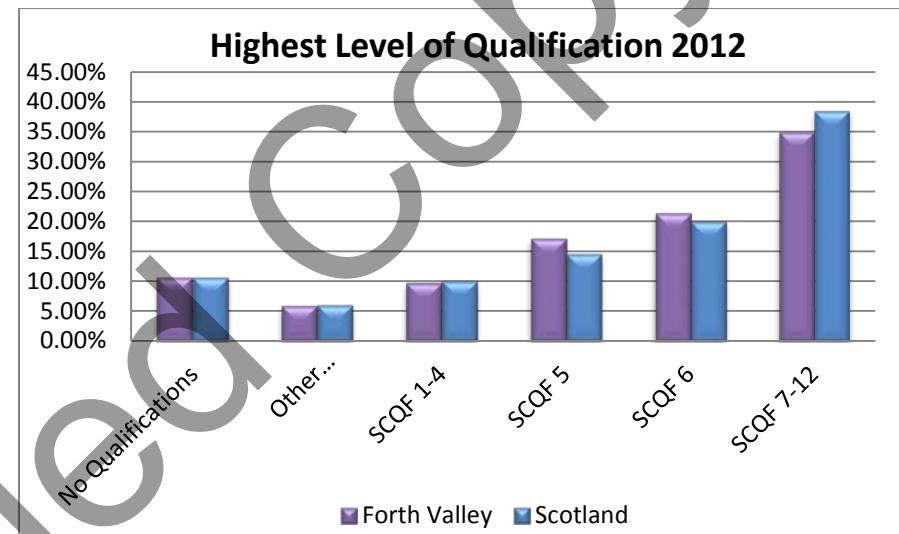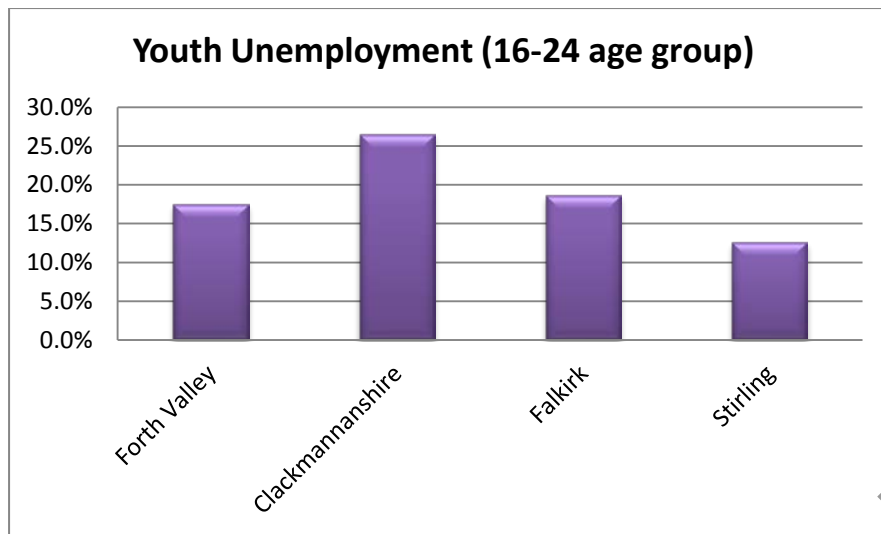
Education and Attainment

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

Post 16 Education & Training

Around 90% of students at Forth Valley College live within the region, half of which live in Falkirk. Forth Valley College plays a key role in providing opportunities for young people within the Forth Valley Area evidenced by the high participation rates at the College of school leavers. Within Falkirk 20.9% of 2013-2104 school leavers entered FE, while a further 12% entered HE in Colleges, with the majority going to Forth Valley College. Within Clackmannanshire 27.7% of 2013-2014 school leavers entered FE, while a further 11.5% entered HE in Colleges, with the majority going to Forth Valley College. Within Stirling 19.6% of 2013-2014 school leavers entered FE, while a further 11% entered HE in Colleges, with 36% of these going to Forth Valley College.

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

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

Meeting the needs of learners

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

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

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

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

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

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

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

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

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		█	█		█			█	

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 SUMs delivered to learners aged 16-19 by over 3% to 58% over the two year period. The level and type of provision aimed at school leavers varies across our three campuses, and aligns with local need. This is achieved through regular dialogue with schools, Local Authorities, SDS and analysis of available information such as the School Leaver Destination Return.

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

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

Developing the Young Workforce Implementation Plan

Background

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

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

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

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

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

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

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

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

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

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

Implementation Plan

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

- To continue to support clear vocational progression pathways for senior phase school pupils at risk of low achievement and negative post-school destinations, including young people who are looked after or care leavers and others with additional support needs. This will be achieved through continuing alternative curriculum provision on all three college campuses and sustaining the SCOTS programme and its guaranteed progression pathways;
- To focus school-college partnership activity on vocational, rather than academic, provision and on the achievement of vocational qualifications at SCQF level 5 or above. Whilst we will retain some SCQF level 4 vocational provision to support the pathways mentioned above, we will work to increase the numbers of pupils achieving vocational qualifications at SCQF level 5. We will still provide access to Higher Psychology for senior phase pupils, however this provision will need to be paid for by the schools/local authority. The college would wish to progressively expand the number of senior phase vocational opportunities available to Forth Valley pupils, as demand for places on these programmes currently significantly outstrips our ability to supply. However, there is a high risk that we will be unable to deliver on this, unless additional funded activity is made available;
- To prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific). We will achieve this through strong and effective joint planning with our partners and, where possible, increasing shared delivery with schools, so that at least some of the vocational learning can take place within schools;
- To progressively enhance the relevance of senior phase vocational pathways to employer and labour market need by, for example, replacing existing Skills for Work provision with Foundation Apprenticeship provision as it emerges;
- To engage more fully with employers in the design and delivery of school-college vocational pathways for senior phase pupils.

16

This is perhaps the biggest challenge and will be a priority in 2015-2016. The college will use its extensive employer networks to support this and will also take a proactive role in the development of Forth Valley's Regional Invest in Young People Group. Employers will also be directly involved in providing placements and other input into the developing Foundation Apprenticeship programmes;

- To share knowledge and resources and build capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment and to co-deliver vocational qualifications to senior phase pupils. We will implement a planned programme of engagement with schools, including "road show" events; CPD for teachers and pupil support staff; parents' events and visits to college campuses. We will work specifically to develop school staff capacity to deliver parts of emerging vocational qualifications within their schools.

- To work together to tackle stereotypical vocational choices in relation to gender. This will also be a specific focus of our planned engagement with schools. We will, where appropriate, target activities at specific gender groups and will make effective use of role models (staff, students, apprentices and other ambassadors) to promote STEM subjects to girls and subjects such as care to boys.

Falkirk

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

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

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

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

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

Clackmannanshire and Stirling

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

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

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

In Stirling the direction of travel is as for Falkirk, although progress has been a little slower, again largely because of timetable differences. For 2015-2106 we have replaced the NC Hospitality course offered in 2014-2015 with a Preparation for Hospitality Modern Apprenticeship programme, which is effectively a "Foundation Apprenticeship" and will guarantee successful pupils an interview for the college's own Hospitality Modern Apprenticeship programme. We are also currently in discussion with SDS, SSSC and the local authority with a view to extending the NPA Playwork and Childcare programme and developing it also into a Foundation Apprenticeship model over two years.

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

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

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

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

CPD Plan

Forth Valley College 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 PRD) 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 2014-2015, in partnership with the University of Stirling, we delivered four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Conservation Management; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, while they undertake their HND in college, they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of wider student life, most of the students on these programmes stay in the University Halls of Residence and

participate fully in student life. Data from the University of Stirling shows that participation from students from MD40 is higher on our integrated programmes compared to other under-graduate provision, evidencing that the integrated degree programmes are widening access.

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

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

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

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.

Gaelic Provision

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

Sustainability

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

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

The College, through its partnership with Universities and Colleges Climate Commitment for Scotland (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 2014 illustrate a cumulative 17.2% reduction from the baseline year to date.

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

Meeting the needs of employers

Forth Valley College 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 reaccredited 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 developing 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 will seek to allow different exit points to meet these requirements. The technician portion of the programme sets the core engineering concepts that

can then be built upon towards professional engineering qualifications. In 2015/16 we are piloting HND and PEO2 provision alongside work experience and company led project activity. If a student continues beyond this phase, then the following two or three years, dependent on the degree qualification, will be delivered in collaboration, between university and industry partners, and will focus on applied experience-led training to facilitate industry-ready graduates. We have also engaged in an employer consultation which has stated…….

Pre-employability Courses

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

Stage 3

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

Stage 4

Forecast Outcome	
Modern Apprenticeship	9%

Job/self employment	31%
Sustained job/self employment	34%
Progression to further education	13%
Overall	**88%**

Advanced Apprenticeship in Engineering

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

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

Links to Industry

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

The 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 16/17. The College has also taken the decision to pilot a 'vocationalised' HND in 15/16 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 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, Collessio 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.

Employer Engagement Systems Development

A significant project has been initiated within the College to help evidence and provide management information on the many forms of Employer Engagement undertaken by many staff within many areas of College activity. The aims of this project are to define what strands of Employer Engagement we will aim to collect, and how we will centrally collate, report and use this information.

Work Placements

The College has set ambitious targets to increase the number of work placements available to our students from our 2013/14 figure of 476 to 600 in Session 2016/17. The main subject areas where this increase will be focused upon 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.

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 2016-2017. As part of our continued process to mainstream equalities throughout all aspects of College operations, the priority equalities targets are included in this agreement.

Meeting additional support needs

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

It can be challenging to attempt to quantify the impact of ELS on a learner's achievement or progression as there are so many other factors at play. However, we evaluate our service to learners in a number of ways. Annually we ask our learners for feedback via questionnaires on their experiences of the support provided and how this impacted on their learning and teaching. As part of self-evaluation, we then review and evaluate this information to make changes if required to our processes, procedures and our operational targets for the next year. We also facilitate focus groups with learners with additional support needs.

We completed an Equality Impact Assessment (EQIA) on the ELS service in 2014. It suggested a number of ways in which we could attempt to improve our service, the key one being improving the joined up approach across college to supporting learners and

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getting the message about support available out to all staff holding different roles in college. We are reviewing our service delivery and how we reach students who require support. We are going to work with students who have had benefit from our service (helped them stay on course/achieve), and use their experiences to formulate case studies to use in service marketing purposes. The aim is that real people feeding back their experiences of ELS may encourage others to seek this support.

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

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

improve cross-college support for increasing numbers of learners with mental health challenges

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

Through the Project Plan we have detailed processes in place to allow LAYP/CL students to disclose through Application, Enrolment or Induction, including how disclosures are followed up. We are working closer with our school contacts to encourage students to disclose, and are working to ensure an effective transition from school to College.

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

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through confidential counselling, or through additional core skills support to name just a few elements of support available.

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

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

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

Meeting Diverse Needs

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

Not all learners with complex and profound needs undertake learning which has formal recognition of achievement, so are not all included within the target set for this group. The College is meeting the needs of this learner group by working closer with our partners to ensure smooth transition from school to college, with staff attending transition meetings and hosting events to try to make students and their families feel more supported in moving on to college from school.
We invite parents/carers into the College with the young person and conduct tours prior to their interview to help build a relationship with the young person and their families.

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

ethnic minority from 2% to 3%, which represents a higher percentage than the 2% of residents within Forth Valley who are from a black or ethnic minority.

Gender

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

The College has recently been successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project, which will commence in the forthcoming Session. A project team has been established within the College, and as part of the project the team will be setting targets for subject areas with under representation by gender. The areas initially being considered are Engineering, Science and Computing Science.

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.

Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-2018: Empowering Learners clearly sets out or commitment to increase learner ownership of and control over their own learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as "senior class representatives" and take an enhanced role in leading focus groups and training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students' Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement.

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

Part 2 - **Outcomes & targets**

Outcome progress table

Indicator	Performance			Targets			Note
	Baseline 2011/12	**2012/13**	**2013/14**	**2014/15**	**2015/16**	**2016/17**	
SFC Priority - Efficient and sustainable							
FVC Strategic Objectives – Leading as a business that is a champion for governance, financial control and balanced risk taking. Delivering a whole system approach. Simply effective, efficient and consistent. Creating a superb environment for learning.							
1. Gross carbon footprint (three-year period)	2810.79 tCO2	2632.39 tCO2	2379.00 tCO2	2331.42 tCO2	2284.80 tCO2	2239.11 tCO2	
SFC Priority - Right learning in the right place							
FVC Strategic Objective – Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly							
Volume of Credits delivered - Core Grant	82,232	80,072	84,391	83,984	83,984	83,984	
Volume of Credits delivered - ESF				2,230	2,230	2,230	
Total Volume of Credits delivered	82,232	80,072	84,391	86,214	86,214	86,214	
Proportion of Credits delivered to learners aged 16-19 and 20-24:							
Total Credits delivered to 16-19	43,944	43,251	43,553	46,405	47,264	48,124	
Proportion delivered to 16-19	53.4%	54%	51.6%	54%	55%	56%	
Total Credits delivered to 20-24	14,366	14,950	18,342	17,187	17,187	17,187	
Proportion delivered to 20-24	17.5%	18.7%	21.7%	20%	20%	20%	
Proportion of Credits delivered to full-time learners aged 16-19 and 20-24:							
Total FT Credits delivered to 16-19	29,790	27,774	27,348	34,009	34,944	34,944	
Proportion delivered to 16-19	58.8%	57.0%	54.8%	57%	58%	58%	
Total FT Credits delivered to 20-24	9,892	9,843	11,349	13,126	13,255	13,255	
Proportion delivered to 20-24	19.5%	20%	22.7%	22%	22%	22%	

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

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

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Indicator	Performance			Targets			Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	
SFC Priority – A developed workforce							
FVC Strategic Objective – Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly. Enhancing our position as the business and community partner of choice.							
Number of starts for direct contracted apprenticeships	167	173	228	254	285	300	
Number of full-time learners with substantial "work experience" as part of their programme of study	415	458	476	520	570	600	Revised definition – needs reviewed
Number of senior phase age pupils studying vocational qualifications delivered by colleges							New Measure
Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges							New Measure

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

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

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1. **Purpose**

    The purpose of this report is to inform the Committee of the Student Association's recent activity.

2. **Recommendation**

    That members note the recent activity undertaken by the Student Association.

3. **Key Highlights**

    Class Representative Training

    We had 337 students registering to be Class Reps this block. To date we have trained 204 of them, with additional training still to take place. Any reps that miss training will be able to do this online on Moodle. We are extremely happy with the uptake this year and the feedback we have received. We have noticed a huge increase in communication already with students emailing us and dropping into our offices. We hope we have a similar response with the Block 2 rep training for the January starts.

    Mental Health First Aid

    The VP Health, Well-being & Sport has now been certified to deliver Mental Health First Aid training. She has been delivering sessions into classes including HNC Social Care and Pathways to Social Care. The students who attended these classes have now been certified for attendance of this course. Since completing the training the demand for these sessions has been high, with another class booked in to be trained before Christmas (NC Early Education & Childcare) and another two classes in Block 2. The training has been explained to Class Reps who have also shown interest in taking part, as a result of this there is now a waiting list for any additional training spaces. The VP Health, Well-being & Sport has been assisted by ex-serviceman George Connelly on a voluntary basis and as such she will be assisting him in some training sessions in January aimed at ex-Military service. We are delighted that this service is being utilised and staff have also asked that this be delivered during Staff Development week in February, which we are currently looking into confirming.

    NUS Framework Evaluation Group

    Since the launch of the NUS Framework at our Stirling Campus in June, the Student Association has set up a working group to evaluate how well we work with the College with regards to the Framework, its Principles and Themes. On the group we will have the President, Student Liaison Officer, Fiona Brown SMT, Mhairi Harvey Student Services, Caryn Jack Board Member and two Head of Departments- Jacqueline McArthur and Kenny MacInnes. The Student Association has scored each campus on each Principle and Theme and when the Evaluation Group meets we will look at the document as a whole and identify our weaker areas. This will provide a great platform for partnership working within the group and will also be a key document for the next S.A team coming in as this will make them aware of our strengths and how we plan to tackle our weaknesses.

4. **Financial Implications**

    Please detail the financial implications of this item – There are no specific financial implications for this item.

5. **Equalities**

    Assessment in Place? – Yes ☐   **No** X

    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) –

6. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	X	
Low		X
Very Low		

    Please describe any risks associated with this paper and associated mitigating actions – low student awareness of and engagement with the work of the Student Association could lead to some negative comment in the college's Education Scotland review report. This will be mitigated by the high visibility activities planned by the Student Association and strong support from SMT.

    Risk Owner – Fiona Brown   **Action Owner –** Lorraine Simpson

7. **Other Implications –**

    Please indicate whether there are implications for the areas below.

    Communications – Yes X   **No** ☐   **Health and Safety – Yes** ☐   **No** X

    Please provide a summary of these implications – Continue to communicate with students, staff and the Board.

    Paper Author – Lorraine Simpson   **SMT Owner –** Fiona Brown

1. **Purpose**

   To update Strategic Development Committee on progress towards meeting our objectives set out within the College's Operational Plan for 2015/16.

2. **Recommendation**

   That members note the content of the report.

3. **Background**

   For Session 2014/15 the College developed a monitoring system to allow active monitoring of progress towards achieving the objectives set out within the College's Operational Plan for that Session. This monitoring process has been continued for Session 2015/16.

4. **Key Considerations**

   Appendix 1 provides an overview of progress. Of our 54 operational plan objectives five have been completed, 42 are progressing to target, while four have not yet started. Two objectives (OP38 and OP26) have been rated as having an issue identified which relates to the challenging financial environment that the College is operating in. The funding support from SFC has been flat for the last 2 years while the costs which the college must cover including pension and NI contributions have been increasing. Furthermore the college has felt the impact of the drop in the oil price in the number of MAs starting in the college this year and also the commercial COMPEX course delivery has substantially fallen as less people in the oil and gas sector require this qualification. Also the Home Office ruling of not allowing college students a working visa has impacted on our ability to recruit international students. This coupled with a reduction in other public sector funding has created a more challenging position for the college in terms of covering all overhead costs and generating a surplus position for the college.

   One objective (OP3) is progressing with a minor delay, as a resolution of ESA 2010 is outstanding which is delaying all NPD (Not-Profit Distributing) projects. On advice of Scottish Futures Trust (SFT) the Falkirk Campus Full Business Case (FBC) is progressing as planned, however there is a delay anticipated in approving our FBC until a resolution is agreed by SFT and Scottish Government.

5. **Financial Implications**

   Please detail the financial implications of this item – As noted in the key considerations the college is facing increased overheads and less income; commercially, internationally and from other public sector funding streams.

6. **Equalities**

   Assessment in Place? – Yes ☐   **No** ☒

   If No, please explain why – This is a monitoring report of progress against the College's Operational Objectives. Due consideration of any impact in relation to protected characteristics was undertaken during the setting of these objectives.

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

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	x	x
Low		
Very Low		

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

   Risk
   - The college not being able to cover all overhead costs and being in a deficit position

   Mitigating Actions
   - Re-forecasting and close monitoring of budgets, with an action plan introduced if necessary
   - Review of all costs and levels of spend
   - Focussed marketing plans to support commercial, international and MA activity across all teaching depts. in the college
   - Other funding sources are being explored and the recruitment of an experienced Development and Funding Raising Manager
   - More efficient delivery models being developed to ensure optimisation of resources

   Risk Owner – Colette Filippi   **Action Owner –** Colette Filippi

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 – n/a

Paper Author – David Allison   **SMT Owner –** David Allison

Appendix 1 - Operational Plan Monitoring for Session: 2015/16

Creating a superb environment for learning
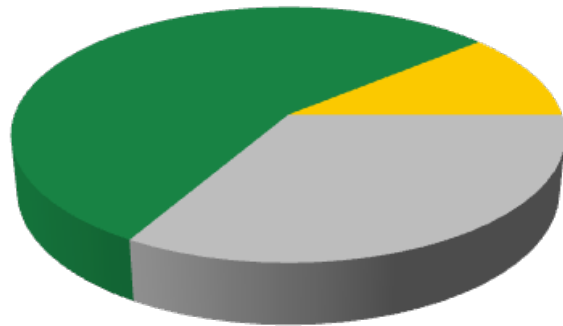
Cultivating a vibrant learning organisation
where learners develop skills, achieve qualifications valued by industry and progress seamlessly

Instilling an energy and passion for our people,
celebrating success and innovation
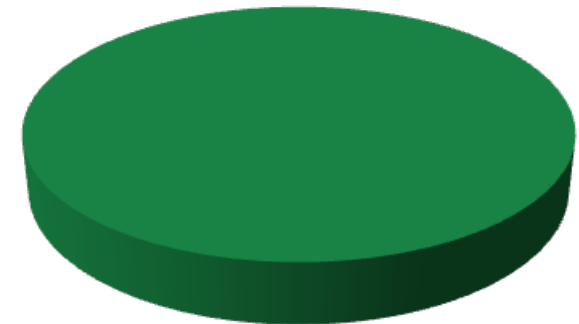
Leading as a business that is a champion for
governance, financial control and balanced risk taking
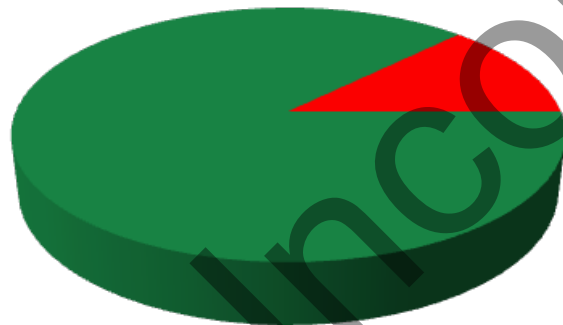
Enhancing our position as the business and
community partner of choice
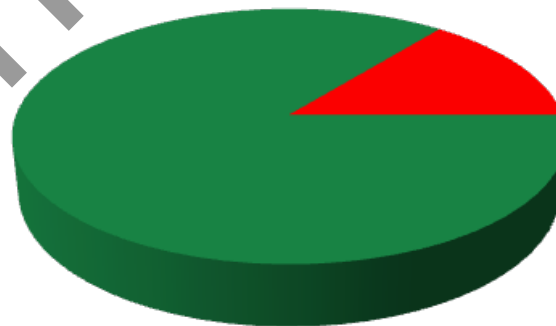
Delivering a whole system approach.
Simply effective, efficient and consistent
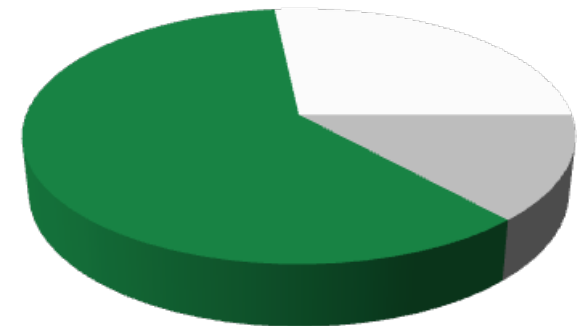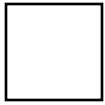
Objectives with issues identified or delayed

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Deliver a superb learning environment for the Falkirk campus to match the quality of that already in place in Alloa and Stirling	OP3	Progress procurement phase for Design Build Finance Maintain contract.	Issue Invitation To Tender for Consortia		Progressing With Minor Delay	Resolution of ESA 2010 is outstanding and now delaying all NPD projects. While the Falkirk campus FBC is currently continuing as planned, it is anticipated there will be a delay in approving this document until a resolution is agreed by SFT and Scottish Government.	November 2015
			Issue OJEU				
			Revise Development Programme	ST4			
Manage resources to deliver continued financial security and long term sustainability	OP26	Deliver robust financial planning and review processes	2015/16 Budget approved by Board of Management		Issue Identified	Budget approved in June 2015. First reforecast not due until January 2016. Interim forecast being undertaken in November due to identification of loss of commercial income of £400k.	November 2015
			Reforecasts presented to Finance Committee				
Contribute to the College's long term financial sustainability	OP38	Maintain business and generate new business	Explore option to deliver more Full Cost Recovery activities to increase commercial income by 15%	ST4	Issue Identified	The first quarter of this financial year has been very challenging due to a couple of main factors; the drop in the oil price impacting on MA and commercial delivery and funding sources in the public sector being substantailly cut. Both factors have impacted on the financial position of the college with FCR activity down in the first quarter and reduced numbers of MA starts within the engineering framework.

Action has been taken to address these issues with focussed marketing plans for commercial activity and MA activity, other funding sources being explored and more efficient delivery models being assessed. | November 2015 |
| | | | Maintain contribution levels as per agreed targets | ST4 | | | |
| | | | Monitor and report on non Scottish Funding Council income levels quarterly for Senior Management Team | ST4 | | | |

Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
1	Creating a superb environment for learning	Tom Gorman	Associate Principal and Executive Director Estates Developments

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Deliver a superb learning environment for the Falkirk campus to match the quality of that already in place in Alloa and Stirling	OP1	Complete Full Business Case for the new Falkirk Campus and submit to Scottish Funding Council and Scottish Futures Trust for approval.	Appoint Architect after Design Competition		Complete	Technical Advisor and Financial Advisor appointed. Legal Advisor appointed subject to approval of FCPB expected at next meeting on 12/11/15	November 2015
			Appoint Technical Advisor/Project Manager/Legal and Financial Advisor	ST4			
	OP2	Undertake a full internal and external consultation with key stakeholders to maximise community and business awareness and involvement.	Implementation of detailed communication and consultation plan	ST5	Progressing To Target		November 2015
	OP3	Progress procurement phase for Design Build Finance Maintain contract.	Issue Invitation To Tender for Consortia		Progressing With Minor Delay	Resolution of ESA 2010 is outstanding and now delaying all NPD projects. While the Falkirk campus FBC is currently continuing as planned, it is anticipated there will be a delay in approving this document until a resolution is agreed by SFT and Scottish Government.	November 2015
			Issue OJEU				
			Revise Development Programme	ST4			
	OP4	Progress procurement of additional land at Middlefield.	Agree Conditional Legal Missives with Callendar Estates.	ST4	Complete		November 2015
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	OP5	Develop an appropriate revenue and capital works programme ensuring adequate maintenance and maximising funds to the Forth Valley College Foundation.	Approved Revenue/Capital Works 2015/16 delivered on programme and within budget	ST4	Progressing To Target		November 2015
	OP6	Improve information management	Ensure all appropriate estates information is available and updated via SharePoint by December 2015	ST6	Progressing To Target		November 2015
			Key staff to receive Building Information Modelling training	ST6			
	OP7	Deliver on agreed Sustainability objectives.	Improve sustainability performance recorded across all 3 campuses	OA	Progressing To Target		November 2015
	OP8	Create new project office in Falkirk.	Project room in Falkirk selected, refurbished and key staff decanted		Complete		November 2015
	OP9	Review car parking at Stirling	Additional car parking		Progressing To Target		November 2015
			Reduced Health & Safety risk				

| Strategic Theme No	Strategic Theme		SMT Lead	Lead Responsibility
2	Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly		Fiona Brown	Associate Principal and Executive Director Learning and Teaching

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Ensure that we review portfolio effectively to offer a curriculum that meets current and future need of stakeholders and supports progression	OP10	Further develop and embed employer engagement in curriculum review, development and delivery.	All full-time curriculum matches labour market and skills needs	ST5	Progressing To Target	Direct employer engagement in curriculum review, through face to face workshops, is included as a requirement in the curriculum review process for 2015-2016.	November 2015
			Increase work placement opportunities for full-time students by a further 10%	OA			
			Outcomes of employer engagement evidenced in all departmental Curriculum Review documents	ST5			
	OP11	Increase opportunities for senior phase school pupils to achieve industry relevant vocational qualifications.	Contribute to Developing Young Workforce through increasing School-College partnership activity to 6% of overall activity	OA	Progressing To Target	Discussions with local authorities on 2016-2017 school-college curriculum have just commenced. Proposals for additional Foundation Apprenticeships are also under discussion.	November 2015
			Increase in School-College pathways providing a progression guarantee	OA			
			Increased success rates on School-College courses	OA			
			Successful delivery of Foundation and Advanced Apprenticeship Pathfinder projects with Skills Development Scotland	OA			
	OP12	Maintain and further develop Higher Education Initiative partnerships to enhance student success and widen access.	Additional articulation agreements with guaranteed places secured	OA	Progressing To Target	Associate Student programme recruitment for 2015-2016 positive. Plans in place to streamline support processes to maximise student success and progression. Review of articulation agreements in progress.	November 2015
			Additional Associate Student opportunities agreed	OA			
			Increased success and progression on all Associate Student programmes	ST4			
Provide engaging and high quality learning experiences that deliver on the aims and outcomes of the Learning and Learner Engagement strategies	OP13	Further engage staff and students in initiatives to embed creativity in learning	CPD for creative learning implemented and evaluated	ST3	Progressing To Target	Creative Learning Action Community development event on 30 October was very well-attended (60+ staff). Small group prjects now being developed. Sign up for peer observation has increased so far.	November 2015
			Creative Learning and Learning Technology Strategy for 2016 - 2020 developed and approved and taking full account of the design of new Falkirk campus	ST1			
			Creative learning projects implemented, evaluated and shared in all teaching departments	ST3			
			Increased participation in peer observation	ST3			
	OP14	Enhance and embed the creative use of technology to enhance learning across all curriculum areas.	Competence based staff development designed and piloted	ST3	Progressing To Target	Initial challenges with the launch of the new Moodle paltform have now been fully addressed. A weekly timetable of staff workroom Moodle support is in operation and is being very well received.	November 2015
			Effective use of technology evidenced in all full-time courses	ST6			
			Refreshed Moodle and My ePortfolio launched	ST6			
Build upon our current high levels of learner success in attaining qualifications and progressing to positive destinations	OP15	Implement effective strategies to further increase learner success.	Increased Full Time student success Performance Indicators	OA	Progressing To Target	Programme self-evaluation reports are currently being reviewed by the C&Q team and teams will be challenged to ensure that clear and specific actions to address areas of lower student success are included within their action plans.	November 2015
			Increased leaver destination % return and % of leavers moving into positive destinations	ST6/ OA			
			Scope an in-house "employment agency" service for Forth Valley College students and employers	ST5			

Strategic Theme No	Strategic Theme		SMT Lead	Lead Responsibility
3	Instilling an energy and passion for our people, celebrating success and innovation		Andrew Lawson	Associate Principal and Executive Director HR and Operational Effectiveness

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation	OP16	Develop the College's Organisational Development guidelines to achieve business need and flexibility	Opportunities identified which encourage staff to be flexible in working agreements in their roles across the organisation		Progressing To Target	Organisational Development Guidelines in progress. These will include an revised online Induction Process for all new staff which will also identify CPD opportunities for the first year to be included in the PRD process. Very good progress with CPD/Talent management with the first stage of 360% process complete for Heads of Department. Coaching session for all Heads of Department are in progress.

A umber of flexible working arrangements are ion pace for staff, where appropriate. However, further consideration of these arrangements are required to support teaching staff going forward. A number of factors needs to be considered before moving forward i.e. impact on learning & teaching, availability for class cover and effective use of non-teaching time.

We continue to have in place an effective system for recruitment and monitoring of the staffing establishment. The introduction of My Jobs Scotland (MJS) and not only reduced our costs in relation to recruitment it also provides us with an efficient and effective process | November 2015 |
			Produce Organisational Development guidelines which support the development	ST4			
			Review and implement a system to monitor and control the organisations staffing establishment	ST4			
			Specific CPD/Talent Management programmes in place to develop talent and enhance succession planning				
	OP17	Ensure the Equality Duty actions are embedded in all College processes	Increase Equality Data return from 80% to 85%		Progressing To Target	This area continues to be highly effective and progresses well across the organisation. Securing funding for a consultants time from the Equalities Challenge Unit will ensure targets are achieved and areas for further development	November 2015
			Publicise Equality Impact Assessments for policies and decision making on College website in line with duties of the Equalities Act 2010				
	OP18	Embed inclusive practice in recruitment, selection and induction of all staff and students	Online induction process for staff and students in place and successful		Progressing To Target	Online induction is progressing well with a number of revised areas in place. The pilot has been completed and work is on-going to ensure an effective link to the PRD system. The review of organisational structures is nearing compete ion with all of posts reviewed now reflecting the clearly the shape of the role.	November 2015
			Systematically review structures on a rolling programme				
Value staff and learners by recognising and celebrating success across the College	OP19	Develop and deliver an Employee Learning and Development strategy which identifies and retains talent.	Enhanced induction process and link in corporate strategies to update staff Professional Review & Development (PRD) documents		Progressing To Target	This process of Training Needs Analysis continues to be a key development within the HR process. Departments involved with this have supported the planning and implementation of CPD for individuals within their areas.	November 2015
			Training Needs Analysis is a routine element of PRDs for staff which influences and identifies CPD activity				
	OP20	Promote TQFE	Celebrate and reward success and innovation		Progressing To Target	An increased number of staff are now enrolled on TQFE. Delivered mainly by The University of Stirling. There are a small number of staff studying TQFE at Dundee. We have also introduced a clearer process for placement requests this ensure that we offer the best experience to placement students and also manage the process more effectively	November 2015
			Increase number of TQFE trained staff				
	OP21	Enhance employee support and benefits to value and reward staff	Continue to review remuneration awards and benefit packages for staff		Progressing To Target	As key element of Employee Relations the review of staff benefits is jointly considered at JCC meetings.

We will continue to explore a platform for the Community Awards Ceremony which recognises students achievement. However, given the diversity within the organisation and the wide range of existing Community Awards held by Local Authorities we need to be clear about the impact and significance of such awards | November 2015 |
			Implement a Community Awards Ceremony which recognises students achievements	ST2			
Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals	OP22	Invest in Organisational Development i.e. staff, culture, training	Review, develop and implement recruitment and selection criteria and training		Progressing To Target	All recruitment and selection is undertaken on line. This is the first year of using MJS which has streamlined the processes. Training on effective interview and selection process is planned for 2015/16	November 2015
			Undertake a review and evaluation of CPD activity and create a training programme that best fit the aspirations of the staff and organisation				
	OP23	Implement listening to employees opportunities	Platform which encourages open dialogue for staff in place and effective		Progressing To Target	The second Cultural Survey is planned to be implemented at the end of November 15. The outcome of this will be benchmark against the previous Cultural Survey with an analysis od the data provided to all staff	November 2015
			Successful implementation of the second Cultural Engagement Survey				
	OP24	Ensure a positive approach to the National Bargaining process	Identification of opportunities and mitigation of challenges/risks	ST4	Progressing To Target	This will continue to be a key element of Employee Relations. National Bargaining is at an early but crucial stage of its implementation. The main risk at this time is the potential for a national dispute which could have a negative impact on students and the sector	November 2015
			Successful implementation of Recognition and Procedure Agreement in line with sector	ST4			

Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
3	Instilling an energy and passion for our people, celebrating success and innovation	Andrew Lawson	Associate Principal and Executive Director HR and Operational Effectiveness

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals	OP24	Ensure a positive approach to the National Bargaining process	developments		Progressing To Target	This will continue to be a key element of Employee Relations. National Bargaining is at an early but crucial stage of its implementation. The main risk at this time is the potential for a national dispute which could have a negative impact on students and the sector	November 2015

Strategic Theme No	Strategic Theme		SMT Lead	Lead Responsibility
4	Leading as a business that is a champion for governance, financial control and balanced risk taking		Alison Stewart	Associate Principal and Executive Director Finance

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Operate best practice in governance: implement and comply with the key principles of good governance	OP25	Implement and comply with the key principles of good governance.	Appointment of internal auditors		Progressing To Target	External audit complete and no issues raised regarding governance. Risk register presneted to Audit commmittee in August 2015. Business Continuity Plan test shceduled for November 2015. Board approved appointement of Internal auditors in June 2015. Appointmnet effective from 1 August 2015 and SFC notified of appointment. All FOIs actioned and return submitted.	November 2015
			Business Continuity Plan test				
			Delivery of internal audit plan				
			Freedom of Information Returns				
			Independent external assurance from internal and external auditors				
			Induction programme completed for all new members	ST3			
			Risk Register (presented to Audit Committee/Board of Management)				
			Scottish Funding Council Certificate of Assurance signed by Principal				
			Scottish Public Sector Ombudsman Complaint Handling Returns				
Manage resources to deliver continued financial security and long term sustainability	OP26	Deliver robust financial planning and review processes	2015/16 Budget approved by Board of Management		Issue Identified	Budget approved in June 2015. First reforecast not due until January 2016. Interim forecast being undertaken in November due to identification of loss of commercial income of £400k.	November 2015
			Reforecasts presented to Finance Committee				
	OP27	Maximise planned operational surpluses and ensure delivery thereof	Effective allocation and management of resources through budget setting and review process		Progressing To Target	Issue identified with loss of commerical income and reforecast being undertaken.	November 2015
			Increased non Scottish Funding Council income	ST5			
			Procurement Savings - Advanced Procurement for Universities and Colleges Benefits Statement				
	OP28	Effective utilisation of resource budget	Donation to Forth Valley College Foundation		Progressing To Target	Final resource return for 2014/15 submitted in September 2015. 2015/16 Q2 Resource Return submitted in October 2015. Returns shows reorurce budget will be fully utilised.	November 2015
			Resource budget fully utilised				
			Resource Returns submitted to Scottish Funding Council				
	OP29	Effective management of student funding resources	External Audit		Progressing To Target	Application process for August starts is now complete. Projections to date show the budget will be fully utlised. Update report will be presented to Finance Committee on 1 December 2015.	November 2015
			Scottish Funding Council Resource Return				
Support the new Falkirk campus development project	OP30	Manage the financial input into the project	Financial Advisors appointed to support project	ST1	Progressing To Target	Financial advisors and VAT advisors for the project appointed. Work ongoing in realtion to finanial model for FBC. Principal and Chair to meet with SFC to request utilisaiton of the current Falkirk estate to support the project.	November 2015
			Financial model within Full Business Case which demonstrates affordability throughout life of project	ST1			
	OP31	Identify and secure funding for Forth Valley College costs	Deliver planned operational surpluses	ST1	Progressing To Target	SFC apporval sought to utilise "net depreciation" to fund part of FVC's costs. Grant application for £1.8m made to Forth Vally College Foundation which was apporved in June 2015.	November 2015
			Forth Valley College Foundation Grants	ST1			
			Stakeholders and partners - Contributions	ST1/ST5			

Strategic Theme No	Strategic Theme		SMT Lead	Lead Responsibility
4	Leading as a business that is a champion for governance, financial control and balanced risk taking		Alison Stewart	Associate Principal and Executive Director Finance

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Support the new Falkirk campus development project	OP32	Maximise Forth Valley College existing resources	Options appraisal for utilising potential receipt from the existing Falkirk Campus	ST1	Progressing To Target	SFC approval in principle for FVC to retain receipt for Branshill, Alloa. Principal and Chair meeting with SFC re existing Falkirk campus on 6 November 2015.	November 2015
			Scottish Funding Council approval to retain capital receipts (Alloa)	ST1			

Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
5	Enhancing our position as the business and community partner of choice	Colette Filippi	Associate Principal and Executive Director Business Development

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Build and develop mutually successful client relationships with business, employers, learners and key stakeholders	OP33	Further develop and maintain effective engagement mechanisms for each client group	Build the awareness of business development activities across the College - link to CPD opportunities for staff across departments	ST3	Progressing To Target	Business Development Process working across all departments and SMT has sight of COGNOS reports; refinements and developments are ongoing.

Employer engagement system is being rolled out to the teaching departments in the next quarter.

Progress is being made with the systems in relation to MA activity - VQMS; being reviewed and will be fully operational by February 2016, E Portfolio; different systems currently being assessed across departments and a tendering exercise will be undertaken to source most effective system; employer portal in early stages of development and student portal operational. The IT dept are engaged with SDS in relation to a new funding system called FIPs.

In terms of CPD plans - assessors and lecturers will work more closely with employers to improve understanding across departments and industry requirements. | November 2015 |
| | | | Business Development Approval process fully functional by start of year and embedded across the College with monthly reporting to Senior Management Team operational | | | | |
| | | | Employer engagement system operational across all departments by December 2015, allowing us to more effectively engage with our clients and further develop our relationships | ST6 | | | |
| | | | Review the Modern Apprenticeship processes; ensuring all linked systems are operational and effective by end of the year:-
o VQ Management System fully operational and linked/integrated with departmental progress and behaviour reports
o Employer and student portals developed and operational
o Funding streams effectively managed and monitored
o E Portfolio developed for Modern Apprentices | ST6 | | | |
| | | | Scope out a plan for an 'Engage with Forth Valley College' programme and start to develop if appropriate by end of year | ST6 | | | |
| | OP34 | Implement the College's Marketing and Communications plan to raise awareness of Business Development activities across all our client groups | Continue to link and connect the marketing and communications plan to the requirements of the business development department | ST6 | Progressing To Target | Business development works very closely with marketing and we are currently preparing detailed quarterly plans for commmercial, MA and International activity. Consultation with the department and across the college on the planned new website has been undertaken and requirements for business development built into the scope. | November 2015 |
| 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 | OP35 | Further develop and build on existing links with key industry bodies across specific sectors and with key national groups | Curriculum reflecting industry and employer needs through the Curriculum review process | ST2 | Progressing To Target | The Curriculum review process will start in mid to late November through to May 2016.

Staff across the college are linking to various sectorla and national groups and we are seeking to record this as part of the staff records system to capture all connections across the college | November 2015 |
| | | | Gain key representation at local and national level groups through identified staff within targeted industry areas | ST3 | | | |
| | OP36 | Develop and implement area/campus plan to business development | Action Plan for each area developed from the planning and research undertaken in previous year
o Alloa - by December 2015
o Stirling - by December 2015
o Falkirk - by March 2016 | ST2 | Progressing To Target | Work is still on going in relation to completing the plans for the different campus areas particularly as we address the challenge of sourcing other income streams and dealing with the funding cuts from both SDS and DWP. As noted in OP38 plans are in place to address this in terms of increasing marketing activity and this will be reflected in the proposed area plans. | November 2015 |
| | OP37 | Deliver Year 1 of the International Strategy | International income achieved through direct business engagement and student recruitment | ST4 | Progressing To Target | The International action plan is underway across the four areas of internationalisation featured within our strategy. Relationships with universities and other key stakeholders are developing, with agreements in place with Strathclyde and discussions on going with Glasgow Caledonian.

A college wide campaign to raise awareness and benefits of international mobility is being rolled out to staff and students. A process has been developed and applications are submitted for staff and student mobility projects in Argentina and China. | November 2015 |
| | | | Key strategic relationships formed with universities, other colleges and local authorities | ST2 | | | |
| | | | Process developed for staff | ST3 | | | |

Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
5	Enhancing our position as the business and community partner of choice	Colette Filippi	Associate Principal and Executive Director Business Development

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
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	OP37	Deliver Year 1 of the International Strategy	and student mobility supported by external funding routes and a staff study visit arranged for one group of staff		Progressing To Target	Student recruitment is less than expected due to Home Office policy change in relation to work rights for international students studying at FE colleges. Commercial income generation is being pursued and proposals have been submitted for work in China, Ghana and Iraq	November 2015
Contribute to the College's long term financial sustainability	OP38	Maintain business and generate new business	Explore option to deliver more Full Cost Recovery activities to increase commercial income by 15%	ST4	Issue Identified	The first quarter of this financial year has been very challenging due to a couple of main factors; the drop in the oil price impacting on MA and commercial delivery and funding sources in the public sector being substantailly cut. Both factors have impacted on the financial position of the college with FCR activity down in the first quarter and reduced numbers of MA starts within the engineering framework. Action has been taken to address these issues with focussed marketing plans for commercial activity and MA activity, other funding sources being explored and more efficient delivery models being assessed.	November 2015
			Maintain contribution levels as per agreed targets	ST4			
			Monitor and report on non Scottish Funding Council income levels quarterly for Senior Management Team	ST4			
	OP39	Source and gain other funding	Other funding sources secured and in line with Outcome Agreement	ST4	Progressing To Target	Additional funding sourced from the Energy Skills Partnership to support the delivery of a conversion programme of £10,000. Other funding avenues being explored include; the Lottery, The Covenant Fund, National Third Sector Fund and continuing dialogue with SDS and DWP. A review has started to source a Development and Fund Raising Manager to support this activity in relation to other funding sources for the college.	November 2015

Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
6	Delivering a whole system approach. Simply effective, efficient and consistent	David Allison	Associate Principal and Executive Director Information Systems and Communications

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Deliver an information infrastructure to meet the developing needs of a vibrant organisation	OP40	Ensure consistency of performance and speed of connection through increased bandwidth	Review of wireless usage and coverage following planned upgrade of bandwidth	ST2	Progressing To Target	We have recently upgraded to 1Gb internet connection, and we're now testing all of our services with the new connection before full roll-out.	November 2015
	OP41	Deliver our services to empower students to access IT flexibly	Promote Office 365 and OneDrive to enable students to access their data from both within and out with the College, using their choice of technology	ST2	Progressing To Target	Office 365 accounts have been created for our students, and we're now testing integration with College profiles prior to roll out.	November 2015
	OP42	Implement the College's Marketing and Communication strategy to further build the Forth Valley College brand	Deliver on year one objectives of the College's Marketing and Communications strategy	ST2/ST5	Progressing To Target	The Project Plan for the new website has been approved and has commenced. A number of focus groups have been held, and a draft specification is being progressed. The PPQ Document for the website development has been issued.	November 2015
			Scope and develop a new responsive website to enable advances in digital marketing to further enhance the College's digital presence.	ST2/ST5			
	OP43	Encourage greater engagement with former students through the development of a robust alumni strategy	Develop an alumni portal		Not Started	Not started.	November 2015
			Further develop case studies and encourage longitudinal tracking of the careers of our graduates				
	OP44	Improve our communication systems through the introduction of a new unified system	Introduce Microsoft Lync, unifying our telephony and communication platforms	ST1	Progressing To Target	Preparatory research has been undertaken on our approach to migrating to Skype for Business (Microsoft Lync).	November 2015
	OP45	Develop a joint Creative Learning and Learning Technology Strategy	Scope IT requirements for the new Falkirk campus ensuring flexibility for advances in technology	ST1	Not Started	Not started.	November 2015
			Work collaboratively to develop a joint Creative Learning and Learning Technology Strategy covering 2016 to 2020	ST2			
Efficient and effective use of IT	OP46	Continue to advance the service and support offered by the College's IT Helpdesk	Further enhance i-Support to provide more information on calls to users	ST3	Progressing To Target	Work is on-going to enhance the services to our customers through I-support.	November 2015
			Improved communication through the use of Service Alerts and Announcements				
			Provide more self-help for users through additional IT Training Notes and Frequently Asked Questions				
	OP47	Further develop network monitoring to enable IT services	Regular reporting of login times to		Progressing To Target	Work has commenced in developing a robust and meaningful set of reports to monitor performance.	November 2015

Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
6	Delivering a whole system approach. Simply effective, efficient and consistent	David Allison	Associate Principal and Executive Director Information Systems and Communications

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Efficient and effective use of IT	OP47	to be more pro-active through earlier identification of potential issues	help identify any potential bottlenecks		Progressing To Target	Work has commenced in developing a robust and meaningful set of reports to monitor performance.	November 2015
			Reporting of network usage by device type to inform planning of procurement and support, and to identify trends				
Deliver a programme of continuous improvement to enhance our information systems	OP48	Explore how we can use our data to improve support for our students	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 allow earlier interventions	ST2	Not Started	Not started.	November 2015
	OP49	Enhance access for our students to their own data through the development of a student portal	Improve access for students to their data through a single access point	ST2	Complete	The My Info Student Portal has been created, allowing students to access their own timetable, funding and attendance through any PC or mobile device.	November 2015
	OP50	Improve our services to prospective students through augmenting our existing application processes	Roll-out of our electronic student application approval process to all teaching Departments	ST2	Progressing To Target	Enhancements from the pilot are currently being developed, with the pilot extended to include our January start applications.	November 2015
	OP51	Improve our services to employers through the introduction of a self-service portal to allow employers access to college information	Pilot an Employer Portal to allow employers to access College information regarding their employees	ST5	Progressing To Target	The scoping phase for the second phase of development has commenced.	November 2015
	OP52	Further enhance and maintain effective engagement mechanisms for our employers	Business Development Approval process fully functional by start of year and embedded across the college with monthly reporting to SMT operational	ST5	Progressing To Target	Our Employer Engagement system has been developed, and our information on employers is currently being updated and cleansed. The Business Development process is fully functional.	November 2015
			Further develop and roll-out our systems to capture Employer Engagement, allowing us to more effectively engage and deliver on employer needs.	ST5			
	OP53	Through improved document management reduce the requirement to store paper documents	Pilot electronic document management, and explore the potential of digital signatures	ST1	Not Started	Not started.	November 2015
	OP54	Expand upon how our staff access their own information through the introduction of an HR self-service area	Scope and develop an HR self-service area	ST3	Complete	An HR self-service area for staff has been developed which allows staff to view their own contact details, update their own PRD (Professional Review & Development), update their CPD (Continuing Professional Development), view their Absence Record and claim and view any additional hours or expenses.	November 2015

1. Purpose

To update Strategic Development Committee on Student Activity for Sessions 2014/15 and 2015/16.

2. Recommendation

That members note the content of the report.

3. Background

This report provides a year end student activity position for Session 2014/15. The report also shows full time enrolments against target and early progress towards meeting our activity target for Session 2015/16.

4. Key Considerations

Session 2014/15 Year end SUMs position

Our WSUMs target for Session 2014/15 is 121,664 comprising an allocation of 118,503 WSUMs through Core Grant and 3,161 through European Social Fund (ESF). Figure 1 shows that we have met our WSUMs target for Session 2014/15.

Figure 1 – WSUMs Delivery for Session 2014/15

Weighted SUMs Allocation	Total
Core Grant	118,503
ESF	3,161
WSUMs Target	**121,664**

Weighted SUMs Mode of Attendance	Final WSUMs
Full Time	75,585
Part Time	32,586
Evening	2,654
Assessment of Work Based Learning	5,534
Flexible/Distance Learning	5,422
Total	**121,781**
Variance	**117**

Session 2015/16 Full Time Recruitment

Full time recruitment for Session 2015/16 has been healthy across all teaching Departments as evidenced in Figure 2 below. Overall, we have received over 9,000 applications for 3,270 full time places, with almost all courses over-subscribed.

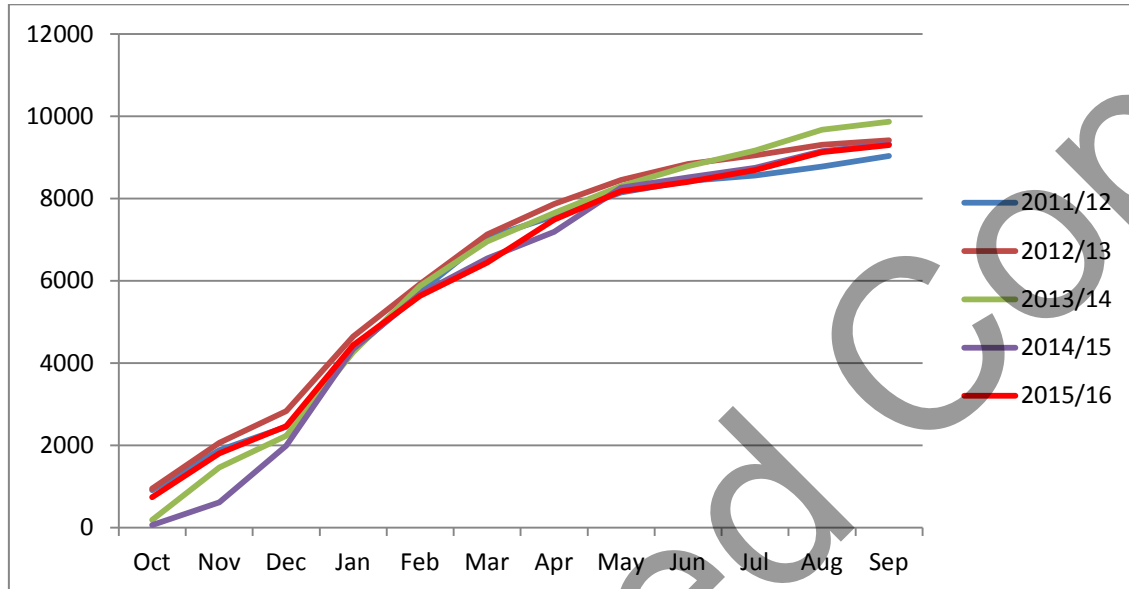**Figure 2 – 2015/16 Full Time Applications**

Department	Target	Applications	Application Variance	% Application Variance	Offers	Offer Variance	% Offer Variance
ACCESS & PROGRESSION	222	710	488	220%	221	-1	0%
APPLIED SCIENCE, MATHS & MECHANICAL ENGINEERING	250	826	576	230%	264	14	6%
BUSINESS	486	1,236	750	154%	569	83	17%
CARE, HEALTH & SPORT	572	2,041	1469	257%	599	27	5%
CONSTRUCTION	261	707	446	171%	258	-3	-1%
CREATIVE INDUSTRIES	703	1,671	968	138%	694	-9	-1%
ELECTRICAL INSTRUMENTATION & CHEMICAL ENGINEERING	271	809	538	199%	217	-54	-20%
HOSPITALITY & SALON SERVICES	505	1,296	791	157%	528	23	5%
Overall - Summary	**3,270**	**9,296**	**6,026**	**184%**	**3,350**	**80**	**2%**

A comparison of cumulative applications received by month of application over the last five sessions is shown in Figure 3 and graphically in Figure 4. A similar pattern has evolved for Session 2015/16 as previous sessions. Our Curriculum Managers and Student Records team actively monitor applications, and as such are very adept at closing courses for applications when numbers far exceed the number of places available, and conversely will move to waiting lists or re-open courses for applications should there be a need.

Figure 3 –Cumulative applications by Session and month

Session	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2011/12	914	1,880	2,447	4,309	5,736	7,049	7,573	8,145	8,422	8,559	8,772	9,033
2012/13	947	2,062	2,834	4,646	5,922	7,130	7,865	8,447	8,836	9,048	9,308	9,411
2013/14	188	1,461	2,230	4,266	5,870	6,957	7,648	8,298	8,781	9,164	9,674	9,863
2014/15	62	614	1,990	4,343	5,676	6,545	7,192	8,265	8,512	8,748	9,148	9,318
2015/16	737	1,802	2,466	4,437	5,631	6,445	7,481	8,175	8,401	8,687	9,127	9,296

Figure 4 - Cumulative applications by Session and month

Session 2015/16 Full Time Enrolments

Our healthy application position has converted to enrolments, with Figure 5 showing that we have recruited to target, both across FE and HE courses.

Figure 5 – Full Time enrolments

Level	Department	Target	Enrolments	Enrolment Variance	% Enrolment Variance
FE	ACCESS & PROGRESSION	204	216	12	6%
	APPLIED SCIENCE, MATHS & MECHANICAL ENGINEERING	102	122	20	20%
	BUSINESS	194	200	6	3%
	CARE, HEALTH & SPORT	382	386	4	1%
	CONSTRUCTION	158	150	-8	-5%
	CREATIVE INDUSTRIES	279	266	-13	-5%
	ELECTRICAL INSTRUMENTATION & CHEMICAL ENGINEERING	150	150	0	0%
	HOSPITALITY & SALON SERVICES	392	375	-17	-4%
FE Total		**1,861**	**1,865**	**4**	**0%**
HE	ACCESS & PROGRESSION	18	19	1	6%
	APPLIED SCIENCE, MATHS & MECHANICAL ENGINEERING	148	154	6	4%
	BUSINESS	292	293	1	0%
	CARE, HEALTH & SPORT	190	189	-1	-1%
	CONSTRUCTION	103	80	-23	-22%
	CREATIVE INDUSTRIES	424	422	-2	0%
	ELECTRICAL INSTRUMENTATION & CHEMICAL ENGINEERING	121	144	23	19%
	HOSPITALITY & SALON SERVICES	113	115	2	2%
HE Total		**1,409**	**1,416**	**7**	**0%**
Overall		**3,270**	**3,281**	**11**	**0%**

Session 2015/16 Progress towards our Activity Target

Figure 6 shows early progress towards meeting our activity target for Session 2015/16. There have been challenges identified early as we were unsuccessful in securing a significant contract, which combined with changes to funding guidance limiting overall credits per student, led to us initially estimating a more significant shortfall than shown. Alternative courses have been planned to address the shortfall, with a small number of Credits left unassigned to provide potential leverage for Business Development Opportunities. We are confident that the remaining shortfall in Credits will be recovered as we progress through the session.

Figure 6 – Progress towards our 2015/16 Activity Target

Credits Allocation	Total
Core Grant	83,984
ESF	2,230
Credits Target	**86,214**

Credits Mode of Attendance	Current Credits	Estimated Credits	Total
Full Time	50,379	4,064	54,443
Part Time	17,132	2,371	19,503
Evening	2,498	807	3,305
Assessment of Work Based Learning	1,867	2,455	4,322
Flexible/Distance Learning	1,041	3,025	4,066
Total	**72,917**	**12,722**	**85,639**
Variance			**-575**

5. **Financial Implications**

   Please detail the financial implications of this item – There is potential for SFC to claw-back funding if the College does not achieve its activity target.

6. **Equalities**

   Assessment in Place? – Yes ☐   **No** ☒

   If No, please explain why – All of our courses are analysed at Department and Course level in relation to protected characteristics, with Departments actively involved in addressing any imbalances.

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

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		x
Low		
Very Low	x	

   Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't achieve its Activity Target.   The College's SMT will closely monitor progress against our Activity target to ensure that the target is met.

   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 -

   Paper Author – David Allison   **SMT Owner –** David Allison

	25 Feb. 2016	9 June 2016
Apologies for Absence	✓	✓
Declarations of Interest	✓	✓
FOR APPROVAL		
Minutes of Previous Meeting	✓	✓
Forth Valley College Foundation Annual Project Plan	✓	✓
FOR DISCUSSION		
Matters Arising	✓	✓
Bursary Funds		
Student Union Report	✓	✓
Child Protection Policy and Procedure		
Protection of Children, Young People and Adults at Risk of Harm – Annual Update	✓	
Student Activity (applications/enrolment etc)	✓	✓
Annual Engagement Report	✓	
Outcome Agreement		
Equalities Update	✓	✓
Programme of Committee Business	✓	✓
Risk Register/Review of Risks	✓	✓
AOCB	✓	✓