Boardroom, Falkirk Campus (commencing at 4.30pm)

Present:	Mrs Anne Mearns (Chair)
	Mrs Lorna Dougall
	Mr Alan Buchan, Student Member
	Mrs Fiona Campbell
	Mr Liam McCabe
	Ms Lorraine Simpson, Student Association President
Apologies:	Mrs Angela Winchester
	Mrs Caryn Jack
	Mr Andrew Carver
In Attendance:	Dr Ken Thomson, Principal
	Mr David Allison, Associate Principal and Executive Director Information Services and Communication
	Sarah Higgins-Rollo, Acting Head Care, Health and Sport for item S/15/0XX
	Mrs Fiona Brown, Associate Principal and Executive Director Learning Services
	Mr Stephen Jarvie, Corporate Governance and Planning Officer

S/15/039 **Declarations of Interest**

None

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

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

S/15/041 **Matters arising**

None

S/15/042 **Operational Plan 2016-17**

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

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

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

a)   Members noted the content of the Operational Plan

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

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

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

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

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

S/15/044   Outcome Agreement 2016-17

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

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

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

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

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

S/15/045   **Stirling Care Village**

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

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

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

a)   Members noted the content of the update

S/15/046   **Student Association Report**

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

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

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

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

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

a)   Members noted the content of the report

S/15/047   **Learning and Teaching Developments**

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

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

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

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

a)   Members noted the content of the report

S/15/048   Operational Plan Monitoring

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

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

S/15/049   Student Activity Report

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

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

a)   Members noted the content of the report

S/15/050   Review of Risk

Risk was highlighted within individual papers.

S/15/051   Any Other Competent Business

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

Agenda

31 May 2016
STRATEGIC DEVELOPMENT COMMITTEE

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 25 February 2016

4.   Matters Arising

5.   Operational Plan 2016-17   Ken Thomson

6.   Forth Valley College Foundation – Annual Plan   David Allison

7.   Outcome Agreement 2016-17   David Allison

FOR DISCUSSION

8.   Stirling Care Village   Sarah Higgins-Rollo

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.   Learning and Teaching Developments   Fiona Brown

11.   Operational Plan Monitoring   David Allison
        (Elements of paper 11 are withheld from publication on the Forth Valley College website
        under Section 33 Commercial Interests and the Economy of the Freedom of Information
        (Scotland) Act 2002.)

12.   Student Activity Report   David Allison

13.   Review of Risk

14.   Any Other Competent Business

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present:	Mrs Anne Mearns (Chair)
	Mrs Lorna Dougall
	Mr Andrew Carver
	Mrs Angela Winchester
	Mr Alan Buchan, Student Member

Apologies:	Mrs Fiona Campbell
	Mrs Caryn Jack
	Mr Liam McCabe
	Ms Lorraine Simpson, Student Association President
	Ms Alison Stephen, Staff Member

In Attendance:	Mr David Allison, Associate Principal and Executive Director Information Services and Communication
	Mr Kenny MacInnes, Head of Department Applied Science, Maths and Mechanical Engineering (for item S/15/020)
	Mrs Caroline Storey, Equalities Manager (for item S/15/032)
	Mr Stephen Jarvie, Corporate Governance and Planning Officer

S/15/0027   Declarations of Interest

None

S/15/028   Minute of meeting held on 19 November 2015

The Minute of the meeting of 19 November 2015 was accepted as an accurate record.

S/15/029   Matters arising

a) S/15/020 STEM Accreditation

The Chair noted that the committee has asked for information on a STEM roadmap and noted that this would be covered under item S/15/031

S/15/030   Safeguarding Our Learning Community

The Corporate Governance and Planning Officer gave a presentation on the College approach to Safeguarding Our Learning Community. He highlighted the recent revision to Child Protection procedures in College to maintain the relevance of our practices, the work undertaken with Who Cares? Scotland on Corporate Parenting training for SMT; and the College approach to its' duties under the PREVENT strand of the CONTEST anti-terror legislation.

He noted that the College had seen an increase in mental health related disclosures and outlined work being undertaken to promote mental health advice and support between the Student Association and the Student Services department.

The Chair queried when professional outside support was brought in to deal with disclosures.

The Corporate Governance and Planning Officer confirmed that the staff who deal with disclosures are trained in what is within their capacity to support and when to refer to outside assistance. He highlighted the close links the College has with key external agencies and also noted that there was independent counselling services available to students who did not feel comfortable approaching College staff.

a)   Members note the content of the report

S/15/031   STEM Presentation

The Head of Department Applied Science, Maths and Mechanical Engineering gave a presentation which traced STEM within the College from strategic level down to class delivery through the College curriculum planning process.

He demonstrated the extent to which STEM provision is embedded throughout all facets of College delivery and across all teaching departments.

Members welcomed the overview of STEM within the College and queried what the College's intended direction of travel was and any targets/milestones in place in regard to STEM.

The Head of Department Applied Science, Maths and Mechanical Engineering confirmed that this would need to be developed and highlighted the importance of links into Forth Valley Schools to ensure students enter the College with an appreciation of the impact of STEM on their chosen progression route.

He further noted that the College had allocated dedicated resource to further develop the College's STEM agenda.

a)   Members noted the content of the presentation and requested that the Head of Department Applied Science, Maths and Mechanical Engineering be invited back to a future meeting to provide an update

S/15/032   Equality and Diversity Update

The Equalities Manager presented members with an update on College activity for the past year.

She highlighted an increase in transgender students and confirmed that additional protocols had been developed to support these individuals.

Members commented that not all papers going to Board/Committees have EQIA information attached and queried who made this decision.

The Associate Principal and Executive Director Information Services and Communication confirmed that the papers authors, who were mainly SMT, had been trained by the Equalities Team to apply EQIA where applicable.

The Chair recommended that the Equalities Team review a sample of papers to ensure they agreed with the assessment of SMT on equalities impacts.

a)   Members noted the content of the report

S/15/033   Student Association Report

Mr Alan Buchan presented the update on Student Association activity. He highlighted the recent successful 'refreshers' Fayres, and the continued high level of class rep activity.

a)   Members noted the content of the report

S/15/034   Outcome Agreement 2016-17

The Associate Principal and Executive Director Information Services and Communication presented the latest draft of the document. He noted this could not move towards finalisation at this time as the College's indicative funding allocation had not yet been confirmed.

He reported on the links in with SFC who have viewed and commented on the first draft of the document.

a)   Members noted the content of the report

S/15/035   Operational Plan Monitoring

The Associate Principal and Executive Director Information Services and Communication presented an update on progress against College operational targets. He highlighted two targets which were experiencing delays and explained the reasons behind this.

a)   Members noted the content of the report

S/15/036   Student Activity Report

The Associate Principal and Executive Director Information Services and Communication presented members with an update on activity levels and

highlighted the performance of the College compared to the rest of the sector for key KPI's.

Members queried the level of staff undertaking TQFE and requested that the College consider whether a target to improve these levels should be set.

a)   Members noted the content of the report

S/15/037   Review of Risk

Risk was highlighted within individual papers.

S/15/038   Any Other Competent Business

None

1. **Purpose**

   To present to members for their comment, the first draft of the 2016/17 College Operational plan.

2. **Recommendation**

   That members consider the attached and make any recommendations for change.

3. **Background**

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

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

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

4. **Key Considerations**

   The Corporate Governance and Planning Officer met with each member of SMT to capture their changes under each of their strategic themes. This information has been collated into the attached Operational Plan draft.

   The draft has been considered by SMT and recommended to the Strategic Development Committee for comment.

   Any amendments requested by the Committee will be considered and incorporated into the final version to be presented to the Board of Management for approval on 21 June 2016.

   If Board of Management approval is secured, the Operational Plan will be distributed to all staff at the start of academic year 2016/17.

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 Operational Plan is a summary document. Changes to practices arising from new operational targets, where applicable, will be subject to equalities checks.

   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	X	X
Very Low		

   Please describe any risks associated with this paper and associated mitigating actions – Failure to have a coherent operational plan in place can lead to unfocussed practice and misuse of available resource. The College's Operational Planning system is designed to ensure that plans are robust and regularly monitored.

   Risk Owner – Ken Thomson   **Action Owner –** Ken Thomson

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 – Ken Thomson   **SMT Owner –** Ken Thomson

Strategic Theme 1 - Creating a superb environment for learning

Strategic Objective - Deliver a superb learning environment for the Falkirk campus to match the quality of that already in place in Alloa and Stirling	
2016/17	**Performance Measures 2016/17**
OP - Complete Full Business Case for the new Falkirk Campus and submit to Scottish Funding Council and Scottish Futures Trust for approval.	• Submit FBC for approval Mid-September 2016
OP - 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
OP - Progress procurement phase for single stage Design and Build contract.	• Issue OJEU • Prepare Gateway 3 documentation for approval • Prepare Gateway 4 documentation for approval
OP - Progress procurement of additional land at Middlefield.	• Purchase additional land upon receipt of detailed planning permission
OPNEW – Agree FF&E for new campus	• Full FF&E documentation to be prepared and approved, incorporating room layouts and room data sheets
OPNEW – Progress sale of Branshill site	• Progress conditional legal missives for sale of Branshill site

Strategic Objective - Utilise building space efficiently, exiting sub-standard areas and maximising the use of the remaining resource to provide a high quality learning environment and services focused on learners	
2016/17	**Performance Measures 2016/17**
OP - Develop appropriate revenue and capital works programme ensuring adequate maintenance and maximising funds to the Forth Valley College Foundation.	• Approved Revenue/Capital Works 2016/17 delivered on programme and within budget
OP - Deliver on agreed Sustainability objectives.	• Maintain sustainability performance recorded across all 3 campuses
OP - Review car parking at all three campuses	• Reduced Health & Safety risk • Maximise utilisation of existing resource
OPNEW – Procure new outsourced FM maintenance contract	• Identify tendering contractors • Issue documentation and appoint contractor

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

Strategic Objective - Ensure that we review portfolio effectively to offer a curriculum that meets current and future need of stakeholders and supports progression 2016/17	Performance Measures 2016/17
OP – Refine curriculum review processes to ensure that curriculum reflects regional skills needs and delivers on college targets.	• Future curriculum plans reflect SDS regional skills plan and Stirling Skills Strategy; • Employer engagement in curriculum review, development and delivery evidenced in all subject areas; • Curriculum review processes provide accurate and timely information for curriculum decision making.
OP – Active promotion of the DYW agenda to maximise benefits to the college and its stakeholders.	• Increased breadth and volume of Foundation Apprenticeship pathways available to senior phase pupils for 2017-2019; • Increased recruitment and success rates on school-college partnership vocational courses; • Effective implementation of college role as host employer for the Forth Valley Regional DYW Group.
OP - Maintain and further develop Higher Education Initiative partnerships to enhance student success and widen access.	• Additional articulation agreements with guaranteed places secured, with particular focus on routes for school HNC candidates; • Increased success and progression on all Associate Student programmes;

Strategic Objective - Provide engaging and high quality learning experiences that deliver on the aims and outcomes of the Learning and Learner Engagement strategies 2016/17	Performance Measures 2016/17
OP - Further develop the engagement of staff and students in initiatives to embed creativity in learning.	• Creative Learning Conference 2016 results in full commitment to creative learning initiatives from the majority of teaching staff; • Positive evaluation of the impact of creative learning initiatives for students and staff;
OP – Develop a Creative Learning and Technology Strategy for 2017-2022.	• Consultation with staff, students and stakeholders completed; • Strategy approved by SMT and BOM;
OP – Develop and implement action plan in response to the Education Scotland review report (May 2016)	• Strategies in place to ensure that in theory lessons lecturers use teaching approaches that motivate and engage students fully; • Peer observation process provides robust and useful third party evidence for self-evaluation of learning and teaching; • All programme team self-evaluation reports evidence effective evaluation of learning and teaching approaches;

Strategic Objective - Build upon our current high levels of learner success in attaining qualifications and progressing to positive destinations	
2016/17	**Performance Measures 2016/17**
OP – Ensure that programme teams implement effective strategies to further increase student success.	- Student success PIs meet OA targets; - All programme team self-evaluation reports identify and track appropriate actions to increase student success; - Sustained leaver destination % return and % of leavers moving into positive destinations;

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

Strategic Objective - Ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation	
2016/17	Performance Measures 2016/17
OP - Embed inclusive practice in recruitment, selection and induction of all staff and students	- Online induction process for staff and students in place and successful - Systematically review structures on a rolling programme
OPNEW – Successfully roll out Corporate Parenting training across the College	- Identify key staff and train - Collate data on care leavers within the College - Clear processes and guidance in place
Achievements 2015/16 Equalities Duty actions embedded across College processes	

Strategic Objective - Value staff and learners by recognising and celebrating success across the College	
2016/17	Performance Measures 2016/17
OP - 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 - Training Needs Analysis is a routine element of PRDs for staff which influences and identifies CPD activity and tie into job roles
OP - Promote TQFE	- Celebrate and reward success and innovation - Increase number of TQFE trained staff to sector average
OP - Enhance employee support and benefits to value and reward staff	- Continue to review remuneration awards and benefit packages for staff - Implement a Community Awards Ceremony which recognises students achievements

Strategic Objective - Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals	
2016/17	**Performance Measures 2016/17**
OP - Invest in Organisational Development i.e. staff, culture, training	• Review, develop and implement recruitment and selection criteria and training • Undertake a review and evaluation of CPD activity and create a training programme that best fit the aspirations of the staff and organisation
OP – Design and Implement listening to employees opportunities	• Platform which encourages open dialogue for staff in place and effective • Successful implementation of the second Cultural Engagement Survey
OP - Ensure a positive approach to the National Bargaining process	• Identification of opportunities and mitigation of challenges/risks • Successful implementation of Recognition and Procedure Agreement in line with sector developments

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

Strategic Objective - Operate best practice in governance: implement and comply with the key principles of good governance	
2016/17	**Performance Measures 2016/17**
OP - Implement and comply with the key principles of good governance.	- Delivery of internal audit plan - Freedom of Information Returns - Independent external assurance from internal and external auditors - Induction programme completed for all new members - 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 - Appointment of Board Secretary

Strategic Objective - Manage resources to deliver continued financial security and long term sustainability	
2016/17	**Performance Measures 2016/17**
OP - Deliver robust financial planning and review processes	2016/17 Budget approved by Board of Management - Reforecasts presented to Finance Committee
OP - Maximise planned operational surpluses and ensure delivery thereof	- Effective allocation and management of resources through budget setting and review process - Increased non Scottish Funding Council income - Procurement Savings - Advanced Procurement for Universities and Colleges Benefits Statement
OP- Effective utilisation of resource budget	- Donation to Forth Valley College Foundation - Resource budget fully utilised - Resource Returns submitted to Scottish Funding Council
OP - Effective management of student funding resources	- External Audit - Scottish Funding Council Resource Return

Strategic Objective - Support the new Falkirk campus development project	
2016/17	Performance Measures 2016/17
OP - Manage the financial input into the project	• Financial model within Full Business Case which demonstrates affordability throughout life of project
OP - Identify and secure funding for Forth Valley College costs	• Deliver planned operational surpluses • Forth Valley College Foundation Grants • Stakeholders and partners - Contributions
OP - Maximise Forth Valley College existing resources	• Scottish Funding Council approval to retain capital receipts (Alloa and Falkirk)

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

Strategic Objective - Build and develop mutually successful client relationships with business, employers, learners and key stakeholders	
2016/17	Performance Measures 2016/17
OP - Develop and maintain strategic partnerships with key organisations connected to the college	10 strategic partnerships established and being cultivated; for example Scottish Power, FES, HES, PetroIneos, ICGL, ADL, ECITB, SDS, SCDI, CBI *5 opportunities created with key organisations for company connections to the college*
OP - Target and engage with SMEs across Forth Valley	Map the employers in the area we connect with and target to develop stronger relationships
OP - Maximise the benefits of the key information systems developed	- E portfolio fully operational and embedded across departments allowing efficient use of resources - VQMS tracking and reporting VQ delivery - Employer Engagement System utilised across departments and providing key data to target employers
OP - Create and deliver focussed marketing campaigns to raise awareness of college activities across client groups	- Agree and implement priorities with marketing to create the profile and generate opportunities - New website supports the priorities of business development

Strategic Objective - Enhance our understanding and awareness of our key sectors, our local economy and national and international environments to meet the needs of our clients and identify new business opportunities	
2016/17	**Performance Measures 2016/17**
OP - Curriculum of college reflects the skills requirements of our local economy and business community	• Curriculum conference developed and linked to commercial/business opportunities locally, nationally and internationally • Regional skills plan developed by SDS and implemented with the support of FVC • Stirling Skills Strategy implemented and supported by FVC with a focus on the digital agenda
OP - Build on the existing links with key industry groups and national groups	• College representation at local and national groups (recorded as part of HR system)
OP - Deliver Year 2 of the International Strategy	• Secure the income target for international via business engagement/commercial activities and student recruitment (both direct and university linked) • Maintain and enhance the strategic relationships formed with other colleges, universities, local authorities and other internationally linked organisations • 3 staff and student mobility projects/study trips are operational

Strategic Objective - Contribute to the College's long term financial sustainability	
2016/17	**Performance Measures 2016/17**
OP - Maintain business and generate new business	• Revised contribution levels to support the college's financial sustainability adopted • Commercial income targets and SDS targets achieved
OP - Source and gain other non SFC funding	• Develop, resource and commence the delivery of the Fund Raising and Development strategy and meet the target set for non SFC income • Monitor and report the non SFC income levels to SMT

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

Strategic Objective - Deliver an information infrastructure to meet the developing needs of a vibrant organisation	
2016/17	**Performance Measures 2016/17**
OP – Maximise effectiveness of IT through continuous improvement of Network Infrastructure	- Upgrade server rooms from 1Gb to 10Gb - Upgrade VM software to latest Microsoft standard
OP – Upgrade our communications systems to secure benefits from unified system	Phase 1 implementation of Skype for Business
OP – Design and Implement suite of IT developments to support Creative Learning to deliver best experience for staff and students	- Work collaboratively to develop and implement a joint Creative Learning Technology Strategy covering 2017-2022 - Scope IT requirements for the new Falkirk campus ensuring flexibility for advances in technology
Achievements 2015/16 Implemented additional IT flexibility to improve services and empower learners i.e. My Info	

Strategic Objective - Efficient and effective use of IT	
2016/17	**Performance Measures 2016/17**
OP - Continue to advance the service and support offered by the College's IT Helpdesk	Improved communication through the use of Service Alerts and Announcements
OP - Enhance Cyber Security through additional technology and staff awareness	- Improve resilience through additional firewall - Cyber security awareness raising through development of on-line courses

Strategic Objective - Deliver a programme of continuous improvement to enhance our information systems	
2016/17	**Performance Measures 2016/17**
OP NEW - Further develop College systems to enhance services to our students and staff	- Further develop the College dashboard to pilot using learner analytic information to identify trends within our application, enrolment, retention and attainment data to allow the development of early indicators for future cohorts, to enable earlier interventions - Build on the success of the My Info student portal through expanding functionality through phase 2 developments - Roll-out of our electronic student application approval process to all teaching Departments to improve our service to students - Upgrade and launch a new version of SharePoint to modernise and take advantage of product developments
OP NEW - Further develop College systems to enhance services to our employers and external stakeholders	- Develop and pilot the first phase of a self-service portal to allow employers and external stakeholders to access College information, building on the success of our schools application portal - Implement an e-portfolio tool to enable the more effective tracking and reporting on VQ learners - Re-engineer our VQ management system to enable more effective tracking of VQ milestones. - Roll-out our Employment Engagement System to enable more comprehensive reporting of Employer Engagement

NEW Strategic Objective – Improve the College Profile Nationally and Internationally	
2016/17	**Performance Measures 2016/17**
OP NEW – Deliver Year 2 of the Communications and Marketing Strategy	Launch of new, responsive College website
OP Encourage greater engagement with former students through the development of a robust alumni strategy	- Open an alumni portal - Further develop case studies and encourage longitudinal tracking of the careers of our graduates
OP NEW – Develop core materials to support the development of the brand Nationally and Internationally	Effective liaison with College teams to develop a bank of materials both hard copy and digital

1. **Purpose**

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

2. **Recommendation**

   That members note the content of this paper and approve the submission of the Annual Plan to the Board of Management for approval.

3. **Background**

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

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

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

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

4. **Annual Plan 2016/17**

   Project 1: Forth Valley College Estates Development

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

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

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

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

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

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

5. **Financial Implications**

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

6. **Equalities**

Assessment in Place? – Yes ☐   No ☒

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

7. **Risk**

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

	Likelihood	Impact
Very High		
High		x
Medium		
Low	x	
Very Low		

There is a risk that if the College does not receive grant funding from Forth Valley College that the estates project becomes unaffordable and the project does not go ahead.

Forth Valley College Foundation has already committed to support the estates project through a previous grant application for £1.8m which the College has not required to drawdown against to date.

Risk Owner – Alison Stewart   **Action Owner -** Alison Stewart

8. **Other Implications –**

Please indicate whether there are implications for the areas below.

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

Paper Author – Alison Stewart   **SMT Owner –** Alison Stewart

1. **Purpose**

    For Strategic Development Committee to approve the latest revision of our Outcome Agreement for Session 2016-17. Earlier draft versions have already been viewed by members of the Strategic Development Committee in November and February. These versions have also been submitted to SFC, with all feedback incorporated in to the version commented on by members in February.

2. **Recommendation**

    That members approve the College's Outcome Agreement for Session 2016/17, and recommend approval of the document to the Board of Management, pending approval of the College's Operational Plan by members.

3. **Background**

    SFC have provided very positive feedback on our early versions of our 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. SFC issued final funding allocations to Colleges for 2016-17 on 9th May, allowing the document to be presented today for approval as our final version (pending approval of the College's Operational Plan by members).

4. **Key Considerations**

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

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

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

- The section on sustainability has been updated.
- The section on ELS has been updated.
- The section on meeting additional support needs has been updated.

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

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

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

The indicative Outcome Agreement timeline is shown, for information:

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

5.   **Financial Implications**

Please detail the financial implications of this item – None.

6.   **Equalities**

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

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

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

7.   **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	x	x

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

Risk Owner – David Allison   **Action Owner –** David Allison

8.   **Other Implications –**

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications – Once finalised our Outcome Agreement will be published on our Website, and communicated to College staff.

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

Forth Valley Region

Forth Valley College
Outcome Agreement
2016-17

May 2016

Version 1.4

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 2016-17, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

Reporting

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

Executive Summary

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

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2012-13 all of our top level achievement PIs for Full Time FE, Full Time HE, Part Time FE and Part Time HE were higher than comparative sector average achievement rates. In Session 2013-14 we increased all of our top level achievement PIs. In Session 2014-15 we increased our achievement PIs for Full Time HE, Full Time FE and Part Time FE, while Part Time HE remained the same. Through this outcome agreement we are aiming to further increase achievement from Full Time FE, Full Time HE and Part Time HE learners by 3% points from our base-line of Session 2011-12, while increasing Part Time FE achievement by 1% point over the same period.

Whilst we note SFC's static situation for Forth Valley College, which is reflected in our overall funding and activity targets for session 2016-17, we believe, on a regional and national basis, we will have increased demand. That being the case we would wish to review future year activity targets in partnership with SFC.

Part 1 - Regional context statement

College region   Forth Valley

College regional grouping   Forth Valley College

Funding
College region Forth Valley will receive £19,964,583 from the Scottish Funding Council for academic year 2016-17 to plan and deliver further and higher education in the region.

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

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

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

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

Priority Outputs to be delivered in AY 2016-17

The year three operational plan coming from our Strategic Plan for 2014-18 sets out the priority outputs to be delivered in AY 2016-17. The Board of Management of Forth Valley College approved the Strategic Plan in December 2013. Our priority outputs are:

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

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

3 – Instil an energy and passion for our people, celebrating success and innovation
- Embed inclusive practice in recruitment, selection and induction of all staff and students.
- Successfully roll out Corporate Parenting training across the College.
- Develop and deliver an Employee Learning and Development strategy which identifies and retains talent.

5

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

4 – Lead as a business that is a champion for governance, financial control and balanced risk taking
- Implement and comply with the key principle of good governance.
- Deliver robust financial planning and review processes.
- Maximise planned operational surpluses and ensure delivery thereof.
- Effective utilisation of resource budget.
- Effective management of student funding resources.
- Manage the financial input into the Falkirk Campus Estates Project.
- Identify and secure funding for Forth Valley College costs.
- Maximise Forth Valley College existing resources.

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

6 – Deliver a whole system approach which is simply effective, efficient and consistent
- Maximise the effectiveness of IT through continuous improvement of our network infrastructure.
- Upgrade out communication systems to secure benefits from unified systems.
- Enhance Cyber Security through additional technology and staff awareness.
- Further develop College systems to enhance services to our students and staff.

6

- Further develop College systems to enhance services to our employers and external stakeholders.
- Deliver year 2 of the College's Communication and Marketing Strategy.
- Encourage greater engagement with former students through the development of a robust alumni strategy.
- Develop core materials to support the development of the Forth Valley College brand nationally and internationally.

| **Signed by College Region**	**Signed by SFC**
INSERT SIGNATURE	*INSERT SIGNATURE*
Hugh Hall Regional Lead Forth Valley College Date: x May 2016	**Laurence Howells** Chief Executive Scottish Funding Council Date: x May 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 over 300,000 residents, with a demographic profile in line with Scotland, although Forth Valley has witnessed slightly larger population growth compared to Scotland over the period of 2004 to 2014:
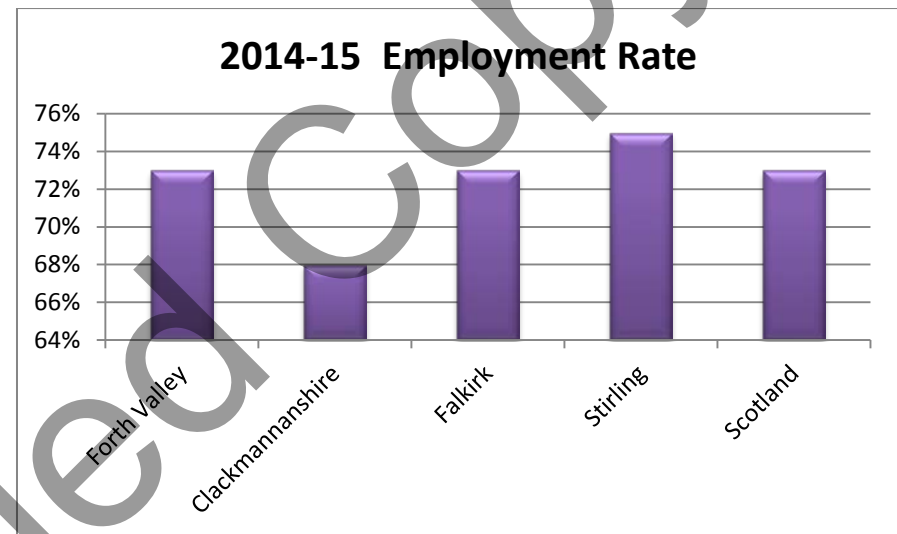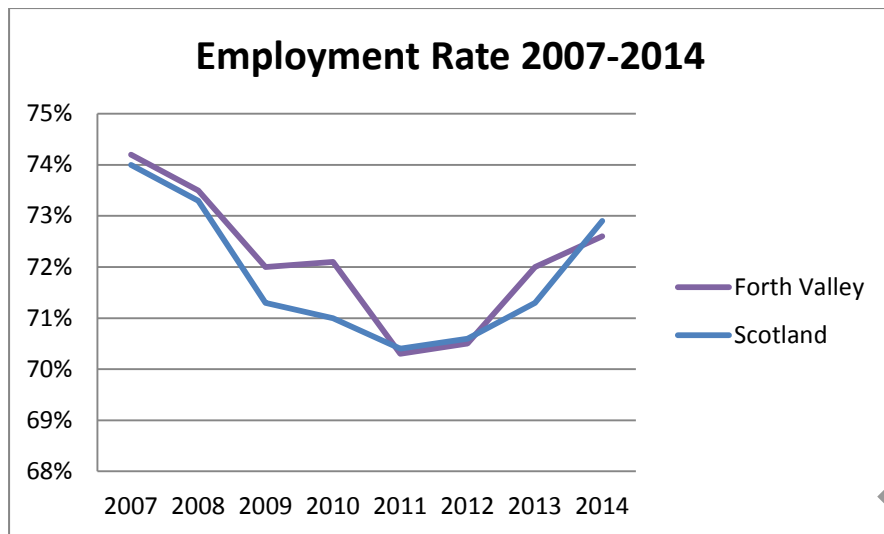
% Growth: All Ages 2004-2014
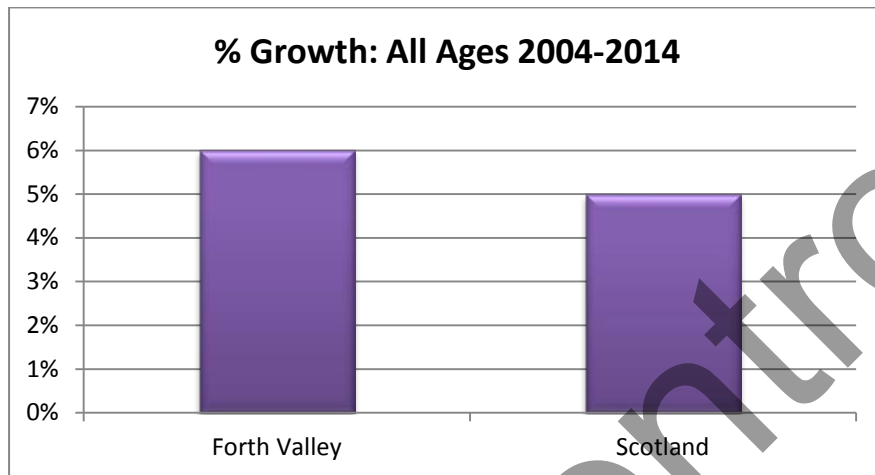
Within the 16-19 age group there has been a 7% growth in Forth Valley, while there has been a 3% reduction in population in Scotland over the period from 2001 to 2014:

% Growth: 16-19 Year Olds 2004-2014
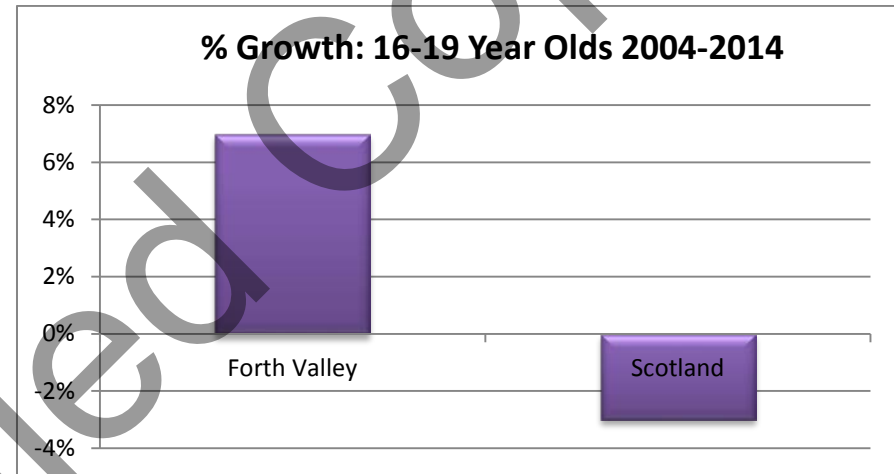
The projected growth in population of Forth Valley from 2014 to 2024 is 5%, which is slightly higher than the 4% projected growth in population of Scotland over the same time period. Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10), with Forth Valley only having 4% of the 10% most deprived data zones in Scotland.

Labour Market

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

8

Employment Rate 2007-2014

Forth Valley
Scotland

2014-15 Employment Rate

Forth Valley, Clackmannanshire, Falkirk, Stirling, Scotland

There are 1,000 fewer people in work in the region now compared to 2007, with the majority actively seeking work. Employment rates within Forth Valley's constituent Council Areas have all fallen since 2007, and currently vary, as demonstrated in the following table, with Clackmannanshire having a lower rate, and Stirling having a higher rate, than the Scottish and regional average.

Youth unemployment within the Forth Valley region has fallen from 2014 to 2015, but remains above the national average. We have witnessed drops in youth unemployment over this time period across all of our local authority areas, however the following chart demonstrates how significant an issue youth unemployment is within Clackmannanshire, which can be masked within the regional average.

9

Youth Unemployment (16-24 age group) 2015

Highest Level of Qualification 2014

Legend: ■ Forth Valley ■ Scotland
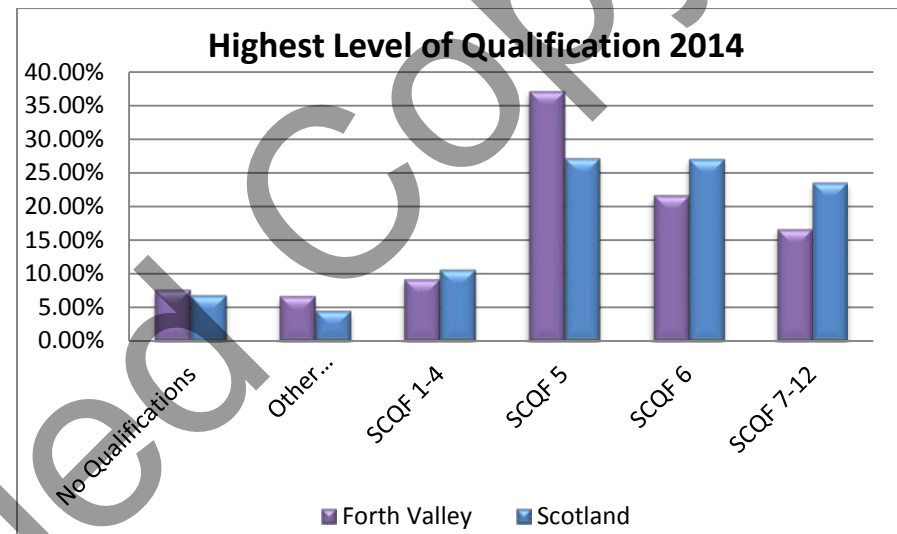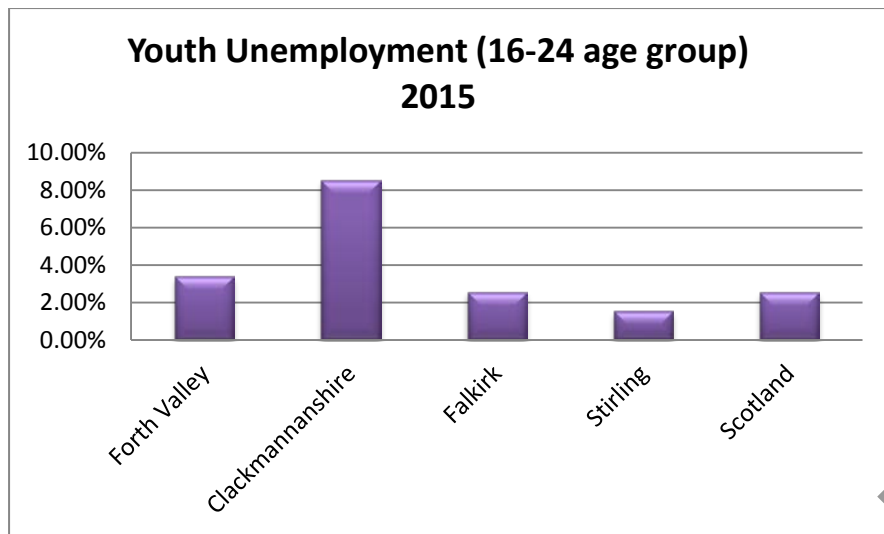
Education and Attainment

The proportion of school leavers going into HE (including College HE provision) and FE has increased by twelve percentage points over the period of 2007-08 to 2014-15, while the number of school leavers entering employment has fallen by three percentage points. The number of school leavers unemployed has fallen by nine percentage points over the same time period. Forth Valley has fewer young people aged 16 to 24 with higher level qualifications (SCQF Levels 7-12) and therefore a lower percentage of the working age population have a higher level qualification relative to Scotland as a whole.

Post 16 Education & Training

Around 90% of students at Forth Valley College live within the region, half of which live in Falkirk. Forth Valley College plays a key role in providing opportunities for young people within the Forth Valley Area evidenced by the high participation rates at the College of school leavers. Within Falkirk 20.9% of 2013-14 school leavers entered FE, while a further 12% entered HE in Colleges, with the majority going to Forth Valley College. Within Clackmannanshire 27.7% of 2013-2014 school leavers entered FE, while a further 11.5% entered HE in Colleges, with the majority going to Forth Valley College. Within Stirling 19.6% of 2013-14 school leavers entered FE, while a further 11% entered HE in Colleges, with 36% of these going to Forth Valley College.

The college is working with its local authority partners to increase the number of school leavers entering FE from 2016-17 onwards, in particular those who might otherwise become Unemployed

10

Seeking, through innovative partnership programmes, including the jointly delivered School-College Opportunities to Succeed (SCOTS) programme, which offers guaranteed progression.

Workforce Profile

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

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

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

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

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

Meeting the needs of learners

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

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

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

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

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

The development of a new Falkirk Campus to provide students with the same opportunities and learning experience that are currently delivered at our Alloa and Stirling campuses remains a priority for the College. In February 2016, the College, with support from Scottish Funding Council and Scottish Futures Trust, completed a draft Full Business Case for a new Falkirk Campus Headquarters located on the extended Middlefield site in Falkirk. Good progress continues with the design.

We will continue to map local provision to key industries and learner need across all campuses. This approach has enabled the development of an efficient hub and spoke system of learning provision across our campuses, with Science/Engineering centred in Falkirk, Hospitality and Creative Industries centred in Stirling and with Alloa becoming the centre for Business, with most campuses offering access and progression to all the main college disciplines. A map of provision across our campuses is shown below:

12

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

Creative Learning

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

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

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

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

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

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

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

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

Close Working with Community Planning Partnerships

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

- Community Planning Partnerships (CPP) – Including Strategic Boards and full partnership in the development of Single Outcome Agreements
- CPP Local Employability Partnerships and associated sub-groups.
- CPP Local Education Partnership Groups

- Forth Valley PACE Partnership (all three local authorities, SDS, Job Centre Plus, third sector and Forth Valley College)
- 16+ Learner Choices and Opportunities for all
- Head Teacher and Principal Teacher Forum
- Engagement with the Single Outcome Agreement process for three local authorities.
- Forth Valley G7 (Consortium of key public sector Chief Executives across Forth Valley)

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

Falkirk CPP was audited by Audit Scotland in 2014 and the college has played a significant role in a Community Planning Improvement Group (CPIG) to implement the recommendations following the audit. Part of this was the establishment of a CPIG and the associated sub groups where the college is represented across all elements from partnership governance and community empowerment to resource planning and performance management. It has led to a new partnership agreement across all the partners in the CPP in the Falkirk area which will support the development of the next Strategic Community Plan.

The Local Employability Pipeline and Local Provision

The Local Skills Pipeline and associated intervention aims to equip individuals with the core transferable and vocational skills to enter and progress within the labour market. Forth Valley College works

with each Local Authority and Local Employability Partnership (LEP) to secure best value for public investment minimising duplication, enhancing services and maximising opportunities for local residents and employers.

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

More than 90 delegates attended the conference - including Councillor Johanna Boyd the Leader of Stirling Council and Dr Ken Thomson Principal of Forth Valley College and Chairman of the Stirling LEP. The conference provided partners with the opportunity to share best practice and knowledge and promote how they are helping local people access jobs and training. Topics on the agenda included maximising 16+ choices, the Curriculum for Excellence, widening participation and the ways in which organisations are addressing recommendations from the Wood Commission's report for developing Scotland's Young Workforce, "Education Working for All". Delegates took part in a series of workshops covering Core Skills, Opportunities for All, Aspire Adult Learning, Third Sector Volunteering, My World of Work and also a Q&A session with a panel containing experts from Stirling Council, Forth Valley College, Job Centre Plus, SDS and Stirlingshire Voluntary Enterprise.

Meeting the Opportunities for All guarantee

Forth Valley College is working very closely with local partners to review, in particular, access level provision to ensure our curriculum meets the needs of Forth Valley's young learners. An example of this is College staff are working closely with staff in local schools to develop a detailed understanding of individual learner aspiration for Christmas Leavers, and placing learners on College courses. We have set a target of increasing the proportion of Credits delivered to learners aged 16-19 by over 3% to 56% from our 2011-12 baseline. The level and type of provision aimed at school leavers varies across our three campuses, and aligns with local need. This is achieved through regular dialogue with schools, Local Authorities, SDS and analysis of available information such as the School Leaver Destination Return/Participation Measure.

The College has also developed a portal with Falkirk Council and SDS which provides Council and School staff, along with SDS Careers staff, access to real-time College application information for School pupils with the aim of providing enhanced support for school pupils in their application, and also to enable better tracking of young learners to help ensure they secure a positive transition from School. We aim to make this information available to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government, and conversations are commencing with other Colleges to explore knowledge transfer.

Developing the Young Workforce Implementation Plan 2016-17

Background

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

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

Building on this strong baseline, we have been focussing on developing responses to the recommendations of the report of the Commission for Developing Scotland's Young Workforce, "Education Working for All" and the Scottish Government's Youth Employment Strategy (December 2014).

In 2015-16 we are offering six HNC subjects (Hospitality Management; Electrical Engineering; Computing Science; Sports Coaching; Early Education and Childcare; and Civil Engineering). Successful completion of these HNCs (over two years) guarantees a place on a full-time year 2 HND course in the college and there are also well-established articulation routes in place from these HNCs into year 2 of degree programmes at a number of HEIs.

This year we also introduced pilot delivery of two Foundation Apprenticeship Pathfinder programmes, in conjunction with SDS, in

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

We also continue to offer the jointly delivered School College Opportunities to Succeed (SCOTS) programme for pupils entering the Senior Phase (S4) who see college as a potential post-school destination, but are unclear about their choice of vocational area or future pathway and are deemed to be at risk of low achievement and a potential negative destination. This programme has now been extended to all three local authority areas, with 118 pupils from Falkirk, 99 from Stirling and 26 from Clackmannanshire taking part.

The programme is unique, in that all the secondary schools work in close partnership with the College to co-deliver the programme. As well as attending the College tasters, pupils are supported by their schools to undertake an employability award based around their experiences on the College programme. Successful pupils are guaranteed a place on a vocationally specific partnership course the following year and then into an appropriate full-time college course when they leave school.

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

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

The following implementation plan for 2016-17 and beyond has been jointly developed with our local authority partners and, where appropriate, with Skills Development Scotland (SDS) and employers. Both of the local authority education services, as well as the college, have put in place dedicated staff at an appropriately senior level to facilitate the planning and implementation.

Implementation Plan

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

- To continue to support clear vocational progression pathways for senior phase school pupils at risk of low achievement and negative post-school destinations, including young people who are looked after or care leavers and others with additional support needs. This will be achieved through continuing alternative curriculum provision on all three college campuses and sustaining the SCOTS programme and its guaranteed progression pathways;

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

- To prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific). There are two exceptions to this, which have been agreed by Falkirk Council as priority pilots, which will be rolled out to all of the schools in future, should they be successful.

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

- To engage more fully with employers in the design and delivery of school-college vocational pathways for senior phase pupils. This is perhaps the biggest challenge and will remain a priority in 2016-17. The college will use its extensive employer networks to support this and will also take a proactive role in the development of Forth Valley's Developing Young People Group. Employers will also be directly involved in providing placements and other input into the developing Foundation Apprenticeship programmes;

- To share knowledge and resources and build capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment. We will implement a planned programme of engagement with schools, including pupil and parent information events; CPD for teachers and pupil support staff; and visits to college campuses.

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

17

Falkirk

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

In 2016-17 we plan to continue with the successful delivery of a good range of Skills for Work (or equivalent) qualifications. We currently offer these at both SCQF levels 4 and 5 in some subject areas. Whilst we have an overall aim to increase achievement at SCQF level 5 and above, some of the more vulnerable learners coming through our SCOTS guaranteed progression route are not yet ready to achieve at SCQF level 5 and the level 4 courses provide an appropriate pathway for these young people. We will try, where possible, to elevate all of these to SCQF level 5 in 2016-2017, however only if our progressing SCOTS learners will cope with this level of study.

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

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

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

Clackmannanshire and Stirling

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

In Clackmannanshire, there is a much narrower vocational offer available than in Falkirk and Stirling, however there is the need for a higher number and proportion of alternative curriculum places available to senior phase pupils who are disengaging from learning. These courses include more supported vocational taster

experiences, and provide a transition experience for young people not yet ready to undertake a full vocational qualification.

In Clackmannanshire, at present, the degree of readiness to adopt new approaches to senior phase vocational learning (amongst school staff, pupils and parents) is still lower and we are working hard within the schools to raise awareness of the value of vocational pathways and to raise aspirations. The SCOTS programme has now been made available to Clackmannanshire S4 pupils from 2015-16 and this should encourage greater progression onto vocational courses. In addition, there are now small numbers of Clackmannanshire school pupils accessing vocational courses, including Foundation Apprenticeships, on other college campuses.

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

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

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

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

20

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

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

SHEP Schools

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

Grangemouth High, Bannockburn High and Lornshill Academy have higher allocations of places on the School-College Opportunities to Succeed (SCOTS) course than other schools (normal allocation is 12 places per school). Alloa Academy chose not to participate in this initiative due to timetabling difficulties, however we have worked closely with Alloa Academy and Lornshill Academy over a number of years to offer two "bespoke" transition courses for them (the first two in the table below), aimed at pupils at risk of disengagement or of leaving school to a negative destination, and progression rates into FE from these courses has been very good. We are also working with Bannockburn High on a new initiative to offer ECDL to senior phase pupils, as a way of introducing them to the college and to college staff. A further recent initiative was a joint venture between the college, Lornshill Academy and SP Energy Networks, where a group of pupils spent the day at the Falkirk Campus learning about apprenticeships and careers in power transmission and experiencing a practical activity on the SP Energy Network power-line training poles situated at the college. This inspired all of the participating pupils to apply for apprenticeships they would not have known about without attending.

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

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

23

CPD Plan

Forth Valley College has benefited from a bespoke approach to CPD and staff development strategies. We have a number of ways in which we approach and tailor our staff development process which benefits the employee, line manager and department. Compliance training as well as role specific training is identified and recorded in the employees' appraisal (Personal, Review and Development) which creates a positive impact on the culture and focus towards CPD which is evident in the employee uptake, engagement and feedback.

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

Delivery of talent management programmes aimed at managers and Senior Management team allows the College to enrich leadership and management skills to deliver the College's mission, vision and values.
TQFE is prioritised for staff who will be working with students, and is spread across all academic departments. PDA is also identified

for academic staff to support development and skills. A collaborative approach is adopted in sharing best practice throughout the college and within the sector. Several opportunities have been identified to enhance CPD such as the Staff Development Collaborative Group (SDCG) which focuses on shared CPD between colleges and utilises in house resource and talent. The College has successfully held a Creative Learning conference and continues to implement a creative learning culture amongst our staff, this focus is maintained by the Colleges Creative Learning Action Community.

Articulation

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

In 2015-16, in partnership with the University of Stirling, we delivered four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Conservation Management; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, while they undertake their HND in college, they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of wider student life, most of the students on these programmes stay in the University Halls of Residence and

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

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

The above provision will lead to an expected 130 successful students achieving HNC/D qualifications in June 2016 and "articulating" with advanced standing to degree courses at our partner institutions in 2016-17.

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

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

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

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

STEM Assured Status

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

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

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

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

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

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

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

Gaelic Provision

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

Foreign Language

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

Sustainability

Forth Valley College recognises that the changing climate will have far reaching effects on Scotland's economy, people and environment. Consequently, the commitment to carbon reduction remains a key strategic objective for the College, within the college mission statement of "Making Learning Work." Carbon reduction forms part of the overall sustainability agenda, for which the College initially received recognition at the College Development Network Awards in December 2014, and continues to progress a "whole college approach" with the introduction of the Environmental Association of Universities and Colleges (EAUC) Learning in Future Environments (LiFE) initiative. The LiFE initiative adopts a self assessment tool for 4 key themes- each with their own objectives;

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

Our vision is to continue to lead by example in all our activities and to ensure that learners are aware of the impact their actions will have, on the environment. This commitment is supported by the

College Green Sustainability Statement that is approved annually by the Board of Management and Senior Management Team.

The College, through its partnership with the EAUC and re-signing of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating. The college remains on target to reduce t(CO_2) levels by 25% from the baseline figure of 2873.35tCO_2 by the year 2020. The figures from August 2015 illustrate a cumulative 17.78% reduction from the baseline year to date.

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

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

27

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 working towards a Graduate Apprenticeship (GA) model in association with Heriot Watt University. The need identified was for trained technicians as well as industry-ready graduates and this programme was seeking to allow different exit points to meet these requirements. The technician portion of the programme sets the core engineering

28

concepts that can then be built upon towards professional engineering qualifications. In 2015-16 we have been piloting HND and PEO2 provision alongside work experience and company led project activity. The concept however has evolved further and the drive from SDS is for the graduate apprentice to be employed from day 1 and to have a substantial proportion of the programme being work based for both the college and the university elements. We are now working with both Heriot Watt and Glasgow Caledonian universities as well as some key employers to develop this further and look at how we can integrate into a work based programme ensuring the employees acquire the skills, knowledge and competence necessary to work and progress in the engineering sector. Development of this will be undertaken in 2016/17 with a target to recruit and operate the programme from August 17.

Employer Engagement

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

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

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

The Electrical Instrumentation and Chemical Engineering (EICE) and Applied Science, Maths and Mechanical Engineering (ASMME) departments continue to work with Scottish Power to reflect on-going needs in the sector from craft apprenticeship, adult apprenticeships and higher level awards. Cross departmental working between the client managers in Business Development and the lecturers in both departments ensure that we are adapting and flexing elements of the training programme to ensure the apprentices are work ready and skilled for their progression out into industry.

The ASMME Department continues to work closely with Shell UK and Ireland in the delivery of courses for the up skilling of Shell

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

Through our success with the Energy Skills Challenge Fund and our connections with the Chemical Sciences Skills Investment Plan, the EICE Department is also working with three local companies to develop a bespoke up-skilling instrumentation course to resolve the issue of suitably trained instrumentation personnel. It will be targeted at electrical trades' people and be offered on a one day per week basis to match the company's utilisation of key staff. We have also recently started discussion with GSK and Ineos O&P to develop a transition programme for automation engineering skills and this could be widened out to other employers within the chemicals sector. Our partnership with Scottish Power continues to grow with the College now providing training for their apprentices, Transition training for up-skilling, training for their contractors, along with delivery of their Advanced Apprenticeship course to HND level.

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

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

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

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

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

The Department has also developed a bespoke Management Training Programme with FES. Eight FES employees operating in a 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.

Employability

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

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

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

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

Employer Engagement Systems Development

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

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

Work Placements

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

Engineering. Part of our Employer Engagement systems development is to introduce a central work placement reporting tool which will allow greater transparency and monitoring of progress towards this target.

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

Access, equality and diversity

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

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

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

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

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

The College has a separate Equality Outcome Plan which outlines how we will meet the General Equality Duty to eliminate discrimination, advance equality and foster good relations. The Equality Outcome Plan is aligned to the themes of the College Outcome Agreement and establishes key equality actions and measures to be achieved over the period 2016-17. As part of our continued process to mainstream equalities throughout all aspects of College operations, the priority equalities targets are included in this agreement.

Meeting additional support needs

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for learners with additional support needs. Support is tailored to individual circumstances with the learner at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with learners and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current learners are informed of support available and how to access it – learners are able to disclose support needs at any time during their time at College. Currently, in Session 2015-16, we are currently providing ELS to 590 students with a wide range of additional support needs from acquired brain injury, short term memory loss, dyslexia or asperger syndrome to mental health difficulties, completing a range of programmes at all levels.

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

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

We completed an Equality Impact Assessment (EQIA) on the ELS service in 2014. It suggested a number of ways in which we could attempt to improve our service, the key one being improving the joined up approach across college to supporting learners and getting the message about support available out to all staff holding different roles in college. We are reviewing our service delivery and how we reach students who require support. The service was rebranded as Learning Support service in Session 2015-2016 and we have seen a large increase in the number of referrals since then.

In Session 2016-17 we are planning to work with students who have had benefit from our service (helped them stay on course/achieve), and use their experiences to formulate case studies to use in service marketing purposes. The aim is that real people feeding back their experiences of ELS may encourage others to seek this support. One area where we received excellent feedback from students was in the department of Creative Industries where a project to maximise inclusion using technology to enhance the student experience was developed. As a result of this project students were able to access a dedicated FVC youtube

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Safeguarding

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

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

responsibility of all staff in reporting possible cases of abuse or harm to the Safeguarding Team;

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

Meeting Diverse Needs

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

Enable Transitions worker supports learners to secure suitable work placement opportunities. Adults with severe and complex needs access our evening provision which is practical in nature (drama, music, art). The programme of study is accredited with SQA units at Access 1 level.

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

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

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

39

Gender

The College's overall enrolment figures demonstrate our commitment to gender equality with 48% of all enrolments being from female students in Session 2014/15, which is consistent with the previous session. At subject level there is under-representation of females within STEM subjects, which has been highlighted as a target, however this isn't a quick or easy fix. The College has a number of initiatives with one example being our STEM club which is aimed at primary aged pupils, and has attracted more females than males. The purpose of these courses is to spark an enthusiasm of young (predominantly female) learners in STEM subjects. We have also launched Primary Engineers where College Engineering staff are visiting primary school pupils to engage them in Engineering at an early age. For every school visit female engineering staff have been involved to highlight that Engineering is a career path for both sexes.

Our School-College Opportunities to Succeed courses are designed to provide a taster of subjects for school pupils entering their senior phase, and these courses have been deliberately designed to allow both females and males to experience subject areas they may not have experienced before eg females experiencing Construction & Engineering, and males experiencing Hairdressing & Care. From its first year of running two males progressed on to Childcare courses from this course.

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

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

Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-18: Empowering Learners clearly sets out 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, specifically our Strategic Development Committee, which ensures that the student body is also involved in strategic discussions related to our Outcome Agreement and in its approval.

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

Part 2 - Outcomes & targets

Outcome progress table

Indicator	Performance				Targets		Note
	Baseline 2011/12	**2012/13**	**2013/14**	**2014/15**	**2015/16**	**2016/17**	
SFC Priority - Efficient and sustainable							
FVC Strategic Objectives – Leading as a business that is a champion for governance, financial control and balanced risk taking. Delivering a whole system approach. Simply effective, efficient and consistent. Creating a superb environment for learning.							
1. Gross carbon footprint (three-year period)	2810.79 tCO2	2632.39 tCO2	2379.00 tCO2	2372.00 tCO2	2284.80 tCO2	2239.11 tCO2	
SFC Priority - Right learning in the right place							
FVC Strategic Objective – Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly							
Volume of Credits delivered - Core Grant	82,232	80,072	84,391	84,301	83,984	83,984	
Volume of Credits delivered – ESF				1,954	2,230	2,230	
Total Volume of Credits delivered	82,232	80,072	84,391	86,255	86,214	86,214	
Proportion of Credits delivered to learners aged 16-19 and 20-24:							
Total Credits delivered to 16-19	43,944	43,251	43,553	42,419	47,264	48,279	
Proportion delivered to 16-19	53.4%	54%	51.6%	49%	55%	56%	
Total Credits delivered to 20-24	14,366	14,950	18,342	17,899	17,187	17,187	
Proportion delivered to 20-24	17.5%	18.7%	21.7%	21%	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	25,213	34,944	27,500	
Proportion delivered to 16-19	58.8%	57.0%	54.8%	52%	58%	55%	
Total FT Credits delivered to 20-24	9,892	9,843	11,349	10,821	13,255	11,000	
Proportion delivered to 20-24	19.5%	20%	22.7%	21%	22%	21%	

Indicator	Performance				Targets		Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	
Proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland: Number of Credits delivered to MD10	8,470	8,246	8,247	8,714	9,023	9,109	
Total number of Credits delivered in region	82,232	80,072	84,391	86,255	86,214	86,214	
Proportion	10.3%	10.3%	9.8%	10.1%	10.5%	10.6%	
Volume of Credits relating to learners from different protected characteristic groups and care leavers:							
Gender	48% Female	47% Female	46% Female	47% Female	48% Female	49% Female	
Ethnicity	2% Ethnic Minority	2% Ethnic Minority	2% Ethnic Minority	2% Ethnic Minority	3% Ethnic Minority	3% Ethnic Minority	
Disability	10% from learners who have disclosed a disability	10% from learners who have disclosed a disability	14% from learners who have disclosed a disability	11% from learners who have disclosed a disability	10% from learners who have disclosed a disability	10% from learners who have disclosed a disability	
Care Leavers	15	18	21	151	28	125	
Volume of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement	340	482	369	343	340	340	
Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	5,076	3,645	3,704	7,470	5,000	5,000	
Volume and proportion of Credits delivered to learners from SHEP schools (ie Secondary schools with consistently low rates of progression to higher education)						3,019 Credits 14% of HE Credits	New Measure
Volume and proportion of Credits delivered to learners enrolled on STEM courses						20,500 Credits 24%	New Measure

Indicator	Performance				Targets		Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	
SFC Priority - High quality learning							
FVC Strategic Objective – Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly							
Percentage of enrolled students successfully achieving a recognised qualification:							
FE - Full time - Total enrolments	2120						
FE - Full time - Successfully completed	1410						
FE - Full time - Proportion	66.5%	68.8%	70%	71%	71%	72%	
HE - Full time - Total enrolments	1251						
HE - Full time - Successfully completed	890						
HE - Full time - Proportion	71.1%	71%	72%	79%	73%	74%	
FE - Part time - Total enrolments	4452						
FE - Part time - Successfully completed	3786						
FE - Part time - Proportion	85%	89.2%	91%	91%	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%	89%	
Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing:							Includes HEI Articulation Learners (103 learners in Sessions 2015/16 onwards)
Number of AS articulating students	113	91	n/a	n/a	190	192	
Number of HND/HNC leavers	756	721	n/a	n/a	900	905	
Proportion	14.9%	12.8%	n/a	n/a	21.1%	21.2%	
Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying							
Number	1,415	1,465	1,561	n/a	1,565	1,565	
Proportion	92%	93%	94%	n/a	93%	93%	

44

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	259	285	300	
Number of full-time learners with substantial "work experience" as part of their programme of study	415	458	476	542	570	600	
Number of senior phase age pupils studying vocational qualifications delivered by colleges						527	New Measure
Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges						2,586 Credits 3% of all Credits	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%	67%	70%	80%	
Increase the equalities data return rate for learners	100%	100%	Our return rate for faith/belief was 99%; sexual orientation was 96%. All other protected characteristic return rates were 100%	42%	50%	60%	For Sessions 11/12 and 12/13, we have collected data on 4 protected characteristics – age, disability, gender and ethnicity. From 13/14 we have asked for data on all 8 protected characteristics – age, disability, gender, ethnicity, sexual orientation, marital status, gender reassignment and religion. This data then becomes baseline data for all protected characteristics.
Increase the number of published impact assessments	9	11	13	15	15	15	We also consider that our self-evaluation process which analyses student profile, retention and attainment by equalities profiles to be an inherent assessment of impact

Indicator	Performance				Targets		Note
	Baseline 2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	
Increase the number of women studying STEM subjects within:							
Applied Science and Computing	39%	34%	39%	39%	39%	40%	
Engineering	4%	3%	4%	5%	4%	5%	
Ensure that the satisfaction of learners with protected characteristics will be at least equal to the satisfaction of overall learners	n/a	n/a	97%	95%	95%	95%	An equalities question was added to the post entry survey asking how satisfied learners were that the college promoted a culture of respect, this revealed that 97% of learners were either very or fairly satisfied. Further surveys will take place to gain an understanding of the overall learner experience for learners with protected characteristics.

1. **Purpose**

   To update Strategic Development Committee on the Stirling Care Village project developments.

2. **Recommendation**

   That Strategic Development Committee note the content of this report and support Forth Valley College's involvement with the project.

3. **Background**

   Stirling Care Village will bring together on one site, a range of health and social care services that will include:
   - 116 bed integrated care hub (including inpatient, rehabilitation, reablement, dementia care and third sector services);
   - General Medical Services;
   - Community Nursing;
   - Minor Injuries Unit;
   - Diagnostics;
   - GP Out of Hours Service; and
   - Scottish Ambulance Service.

   NHS Forth Valley, Stirling Council and the Scottish Ambulance Service are core partners and as such have collective responsibility for capital and operating costs.

   Forth Valley College is an enhanced partner and a member of the Project Board. Enhanced partners do not have financial liability and our focus is on the provision and further development of training support roles - although there may be other opportunities available to us as the project develops. In summary, we aim to:
   - Identify relevant existing entry level qualifications and courses for clinical and non-clinical roles;
   - Develop on-going CPD for support and professional roles;
   - Develop bespoke provision;
   - Utilise student placements;
   - Facilitate volunteering opportunities for our learners; and
   - Make a sustained appropriate contribution to the strategic and operational direction of the Care Village.

   This initiative presents us with a number of significant strategic opportunities which mirror, or are complementary to, those currently driving Forth Valley College forward.

Working closely with significant partners to shape a unique living and learning environment – the first of its kind in Scotland.

Not only with this enhance our position amongst these partners within this innovative and imaginative development, it will provide learners for generations to come with learning opportunities and working environments that will not only meet existing aspirations, but create the conditions necessary to raise them.

Making a sustained and substantial contribution toward improving the lives of vulnerable people within our community

There can be little more motivating to staff and students than to work hard to make a positive difference to the lives of vulnerable people. To make that difference for an entire community and care environment designed solely for that purpose will serve to enhance that motivation and sustain it over the years.

Creating a learning and working environment that are demonstrably mutually encouraging, supportive and enabling.

We have here an opportunity to influence a coherent and comprehensive working environment that focuses as much on skill up-grade and further development as it does on simply getting the job done. This is clearly excellent for staff morale and the daily living circumstances for residents and it also has noteworthy reputational potential for the college well beyond the academic department most closely associated.

Timeline
- **August 2011**: Initial Agreement between strategic partners finalised;
- **September 2012**: Scottish Government approval of Initial Agreement documentation;
- **January – December 2013**: Options appraisals, Health and Social Care stakeholder consultations and preferred way forward agreed;
- **December 2013**: Draft Outline Business Case developed;
- **November 2013 – September 2014**: Development of draft layouts, design and site plan;
- **January 2015**: Finalised Outline Business Case submitted and approved by Scottish Government;
- **April 2015-October 2015**: Development of Full Business Care;
- **August 2015**: Stirling Council notification that planning will be granted subject to conditions;
- **August 2015**: Works begin on site;
- **November 2015**: Scottish Futures Trust indicate resolution of ESA10 issue;
- **January 2016**: approval of Full Business Case (part 1) by strategic partners;
- **January 2016**: Full Business Case (part 1) submitted to CIG;
- **January – March 2016**: Stakeholder workshops on final design and layout;

2016 onwards

A workforce training development work stream (WTDW) will be created following the approval of part 2 of the full business case, and Forth Valley's contribution will turn specifically to the strategic and operational development of our business interests. It is early days in this context but partners have already expressed a desire to create a Health and Social Care Skills Academy which will be promote excellence, be innovative and draw upon best practices nationally and internationally. At this point it is aspirational but it entirely consistent with our own mission, vision and values.

Element	Start Date	End Date
Project partners Board Sign off • NHS Forth valley • Stirling Council • Scottish Ambulance Service • Forth Valley College • Joint Integration Board	12th May	22nd June
Capital investment Group	10th May	7th June
Financial Close	30th June	30th June
Workforce Training Development Work Stream Commences	30th October	
Handover and occupation of facility	August 2017	

4. Key Considerations

• The strategic significance of this project, our participation and the fit between that and our current strategic drivers;
• Low financial outlay and on-going risk. Our legal liability is similarly negligible due to our enhanced, and not core, partner status;
• Strategically advantageous linkages out with and within the college (e.g., with Business Development (MAs), Curriculum and Quality (school-college partnership activity - Developing the Young Workforce), and wider voluntary work/placement opportunities);
• He reputational reward of being closely involved with such an innovative project; and
• The lengthy timescale associated with the project and the uncertainty associated with securing an appropriate level of financial support.

Operational matters

• In the absence of outputs from the WTDW any prediction of student numbers and associated staffing costs would be entirely speculative at this stage. I propose to bring those details to subsequent SMT and Board meetings.

5. **Financial Implications**

FVC has no financial liability/risk associated with this project. However, full cost recovery and SDS funded work may be sourced through this project as NHS and Council workforce plans are developed through the WTDW.

6. **Equalities Assessment in Place? – Yes ☐   No ☒**

If No, please explain why: The lead organisation (NHS Forth Valley) will produce these in due course.   The whole project is an attempt to provide a needs based service, free from discrimination.

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: N/A

Risk Owner – Andrew Lawson   **Action Owner –** Hannah Ritchie/Sarah Higgins-Rollo

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 –   Hannah Ritchie/Sarah Higgins-Rollo   **SMT Owner –** Andrew Lawson

1. **Purpose**

   To present to SDC the Student Association's activity to date.

2. **Recommendation**

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

3. **Key Considerations**

   NUS Award Win

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

   Education Scotland Feedback

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

4. **Financial Implications**

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

5. **Equalities**

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

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

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

6. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

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

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

7. **Other Implications –**

   Please indicate whether there are implications for the areas below.

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

   Please provide a summary of these implications – N/A

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

1. **Purpose**

    To inform members of recent developments in relation to learning and teaching at Forth Valley College.

2. **Recommendation**

    That members note the developments and future plans for learning and teaching and contribute their views on the following:

    *   Building on the successes of the Creative Learning Action Community and the Creative Learning Conference in August 2015, what suggestions do members have to help us to ensure that we have all staff engaged with creative learning from 2016-2017?
    *   In order to empower creative learning in a new strategy we are considering distributing lap tops to all teaching staff. Are the committee in favour of this initiative and what risks could be involved?

3. **Background**

    High quality learning and teaching is central to the college's strategic theme of "cultivating a vibrant learning organisation, where learners develop skills, achieve qualifications valued by industry and progress seamlessly". This paper sets out a number of very positive recent developments in relation to learning and outlines our plans for the future.

4. **Key Considerations**

    The college has been developing and implementing a unique strategic approach to creative learning for the past two years and was delighted that this initiative won the UK national TES FE Award for Best Learning and Teaching Initiative in April 2016. The award submission provides more detailed information about the creative learning initiative and is at Appendix 1.

    The creative learning initiative was also successful in being highlighted as an example of excellent practice in the college's recent Education Scotland external review report, published on 13 May. The review report is extremely positive and highlights a total of 19 areas of positive practice and three examples of excellence. Helpfully, it also identifies a few areas in which learning and teaching can be further improved, particularly around ensuring that theory lessons are always engaging and motivating for students. This is entirely consistent with our creative learning approach and we welcome this endorsement of our direction of travel. These areas for development will now be developed into an action plan, which will be implemented over the forthcoming year. The full Education Scotland review report is at Appendix 2. HMI Ian Beach will attend the June Board meeting to present on its outcomes.

    To continue to drive the creative learning agenda forward, the college will be holding a second Creative Learning Conference for staff in August. Last year's conference was very well received and significantly enhanced staff engagement with the initiative. This year the aim will be to seek commitment from every member of staff to build creativity into their practice in 2016-2017.

Finally, in recognition of the increasingly pivotal role of technologies in supporting and enhancing learning, during 2016-2017 the college will consult on and develop a new Creative Learning and Technologies Strategy, which will replace the current Learning Strategy: Empowering Learners, from August 2017 and will play a key role in shaping learning and teaching practice as we move into our new Falkirk estate.

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 –

    Please summarise any positive/negative impacts (noting mitigating actions) – The College's current Learning Strategy has been impact assessed.

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 – Any minor risks are mitigated by our strategic approach to learning and teaching and by a robust action plan to address the minor issues raised in the review report.

    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 – N/A

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

TES FE Learning and Teaching Award 2016 – 500 words for online submission

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

We led the initiative from the top, setting up a Creative Learning Leadership Group (CLLG), chaired by the Principal, to make a strong statement of strategic commitment. The CLLG is made up of management representatives from each teaching department and learning-facing support services and members of the Student Association Executive.
.
We sought volunteers from across the college to form our first Creative Learning Action Community (CLAC) and thirty staff came together for a learning day, exploring the concept of creativity, identifying where they saw opportunities and what they thought stopped people from being creative with learning. We dropped in some "wizards" – members of staff with known skills in aspects of the creative arts – and let them work their magic with their peers. By the end of the day, the Community had formed themselves into small collaborative, cross-department partnerships with a stunning array of creative ideas to take forward. Each partnership was paired with a mentor from the CLLG and they headed off to embark on their initiatives with incredible enthusiasm.

The results have been amazing. Students launched a Raspberry Pi computer into space on a hydrogen balloon; Science students worked with Early Years students developing experiments to introduce young children to science; Construction students worked with Make-up Artistry students to learn in a very graphic way about the injuries that could result from workshop machinery; student-built robots were used to teach core skills kinaesthetically; Media and Engineering students worked with an employer to make a film about 3D printing; we had Apps, Chomsky raps, and literacy-learning campfires in the woods, to list but a few.

The feedback from staff and learners clearly evidences impact - "I've never seen learners more engaged"; "That's the best learning experience I've ever had"; "We felt in control and that it was really up to us to move the learning forward"; "This really raised the students expectations and realisation about what they could achieve."

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

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

(500 words)

TES FE Awards College of the Year Forth Valley College

Why Creative Learning?

At Forth Valley College we have a strong and well-embedded commitment to the development of wider skills within our vocational curriculum, to prepare our learners effectively for life, work and further learning. Our mission of Making Learning Work drives us to continually seek new ways to reinvigorate learning and develop our learners in yet more engaging ways. We wanted to encourage peer learning for staff and students, the identification of synergies across subjects and the learning opportunities arising from them, learners taking control of their learning and fun! We took inspiration from sources such as Education Scotland and Creative Scotland:

"Creativity has a high profile in Scottish education at present. Scottish Government ministers have endorsed a national Creative Learning Plan, which is being taken forward by Scotland's key education organisations, together with committed partners from across Scotland. Central to this plan is a shared vision which recognises the need to prepare our young people for life and work in an increasingly uncertain and rapidly changing economic and social environment.
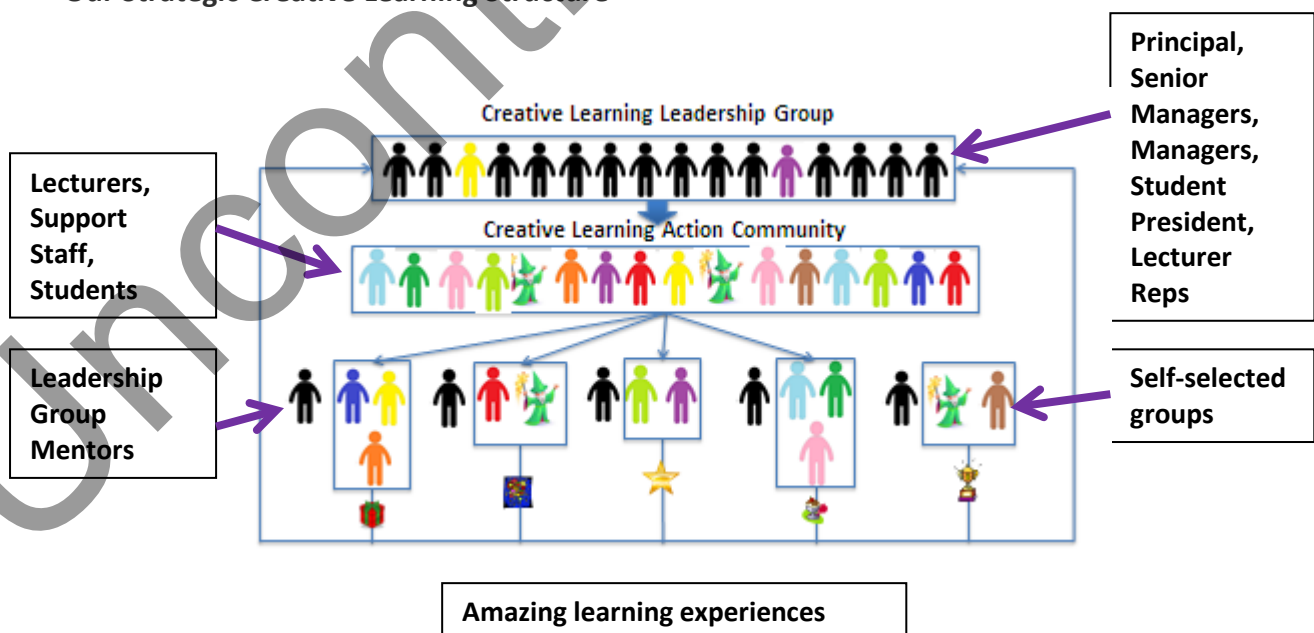
As part of the suite of higher order skills, creativity can help learners not only survive, but to thrive in our fast changing world. Creativity skills help learners to be:

- Motivated and ambitious for change;
- Confident in their capabilities and the validity of their own viewpoint;
- Able to transfer their creativity skills to other contexts;
- Able to lead and work well with others.

Crucially, creativity can be the hook which engages learners, influencing their attainment and achievement. In addition, as they are core to employability, creativity skills can help learners not only prepare for the world of work but also to shape their own job opportunities."

http://www.educationscotland.gov.uk/learningandteaching/approaches/creativity/about/index.asp *(2015)*

Our Strategic Creative Learning Structure

Amazing learning experiences

Our Journey

We agreed from the start that the challenge required a strategic approach. So, at the beginning of 2014-2015, we decided to disband our Learning and Teaching Committee, distribute its functions that were not specifically related to learning to other appropriate structures, and give it a new lease of life with a clear focus on creative learning. From its ashes sprang the 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 for a learning day, exploring the concept of creativity, identifying where they saw opportunities and what they thought stopped people from being creative with learning. We explored risk and fear; beliefs, habits and perceived "truths" about what could and couldn't happen in learning and assessment; and worked to instill a sense of confidence and adventure. We dropped in a few "wizards" – members of staff with known skills in aspects of the creative arts and creative learning – and let them work their magic with their peers.

By the end of this one day, the Community had formed themselves into small collaborative, cross-department partnerships with a stunning array of creative ideas to take forward in-year. Each small partnership was paired with a mentor from the CLLG, who was not in their line management structure, and they headed off to embark on their initiatives with incredible enthusiasm.

Extract from Education Scotland Annual Engagement Report, May 2015

"The establishment of the *Creative Learning Initiative* has been highly successful and is used by staff to share creative approaches in teaching and learning. Staff are enthusiastic about the creative learning activities. A major element is the use of 'Through the Grapevine' video clips to capture innovative lesson delivery and techniques.

An example of innovation and collaboration was the transfer of a Construction health and safety course, from static PowerPoint delivery to an effective and meaningful recreation of work based accident scenes. This involved using the cross departmental skills of make-up artistry students, who replicated serious work-based injuries on the construction learners. This included nails through fingers, cuts to faces, and hair being tangled in machinery. The well-planned session was relevant and helpful in highlighting the issues surrounding health and safety to the construction students. It also served as a live project for the make-up artistry students, giving them a rigorous and purposeful experience. This session was captured by video and by still images and deposited on the VLE for use in class and for further dissemination across the college.

Creativity and high quality learning is shown in the engagement of learners in the Raspberry Pi Balloon challenge (Pi in the Sky). This initiative saw learners initially program raspberry Pi computers to measure the altitude reached when attached to a balloon. The procedure involved travelling to Stranraer due to airspace restrictions. A drone was used to capture the ascent and to record for future use. The project allowed learners to develop a range of skills in project management, programming, time management, logistics and maths skills – and have fun.

Other creative learning sessions at the college have included the delivery of Noam Chomsky's philosophical theories via the medium of Rap and Engineering students designing and drawing a replica of an engine crankshaft and piston system in class. In this example, rather than using the one-dimensional drawing as a teaching tool, staff contacted a local employer with 3D printing facilities who then printed a physical model of the drawings for use in classes. The benefit in motivation for learners was substantial and the contact with the employer informed the learners on the live applications of 3D printing."

Examples of Our Creative Learning Projects

From Science to Early Years – Students Teaching Students

Science and Early Education students worked together to develop experiments to introduce very young learners to science in local schools and nurseries.

Make-Up Artistry Meets Construction

Make-up Artistry and Carpentry students taught each other about the injuries that can result from workshop machinery, in a way that none of them will ever forget!

Pi in the Sky

Computing students reached for the sky, by sending a Raspberry Pi computer into space on a hydrogen balloon as part of their Team Working unit. Who would have imagined that their assessment would include negotiating with the Civil Aviation Authority?

Making Core Skills Kinaesthetic

Construction and Engineering students overtook Core Skills assessments through inventing practical projects, including building robots and wind turbines.

Care Café

Work-based learners in Social services and Healthcare hosted a "Care Café" where school pupils studying Care learned from their wealth of experience.

Employer Engagement

Engineering and Media students worked with Morphotechnics 3D scanning studio to create a video illustrating the 3D modelling and printing process.

Sharing Practice and Growing the Community

These are just a few of the creative learning projects implemented during 2014-2015. All of them were recorded as one minute "vine" videos and shared across the college through our "Grapevine" good practice video site.
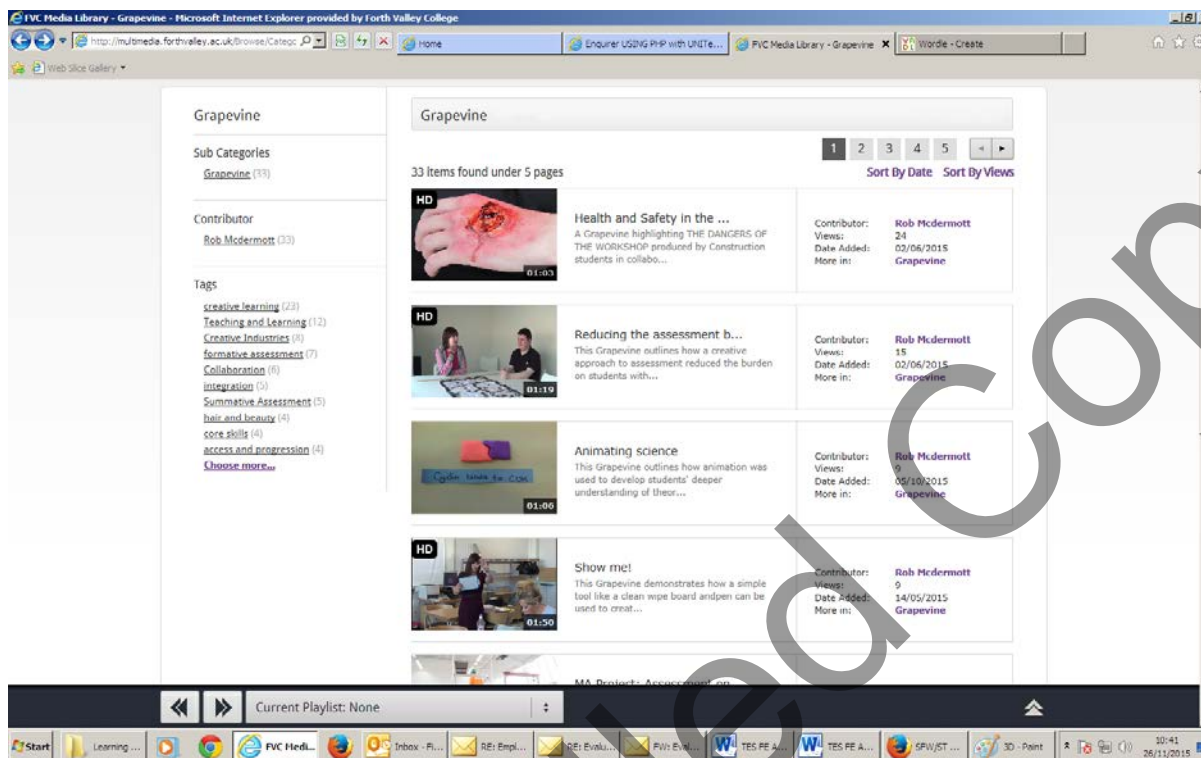
We held a Creative Learning Conference in August 2015, where many members of the Creative Learning Action Community and their students showcased their ideas and lecturers worked together to find even more synergies and ways of injecting creativity into their teaching. The event was hailed the best ever by staff and got great reviews on twitter from inspirational speaker and consultant, "The Real" David Cameron.
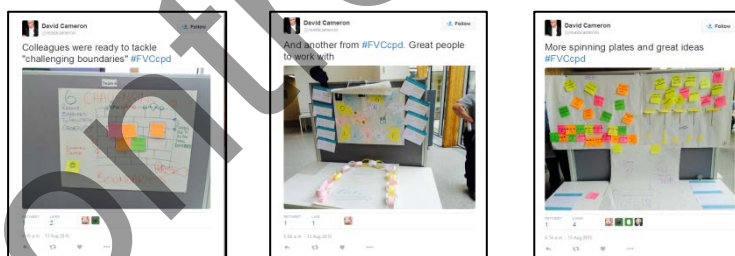
In 2015-2016, we have over 60 CLAC volunteers and the ideas are already coming thick and fast.
Watch this space!

TES FE Awards College of the Year Forth Valley College

What Our Students Say About Creative Learning

"I just wanted to give you some feedback from our last class. I really enjoyed the class and found everything easy to follow. I learn well using the videos and infographics." **Lisa Martin, HNC Business**

"Social Enterprise at the college helps to push and challenge students when they think they can't do it, and being in such a creative environment is very worthwhile. **David Crossley, Campus Crafts Social Enterprise**

"Enjoyable, interesting, worth coming to because you learn something new every week." **Introduction to Building Services and Renewable Technology Student**

"Core Skills are more relevant than we expected it to be." **New Start Construction and Engineering Student**

"Working with the Early Years students really made us think about what we were doing. Teaching other people is a great way to learn!" **BA Biological Sciences Student**

"That was the best lesson we've had all week." **Construction Core Skills Students**

"The students said they felt in control and responsible for moving the learning forward. They were excited to take part and really valued having their ideas taken into account." **Nicola McArthur, lecturer for Skills for Work Early Education and Childcare (school group)**

"This experience really raised my expectations about what we could all achieve through teamwork. I never expected to enjoy this unit so much" **NC Finance Student**

HNC Early Education School Group Wordle

What Our Staff Said About Creative Learning

"It's changed my teaching style completely. This has been the best experience ever for me - a real eye opener! I don't think the learners noticed huge changes – they just thought what I was doing was normal for me, but it really wasn't. In actual fact this was the biggest change, and the most positive impact – my own practice. My stress levels were reduced because I had control of the learning process again and my learners were engaged. Moreover, I felt like I had been let off the leash and given permission to do all the things I'd wanted to try with my groups but never quite had the guts or the resources to go for it. What I discovered was that I was enjoying teaching again and as a result, my learners were enjoying the subject! Another big bonus was discovering that by thinking outside the box and looking at the option of interdisciplinary collaboration between groups of learners, I discovered that real efficiencies can be made. So actually my work load is being reduced too." **McLean McIntosh, Core Skills Lecturer**

"My students were more engaged, they were encouraged to think creatively and they all passed their unit assessment first time with confidence." **Andy Hilton, Carpentry and Joinery Lecturer**

"My students developed numerous employability skills, such as problem solving, working with others, resilience, communication. Most importantly, every single student had fun participating and notably developed in confidence as the project progressed." **Heather Miscandlon, Early Years Lecturer**

"I thoroughly enjoyed the whole CLAC experience and it definitely has made a huge difference to my own delivery and experience of teaching. I would say without a doubt that this is reflected in the classroom and from the learner's experience within that." **Anne Reid, Core Skills Lecturer**

"It is good to let students have time to explore and play and let them form new relationships with each other and with the teaching staff. For me the highlight was that some students who didn't show great talent in the normal teaching department, brought out their talent and let in shine in an environment they wouldn't usually be in." **Kerstin Doig, Science Lecturer**

"Working with Science last year has supported further developments for our team as practice has been shared. We have made a link with the Science team to build upon this. This year my Evening class are attending the STEM club on a Tuesday night, where they will observe, participate and move towards planning a session with the ten young people who attend. This in turn supports their experience – and is all on campus on our doorstep. By being involved in cross college initiatives has allowed this to happen – to collaborate with other departments and staff but all of the benefit to the students. It has encouraged me to look for more opportunities which can make learning work." **Nicola McArthur, Early Years Lecturer**

Forth Valley College
13 May 2016

A report by HM Inspectors
on behalf of the
Scottish Funding Council

Full report

The external review process

HM Inspectors undertake an independent review of the quality of provision in Scotland's colleges on behalf of the Scottish Further and Higher Education Funding Council (SFC) under a service level agreement between the council and Education Scotland. External review teams include HM Inspectors, associate assessors and a student team member.

During external reviews, members of the review teams observe learning and teaching and hold discussions with learners, staff and stakeholders. They consider information on learner attainment and evaluate learner progress and outcomes. They meet with members of the Board of Management and obtain feedback from community groups, partners and employers who work with the college.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge the college's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **effective** or **limited effectiveness** or **not effective** that express the external review team's overall evaluation of *high quality learning, learner engagement* and *quality culture*.

The report also uses the following terms to describe numbers and proportions:	
almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

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Fax: 01603 723000

E-mail: hmsolicensing@cabinet-office.x.gsi.gov.uk

Contents   Page

1. Introduction

The external review

The external review by Education Scotland took place during the week beginning
14 March 2016.

We examined learning and teaching and other important activities that impact on the
quality of the learner experience. We evaluated these against the three key principles
of *high quality learning*, *learner engagement* and *quality culture*, using the 13 reference
quality indicators (QI) outlined in *External quality arrangements for Scotland's colleges,
updated August 2013*. We also included QIs 1.3 *Adherence to statutory principles* and
2.2 *How well do programmes and services meet learners* needs to support our
evaluations. We used information from previous visits to the college to decide the
scope of the review.

We found examples of excellence which we describe in this report on pages 18-20.

The external review team talked with learners, staff at all levels in the college, members
of the Board of Management, employers, external agencies and other users of the
college.

2. The college and its context

In carrying out the external review of Forth Valley College, Education Scotland took the following college context fully into account.

Forth Valley College was established in 2005 as a merged regional college serving the needs of the three communities in Falkirk, Stirling and Clackmannanshire. In geographic and industrial terms, the Forth Valley region is very diverse, from the nationally significant oil, gas and chemical sectors in Grangemouth, to the hospitality, tourism and heritage sectors in Stirling and the rural communities. The college delivers programmes in three main campuses at Falkirk, Stirling and Alloa, and also has a presence on Raploch Community Campus in Stirling. The college works in close partnership with the three local authorities of Falkirk, Clackmannanshire and Stirling.

In 2014-15, the college enrolled around 15,000 learners of whom 22% were studying full-time. Approximately 60% of enrolled learners are based on the Falkirk campus, with 25% at Stirling (including Raploch) and 15% in Alloa. Within the past few years the college has completed new estates developments in Alloa and Stirling. It has also recently developed a full business case for a new campus in Falkirk, planned for completion in 2019. The college works with a range of strategic partners across the region and further afield, having links with many industries and businesses operating in Scotland, across the UK and internationally.

The college delivers an extensive range of vocational programmes. Full-time further education (FE) programmes at Scottish Credit and Qualifications Framework (SCQF) levels 1-6, are distributed across the three college campuses. The college has intentionally balanced its specialist resources, equipment and teaching expertise for higher education (HE) programmes at SCQF levels 7-10 across individual campuses. Working closely with its three local authorities, the college has established a comprehensive range of school-college partnership activity. Around a third of school-college learners attend the School College Opportunities to Succeed (SCOTS) programme. This initiative supports S4 learners at risk of not progressing onto a positive destination to experience study at college and then embark on a college programme. The college offers six degree programmes with the University of Stirling and two Associate Student programmes with Heriot Watt and Strathclyde Universities. The college is contracted with the Scottish Funding Council (SFC) to deliver an overall target of 86,214 Credits in 2015-16. It currently employs 637 members of staff and has a revenue budget of £29,883,437, of which 66% is grant-in-aid from SFC.

3. Outcomes of External Review

Judgement of *Effectiveness*

Section A: Overarching judgement

Forth Valley College has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders.

This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any identified minor weaknesses, and is likely to continue to improve the quality of its services for learners and other stakeholders.

Section B: Supporting statements

Learner progress and outcomes

The number of learners who complete their programmes successfully across all levels of provision is high and has been this way for the last three years. Almost all learners, whose destination is known, secure a positive destination through progression into employment, HE or another college programme. Almost all apprentices make good progress and attain their modern apprenticeship qualifications. The college has effective arrangements in place for safeguarding and is making good progress in discharging its duties within Corporate Parenting and PREVENT legislation. The college delivers an extensive range of vocational programmes which align very well with the needs of learners, employers and the Forth Valley economy. These programmes are vocationally relevant and provide opportunities for learners to develop skills that are required in the workplace. Learners engage very well in their college programmes and speak positively and enthusiastically about their wider college experiences. Many learners participate in volunteering, fund-raising and community projects which develop citizenship skills and promote wider achievement.

Learning and teaching processes

The college delivers a wide range of programmes that meet the needs of learners very well. Most learners are well-motivated, committed to their studies, and enthusiastic about their learning. They show independence in their learning and participate productively during lessons. Most teaching staff plan lessons effectively to include an appropriate range of activities. However, in some theory lessons, teaching approaches do not interest and motivate all learners and these learners become disengaged. Almost all teaching staff plan assessments well and take good account of learner needs to minimise assessment workload. All potential learners receive clear and helpful information about college programmes and other aspects of college life prior to commencing study. Full-time FE learners are supported well to develop and improve their essential skills and enhance their

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self-confidence. Programme teams use team meetings and the *programme review* process effectively to analyse programme performance. However, most programme teams do not focus sufficiently on actions to improve learning and teaching approaches during the self-evaluation process.

Learner engagement

The college is very committed to learner engagement and is very supportive of the Student Association. Almost all full-time learners provide their views through completion of questionnaires, attendance at class representative meetings and the innovative learner-led, *Listening to Learners* initiative. The *Listening to Learners* focus groups are valued highly by almost all learners as an effective means of enabling them to influence positive change to their programmes Many learners are actively involved in planning and shaping their learning activities. Almost all class groups have a class representative, most of whom attend tailored training sessions. For those unable to attend these sessions, training is also delivered online through the virtual learning environment (VLE). The Student Association is very proactive and innovative in its approach to engaging with learners and with the college. The college involves the Student Association imaginatively in developing new approaches to learning. The student president and executive team are highly visible on all campuses and provide an effective voice for learners. The Student Association have extended their knowledge of key college functions and services through shadowing opportunities with college departments.

Leadership and Quality Culture

The college works proactively and collaboratively with an extensive range of key partners including a large range of employers, several university partners and its three neighbouring local authorities. The college's clear and well-articulated mission statement, *Making Learning Work*, aligns well with key regional and national priorities. The college has developed well-considered aims and objectives which ensure all learners have opportunities to develop skills for learning, life and work. The principal and senior managers provide strong and forward-thinking leadership. They actively promote the college's commitment to innovation, partnership and new approaches to learning. Self-evaluation arrangements are comprehensive and robust. Staff engage well in the review of programmes and services and consider learner feedback carefully to support action planning for improvement. All teaching staff are encouraged to adopt creative approaches that engage learners in their learning. However, the college recognises that more needs to be done to ensure that all teaching staff, particularly during theory lessons, use teaching approaches that motivate and engage learners fully. The college continues to perform very well, with actions taken for improving its programmes and services having a positive impact on the learner experience.

4

Section C: Areas of positive practice

- The number of learners who complete their programmes successfully across all levels of provision is high and has been this way for the last three years.
- Almost all learners, whose destination is known, secure a positive destination through progression into employment, HE or another college programme.
- Almost all apprentices make good progress and attain their modern apprenticeship qualifications.
- The college delivers an extensive range of vocational programmes which align very well with the needs of learners, employers and the Forth Valley economy.
- All potential learners receive clear and helpful information about college programmes and other aspects of college life prior to commencing their studies.
- Most learners are well motivated, committed to their studies and speak enthusiastically about their programmes and their wider college experiences.
- Most teaching staff plan lessons effectively to include an appropriate range of activities such as group tasks, whole class discussions and individual practical projects.
- *Learner Development Workers* support full-time FE learners well to develop and improve their essential skills and enhance their self-confidence. They provide useful pastoral guidance and support learners to set goals and reflect on their progress.
- The college is very committed to learner engagement and values learner feedback highly. Its learning strategy provides clarity to learners and staff on college expectations for learners to influence and shape their own learning.
- The Student Association is very proactive and innovative in its approach to engaging with learners and with the college. Its executive officers are represented well on a range of key college committees.
- The college involves the Student Association imaginatively in developing new approaches to learning. The *Creative Learning Action Community* (CLAC) brings together staff volunteers and learner representatives to explore the concept of creativity in learning.
- The Student Association extend their executive officers' knowledge of key college functions and services through shadowing and regular interactions with support services departments.
- The college's clear, well-articulated mission statement *Making Learning Work*, aligns well with key regional and national priorities.
- The principal and senior managers provide strong and forward-thinking leadership which conveys well the importance of the college's learning strategy.
- The college's well-considered aims and objectives ensure all learners are provided with opportunities to develop skills for learning, life and work.
- The combined curriculum and support services leadership roles undertaken by senior managers ensures support services are planned well and are integrated and aligned with curriculum delivery across the college.
- The college has a strong focus on improving learning and teaching, based on a culture that encourages creativity and innovation.
- Staff engage well in programme and services reviews. They consider learner feedback carefully to support action planning for improvement.
- The college continues to perform very well, with actions taken for improving its programmes and services having a positive impact on the learner experience.

Section D: Areas for development

- Some teaching staff, particularly during theory lessons, do not use teaching approaches that motivate and engage learners fully.
- Most programme teams do not focus sufficiently on actions to improve learning and teaching approaches during the self-evaluation process.

Section E: Main point for action

- **The college should ensure teaching approaches, particularly during theory lessons, are motivating and stimulating for all learners.**

4.   How well are learners progressing and achieving relevant, high quality outcomes?

How effective is the college at achieving and maintaining high levels of retention, attainment and progression?

Early withdrawal rates and further withdrawal rates on full and part-time FE and HE programmes are better than the national sector performance level and have been for the last three years overall.

Completed successful outcome rates across all levels of provision are high. On full-time FE programmes the rates are 70% which is six percentage points better than the national sector performance level. They have been at or around this level for the last three years.

Completed successful outcome rates on full-time HE programmes are 78% which is seven percentage points better than the national sector performance level with a significant improvement in academic session 2014-15. Completed successful outcome rates on part-time programmes are very high. On FE programmes they are at 91% which is 15 percentage points above the national sector performance level and have been this way for the last three years. On HE programmes, they are at 89% which is 11 percentage points above the national sector performance level and have also been around this level for the last three years.

During the period 2013-15, over 90% of full-time learners gained employment, progressed onto another college programme or enrolled with a university. Almost all apprentices make good progress and attain their modern apprenticeship qualifications.

Adherence to statutory principles

The college has effective arrangements in place for its safeguarding duties and ensures all college staff are registered with the Protection of Vulnerable Groups (PVG) scheme. The college is making good progress in discharging its duties within Corporate Parenting and PREVENT legislation. Through the *Protect, Prevent, Parent* initiative, widely promoted to staff, the college outlines its approach clearly for compliance with these responsibilities.

The college has built well on experience gained with their award for the Buttle UK Quality Mark, to inform emerging Corporate Parenting arrangements. It is working closely with representatives from its three neighbouring local authorities to develop a Corporate Parenting Plan, informed by Centre for Excellence for Looked After Children in Scotland guidelines. Targeted training has been delivered to senior managers and front-line staff in respect of the college's duty under the government's PREVENT strategy. College staff are increasingly aware of their responsibilities for PREVENT and there are plans to roll out further *Workshops to Raise Awareness of PREVENT* (WRAP) training to all staff and the Student Association. Online WRAP training also forms part of induction for new staff.

How well do programmes and services meet learners' needs?

The college delivers an extensive range of vocational programmes which align well with the needs of learners, employers and the Forth Valley economy. Most programmes include work experience and are vocationally relevant, which helps learners to develop relevant skills for the workplace. Annual *curriculum reviews* ensure currency of provision and on-going relevance of the curriculum portfolio.

Full-time FE programmes at SCQF levels 1-6, are distributed well across the three college campuses, enabling learners to enrol on programmes which are easily accessible. Through the SCOTS initiative, partially funded by the local authorities, the college supports 240 S4 learners at risk of not progressing onto a positive destination to undertake college study. This programme of vocational taster sessions helps learners to build confidence, develop motivation and make informed choices, and includes a Scottish Qualifications Authority (SQA) Employability Award.

The college's wide and extensive curriculum offer, including access-level provision without formal entry requirements, supports many learners to progress internally. Close partnership working between admissions staff and curriculum managers, supported by well-designed admissions processes, ensures that learners are placed on programmes that are appropriate to their interests and ability levels. The college provides school staff with good access to real-time admissions information through the *data sharing portal*, ensuring that learners who are unsuccessful in obtaining a college place are identified early and provided with alternative options.

The college has clear and comprehensive arrangements to incorporate essential skills development within programmes. The Core and Essential Skills team have developed a wide range of integrated, contextualised projects suitable for learners to develop their skills. The *Skills-Builder* project is one such example which ensures learners in engineering achieve the core skills of problem solving and working with others in a relevant and engaging activity.

Learners engage well with their studies and learner satisfaction with college programmes is very high.

How well do learners make progress, attain qualifications and achieve more widely?

Almost all learners successfully achieve a relevant qualification and their personal goals. However, learner success rates in a few part-time programmes are low. Almost all learners, whose destination is known, secure a positive destination through progression into employment, HE or another college programme. In addition to gaining certificated qualifications, learners benefit from a wide variety of educational experiences including work experience placements, guest speaker presentations, visits to employers or places of local interest, mock-interviews, live-client briefs, volunteering activities and competition entries.

Many learners gain additional certificates and awards including computing vendor qualifications, sports fitness awards and Open Badges, which are online badges that recognise other skills and achievements. Some learners also succeed when entering local and national competitions. For example, stonemasonry learners attained silver

and bronze medals at the UK Construction Industry Training Board SkillBuild championship and hospitality learners gained recognition in the annual UK Young Restaurant Team of the Year competition.

Almost all learners attain core skills in numeracy, communication and information technology. Successful completion rates for these core skills have been high for the last three years. Many learners participate in volunteering, fund-raising and community projects which develop their citizenship skills and promote wider achievement.

5.   How effective are the college's learning and teaching processes?

How well does the college design and deliver programmes and services to meet the needs of learners from all backgrounds and circumstances?

The college delivers a wide range of programmes that meet the needs of learners, employers and communities very well. The curriculum portfolio matches closely the workforce requirements of local employers. The college delivers a range of appropriate provision, across its three campuses, for learners with additional support needs. Staff in most programme teams demonstrate flexibility in adapting lessons to meet the needs of specific groups of learners. These learners benefit from individualised, personal learning support plans and access to assistive technology, which encourages and supports their learning.

The college provides clear direction for the promotion of equality and diversity. In many curriculum areas the promotion of diversity is embedded effectively within programme design and overall, learning and teaching activities take good account of equality and diversity themes. For example, in sport programmes teaching staff use live projects well to raise awareness of equality and diversity topics and tackle issues such as sectarianism.

How well do learners learn?

Most learners are well-motivated, committed to their studies and enthusiastic about their learning. In almost all lessons, learners interact productively with each other and with teaching staff. The positive relationships between staff and learners contribute to a constructive and supportive climate for learning. Learners use well a range of good quality resources to support their learning, particularly during practical lessons where they have access to high quality and well-equipped facilities.

Almost all learners use the college VLE proficiently to access learning resources and reflect on their learning goals using *ilearn*. They use laptops, smartphones and tablets to develop independent learning skills and support their studies. Learners use information and communications technology effectively to support their understanding and enhance their learning outcomes.

Almost all learners participate positively during lessons to develop their personal and learning skills and acquire subject knowledge. They show independence in their learning and work effectively both as individuals and with their peers during group tasks. In many subject areas, learners engage productively in peer review activities to scrutinise and provide feedback on each other's work. However, some learners, particularly in theory lessons, do not engage fully with their learning activities.

How well do planning, teaching and the use of resources ensure effective learning?

Most teaching staff plan lessons effectively to include an appropriate range of activities such as group tasks, whole class discussions and individual practical projects. They use resources well to incorporate appropriate learning and teaching approaches to engage learners. However, not all teaching staff involve learners sufficiently in the

planning of lesson activities. Almost all teaching staff use their relevant professional and industrial experience well to plan lessons that incorporate employability skills and industry standards.

In most lessons, teaching staff use an appropriate range of teaching approaches to make learning interesting and check learners' understanding. Many staff incorporate online delivery using the college VLE or work creatively and collaboratively with other subject areas to design projects which motivate and enthuse learners. However, in some theory lessons, teaching staff do not apply sufficiently interesting approaches and a few learners become disengaged.

Very positive and respectful relationships between learners and staff provide an open and supportive environment for learning which promotes learner confidence and self esteem.

New campuses in Alloa and Stirling provide high-quality accommodation and facilities, which significantly enhance the learning experience. In Falkirk, there is also a good range of industry standard equipment and workshop facilities.

Almost all staff promote high standards during learning activities, particularly in relation to health and safety. However, in a few lessons, the late arrival of learners is not routinely challenged and disrupts the learning experience of others.

How well is assessment used to promote effective learning?

Almost all teaching staff plan assessments well and take good account of learner needs to minimise assessment workload. Learners are well-informed about assessment schedules and they are able to negotiate adjustments to submission deadlines, where appropriate, for their individual needs and circumstances. Almost all teaching staff provide learners with regular and detailed feedback on both written and practical assessments. In a few subject areas, online assessment is used well and these learners benefit from prompt feedback on their performance.

Almost all learners are clear on their progress and on what they need to do to improve. Most teaching staff make good use of questioning techniques to check learner understanding and progress during lessons. Many staff use learner peer review effectively to support learners with reflection on their progress and the work of others. For example, in beauty therapy and sport programmes, learners regularly provide feedback on each other's performance during tasks and practical activities.

The college has appropriate assessment arrangements in place for learners with additional support needs. Teaching staff make reasonable adjustments to assessment methodologies and deadlines to accommodate learners' individual needs and circumstances.

How well are potential and current learners provided with information, advice and support?

All potential learners receive clear and helpful information about college programmes and other aspects of college life prior to commencing their studies. The college promotes programmes clearly to potential learners, parents and caregivers through a

11

well-designed website, school liaison visits and college information days. All learners are aware of and have easy access to a comprehensive range of services to support their learning on all campuses.

Learner Development Workers support full-time FE learners well to develop and improve their essential skills and enhance their self-confidence. They provide useful pastoral guidance and support learners to set goals and reflect on their progress. In addition, they support learners to complete Personal Learning Plans which track improvements in employability and essential skills.

Almost all learners make good use of a variety of formal and informal curricular and vocational guidance opportunities. Staff use scheduled guidance time effectively to provide appropriate pastoral support for FE learners and to monitor their skills development.

The college has effective referral arrangements in place to ensure all learners receive the specialist help required to overcome barriers to learning. *Learning Development Facilitators* work closely with teaching staff to identify learners with additional needs promptly and ensure they benefit from provision of appropriate and tailored support.

However, the *ilearn* activities designed to support learners on the college VLE, do not always link well to learners' programme content or prior learning. As a result, many learners become disengaged when using this resource.

How well does the college sustain continuous enhancement of learning and teaching through self-evaluation and internal review activities?

The college uses *Listening to Learners* focus groups regularly and effectively to gather feedback from learners. Teaching staff and college managers make good use of information provided to inform *programme reviews* and the evaluation of support services. Teaching staff meet routinely in teams to discuss programme delivery, identify how to improve the learner experience and to address issues affecting learner retention and attainment. Programme teams consider carefully performance indicator data and take good account of feedback from learners and employers. They use the *programme review* process effectively to analyse performance, and make appropriate changes to programme content and delivery. Action-planning for improvement in under-performing programmes is mostly effective.

Almost all teaching staff discuss their classroom practice informally with their colleagues and share ideas for improving teaching practice. Some staff have participated in peer observation of learning and teaching and are enthusiastic about the opportunity to learn from other practitioners and develop their skills. The majority of teaching staff reflect on their learning and teaching practice. However, most programme teams do not focus sufficiently on actions to improve learning and teaching approaches during the self-evaluation process.

## 6.	How well are learners engaged in enhancing their own learning and the work and life of the college?

How well do learners engage in enhancing their own learning?

Forth Valley College is very committed to learner engagement and values learner feedback highly. Its strategic plan and learning strategy, *Empowering Learners*, provides clarity to learners and staff on college expectations for learners to influence and shape their own learning. As a result, almost all full-time learners regularly provide feedback and offer views on their college experiences. The innovative learner-led *Listening to Learners* focus groups, combined with regular questionnaires and suggestions from class representatives, provide staff with valuable learner feedback. Teaching and support staff use this feedback well to make appropriate adjustments to programme delivery and support services. For example, feedback from *Listening to Learners* and the Student Council identified a lack of progression information for NC learners. This resulted in a successful initiative conducted by the Student Association, Skills Development Scotland (SDS) and college support staff to increase learners' awareness of their post-college options. *Listening to Learners* focus groups are valued highly by almost all learners and are seen as an effective means to influence positive change. Learners appreciate prompt and positive feedback received in response to issues raised.

The majority of learners are involved in planning and shaping learning activities, including the selection of learning resources used in their lessons. Learners take opportunities to enhance their learning experiences through a choice of project and research topics. Most learners are able to discuss their assessment schedules and these are often adapted to suit individual or class needs.

All learners are confident about raising issues directly with staff and are sure that any concerns will be addressed. Almost all class groups have a class representative. Almost all learners are aware of the role of their class representative in raising issues and achieving positive change. Most class representatives engage positively in tailored class representative training sessions. For those unable to attend these sessions, training is also delivered online through the VLE. Learners on supported learning programmes benefit from bespoke whole class training, which supports them well to capture and convey the views of their peers.

How well do learners engage in enhancing the work and life of the college?

The Student Association is very proactive and innovative in its approach to engaging with learners. Executive officers are represented well on a range of key college committees including the Board of Management and its Strategic Development Committee. The Student Association is very well supported by the college and they engage effectively with the principal and college managers. The contribution of the Student Association is valued highly by the Board and college management, and as a result, learners have a significant influence on decision-making processes.

The college involves the Student Association imaginatively in developing new approaches to learning. The cross-college CLAC brings together staff volunteers and learner representatives to explore the concept of creativity in learning. One innovative outcome of this initiative was the student president delivering a training session for

teaching staff on the types of learning and teaching approaches that work well for learners. Additionally the Student Association and college VLE development team work collaboratively to engage learners in the creation of learning resources. This includes the *stoodle* project which supports learners to become *student teachers* using uploaded video clips and practical demonstrations to support fellow learners. The Student Association also lead a partnership project with college staff to offer the Scotland's Mental Health First Aid programme. This programme raises awareness of mental health issues and helps learners develop confidence to approach peers who are having difficulty coping with their studies.

The majority of class representatives attend bi-annual Student Council meetings to raise and discuss any cross-college concerns. These meetings are chaired by the student president and attended by members of the senior management team. The college responds quickly and effectively to concerns raised by learners and improvement actions from the meetings are communicated using the *You Said We Did* publication.

The Student Association pro-actively promotes its services and events through their *Fusion* blog site and social media. Almost all full-time learners are aware of the Student Association and have a basic understanding of its role. The student president and executive are highly visible on all campuses. They use colourful pull-up banners to good effect to inform learners of their presence on each of the three campuses. The Student Association officers have close links with most curriculum areas and use these links well to plan jointly a broad range of creative volunteering projects and events. These are valuable activities that enable learners to further develop their citizenship and employability skills.

The Student Association promotes effectively the issues of sustainability, environmental awareness and health and wellbeing to learners through well-planned and imaginative events, often delivered in partnership with external agencies. It also works collaboratively with the local Credit Union to make their services accessible to learners.

The Student Association has extended their executive officers' knowledge of key college functions and services through shadowing and regular interactions with support service departments. This has enabled the Student Association to provide consistent and accurate advice to learners with regard to, for example, bursary and hardship funding. The Student Association has developed an effective process for rewarding and incentivising the valuable contribution learners make through volunteering activities. Learners' contributions as class representatives and volunteers are recognised through the *Open Badges* award scheme.

The Student Association is pro-active in arranging volunteering and charity events. Examples include: English for Speakers of Other Languages (ESOL) learners supporting a homeless project with 'Walk a Mile in My Shoes' event and a 'Swishing' event in Falkirk campus successfully encouraging learners to donate and exchange unwanted clothing and jewellery. Through these activities learners raise significant amounts of money for a range of charitable causes.

7. How well is the college led and how well is it enhancing the quality of its services for learners and other stakeholders?

The Board of Management, principal and senior team have a clear, well-articulated mission statement *Making Learning Work*, that aligns well with key regional and national priorities. The mission and underpinning strategies are informed well by Scottish Government priorities including Developing the Young Workforce (DYW), SFC Forth Valley Regional Outcome Agreement and the SDS Forth Valley Regional Skills Assessment. The college has developed well-considered aims and objectives, supported by clear and comprehensive operational planning arrangements. These aims and objectives ensure learners develop the four capacities outlined within Curriculum for Excellence and provide opportunities to develop their skills for learning, life and work.

The principal and senior managers provide strong and forward-thinking leadership which conveys the importance of the college's learning strategy to staff. They actively promote the college's commitment to innovation, creative learning and partnership working. Staff feel they are consulted and their opinions are valued. Almost all staff understand well the aims of *Making Learning Work* and these feature prominently within all departmental operational plans, operational targets and resultant actions.

The *Forth Valley College Curriculum Strategy Road Map* provides a clear, well-articulated vision for a curriculum offer organised around distinct local area characteristics. Effective estate planning, alongside carefully planned curriculum distribution, ensures learners can easily access a wide range of vocational provision across the college's three campuses. Associate principals carry out well their substantial responsibility for enhancing quality and maintaining an effective quality culture. Their remits are intentionally balanced across support and curriculum functions and this arrangement provides a consistent and collaborative leadership approach across all campuses. As an early adopter of DYW, the college has, in conjunction with its local authorities and industry and national agency partners, realigned its school-college portfolio successfully to ensure it maximises opportunities to fulfil DYW aims and objectives.

The college encourages teaching staff to adopt creative and engaging approaches to learning through the CLAC project. This includes an innovative intranet based video repository (*Grapevine*) which hosts short video clips to support improvements in learning and teaching. Many teaching staff have engaged well with this project. However, some teaching staff have not become involved with the aims of the CLAC initiative. The college is aware of this and will support teaching staff participation as the project rolls out over the next few years. Most teaching staff benefit from a wide range of continuing professional development opportunities. Staff development for teaching and support staff is focused clearly on learner needs and college priorities. Staff without a teaching qualification are supported by the college to undertake Professional Development Awards and the Teaching Qualification in Further Education within a reasonable timescale.

The combined curriculum and support services leadership role of senior managers ensures that support services are planned well and are integrated fully with curriculum delivery across the college. Support team managers work very closely and effectively with curriculum managers and also with the Student Association to ensure that learners

are at the centre of self-evaluation and improvement planning for support services. Learners are provided with easy access to a wide range of external, specialist support agencies.

The college has a strong focus on improving learning and teaching, based on a culture that encourages creativity and innovation. Curriculum and support team managers lead and manage their areas of responsibility well, ensuring that enhancements to learner experiences are identified, implemented quickly and monitored regularly. Curriculum managers and teaching staff engage actively and positively in curriculum planning and review. The annual two-day *Curriculum Review Conference* provides an effective environment in which staff can evaluate and revise provision, identify ways of improving performance and share good practice. However, the college recognises that more needs to be done to ensure that all teaching staff, particularly during theory lessons, use teaching approaches that motivate and engage learners fully.

Programme self-evaluation arrangements are comprehensive and robust. Most staff engage positively with internal review and evaluation of their programmes and make good use of learner feedback and employers' comments. The college's Quality Team provide helpful feedback, support and challenge on programme self-evaluation reports. Programme teams also carry out effective annual reviews of their programmes which ensures underlying performance issues are addressed promptly.

The college has developed a voluntary peer observation model for teaching staff who wish to develop and extend innovative practice for learning and teaching. Most teaching staff welcome this initiative and engage collaboratively with their peers to reflect on their learning and teaching approaches. However, this initiative has still to be fully embedded across all teaching departments.

The College won an Association of Colleges Beacon Award for Innovation in Further Education 2014-2015. It has also won and been shortlisted for several other national awards for the quality of its provision and its approach to innovation, employer engagement and its work with apprentices.

The college continues to perform very well, with actions taken for improving its provision having a positive impact on the learner experience.

8. How extensive and effective are college partnerships with communities, other learning providers, employers and agencies?

The college works proactively and collaboratively with an extensive range of key partners including Community Planning Partnerships, local businesses, schools, universities, and national and international employers. These partnerships support well the college's commitment to the development of a qualified workforce which meets the needs of business and industry. Local authority workforce development needs are considered carefully by college managers when planning curriculum changes and future developments. Through close planning and collaboration with employer partners, the college has developed bespoke facilities and programme content to meet industry and business needs for specialist skills. Examples include an integrated training facility for the growing facilities management sector, bespoke training for apprentices in the restoration of historically significant buildings and an outdoor overhead power line training facility, where trainees can experience the challenge of real-life working conditions.

Through active membership of Local Employability Partnerships, the college has developed close, effective links with its three neighbouring local authorities. This ensures that college programmes and services are accessible to school-aged learners. The college leads on the development of senior-phase vocational pathways and Foundation Apprenticeships, continuing to strengthen school-college partnerships across the region. Currently, over 700 school-aged learners from 18 local secondary schools benefit from attendance on a wide range of school-college programmes, including HNC provision, with many of these learners progressing onto full-time college programmes.

Employers speak very positively and enthusiastically of college programmes and services. Many have worked with the college over a number of years and view the college as being a key contributor to their success. Through this close collaboration, the college has expanded its modern apprenticeship programme to over 1,000 registered apprentices, mostly in the field of engineering. Curriculum teams work in close partnership with a wide range of employers and have a strong focus on providing relevant and up-to-date training provision. Through partnership with industry, the college has installed specialist plant and technologies for the oil, gas and chemicals sectors to provide high quality, industry standard training facilities.

The college works collaboratively with a large range of university partners. Through well-established articulation agreements which support learners to progress onto HE provision, there are currently 219 learners undertaking four integrated degree programmes with the University of Stirling. In addition, the college delivers two separate *Associate Student* programmes with Heriot Watt and Strathclyde Universities, as well as two further University of Stirling validated degree programmes.

9. Signposting excellent practice

During the Education Scotland external review, the college submitted examples of what it considered to be excellent practice and the review team also identified examples worthy of dissemination.

9.1 Supporting Transition to Positive Destinations for School Leavers Through Effective Data Sharing

Working in partnership with Falkirk Council Children's Services, the college has made significant improvements to transition planning arrangements for school pupils in the senior phase of Curriculum for Excellence. The schools *data sharing portal* supports partners to track, manage and support transition to college programmes by providing direct access to real-time information about the application process for each pupil. The portal allows staff in schools, the local authority, and SDS to identify pupils who have applied for college programmes, and track individual learner progress through each stage of the application process. School staff are enabled to react quickly and provide tailored support for individual pupils in, for example, preparing for interviews, arranging release from school, planning travel to college, attending interviews, or achieving entry conditions. In turn, any pupils who have been unsuccessful in obtaining a college place are identified much earlier than previously. This enables school staff to provide targeted assistance and support pupils to identify an alternative positive destination. All partners are very appreciative of the improved access to data and describe how the transition process is now much more transparent and seamless. Greater analysis of data by both the college and local authority is helping partners to identify trends and support joint planning arrangements for sharing of good practice between schools. The college has also identified those programmes where school pupils are less successful in obtaining a place. This has enabled the college to review recruitment processes for these programmes and remove any unintended barriers to access. Plans are in place to introduce this service across the other local authorities with which the college works.

9.2 Creative Learning Action Community (CLAC)

In line with its mission statement *Making Learning Work*, Forth Valley College staff and learners have a strong focus on developing innovative approaches to learning and teaching across all curriculum areas. There is a particularly strong emphasis on using creativity skills to move learning and teaching forward.

In order to emphasise its strategic importance, this initiative is being led by the Creative Learning Leadership Group chaired by the principal. The college formed a cross college CLAC with thirty staff volunteers and learner representatives who came together to explore the concept of creativity. They identified opportunities for creative approaches to learning and highlighted the barriers that prevent staff and learners being creative. The work started by identifying staff members with the right portfolio of creativity skills who could act as facilitators, mentors and champions of creative learning. A group of creative arts staff, worked with their peers to enable them to explore new ideas. They used well-established techniques for generating ideas and exploring and testing concepts, based on their experience of film-making, drama and visual arts. This open-ended, inventive approach resulted in the generation of many interesting ideas for enhancing learning and teaching.

A particularly strong aspect was the emergence of the theme of collaboration between departments and very different subject areas. This focus on interdisciplinary learning has been particularly successful in terms of stimulating curiosity and widening peer learning networks, amongst both staff and learners. In one example, learners studying construction and make-up artistry worked together on a health and safety project. The construction learners focused on typical work-place scenarios and the make-up artists replicated serious work-based injuries. This made the learning on health and safety very real and provided the make-up learners with a challenging and rigorous project. The communication and discussions between learners, supervised by staff, ensured that each group completed the project with a much stronger understanding of each other's work.

Within the college, an increasing number of collaborations across departments are developing, with the on-going support of mentors. This is becoming a strong and successful learning and teaching theme within the college, with many projects transferable across subject areas. There is evidence within the college that as a result of this collaborative approach learner motivation, sense of empowerment and unit achievement on the programmes involved has significantly increased.

9.3 Learner Engagement 'Listening to Learners'

In response to learner feedback, the college has extended its approaches to engaging learners in evaluating their learning experiences. The college has set up *Listening to Learners* focus groups, held twice each year, with all members of each class to replace class representatives attending *programme review* meetings. This has greatly expanded the number of learners who are able to present their views directly to teaching staff and managers in a formal, recorded way. Over the past years, this has enabled the college to engage with over 2,500 learners each year through approximately 270 focus groups. A key and innovative aspect of this process is that it is facilitated by class representatives. Many have benefited from specific training in facilitating meetings as part of class representative training.

The college has designed the *Listening to Learners* focus groups in order to gather detailed feedback about the quality of the learning experience. The template for recording the focus group feedback is based on key strands of the college's learning strategy *Empowering Learners*. During class representative training, there is an opportunity for these learners to influence its language and layout to ensure that they feel confident about using it with their peers.

The focus groups generate very detailed and specific information about learners' views on their learning. The face-to-face nature of the focus groups and the allocation of an appropriate amount of time for discussions means that issues are explored in depth, which is not always possible in formal meetings or through use of surveys. Class representatives have a strong sense of ownership of the process and many feel enabled to propose solutions to issues, rather than just raise them. There is also strong, collaborative partnership working between class representatives and curriculum managers who ensure that issues are discussed by programme teams and any actions fed back to learners promptly. *Listening to Learners* has generated many examples of improvements at programme level including programme design, learning and teaching, resources, assessment and learner support. *Listening to Learners* feedback is also analysed at college level to identify any patterns or trends that would benefit from more

strategic action. As a result of this process, learners across the college feel confident that their views are gathered systematically and that the college takes them seriously.

10. What is an overarching judgement?

Education Scotland uses an overarching judgement of *Effectiveness* to express the findings of the review team. The judgement of effectiveness takes into account all the evidence gathered through the external review. Such judgements express outcomes as:

effective;
limited effectiveness; or
not effective.

This judgement is further detailed by supporting statements which substantiate the judgement of effectiveness. Education Scotland evaluates and reports according to the three key principles. In this report, the principles and supporting statements relate to:

Key principle 1 – High quality learning (supporting statements numbers 1 and 2)

Key principle 2 – Learner engagement (supporting statement number 3)

Key principle 3 – Quality culture (supporting statement number 4)

Judgements of effectiveness and supporting statements provide stakeholders with assurances, or otherwise, about the quality of a college's provision. These judgements are based on trends and track record of a college, the findings at the time of the external review, and the college's capacity to continue improving.

A judgement of *effective* indicates that the college has in place **effective** arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any minor weakness, and is likely to continue to improve the quality of its services for learners and other stakeholders.

A judgement of *limited effectiveness* indicates that the effectiveness of the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders is **limited**. This judgement means that there are some strengths in the college's arrangements for quality enhancement. However, there are weaknesses in arrangements for *high quality learning* and/or le*arner engagement* and/or *quality culture*. If not addressed, the importance of these weaknesses will continue to **limit the effectiveness** of the college's arrangements.

A judgement of *not effective* indicates that the college's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders are **not effective**. This judgement means that there are significant weaknesses in the arrangements for *high quality learning* and/or *learner engagement* and/or *quality culture*. There is a high probability that, without significant and comprehensive action, with external monitoring and support, the college will fail to improve current low-quality provision and outcomes to an acceptable level. Education Scotland does not have evidence that the college has the capacity and commitment to identify and implement effective and comprehensive action.

Scottish Funding Council response to judgements

If the overarching judgement is **effective**, the Council will expect the college to engage with Education Scotland in follow-up activity, as appropriate, and, one year after the publication of the review reports, to provide a report, endorsed by its governing body (see *Council guidance to colleges on quality from August 2012*, paragraphs 62-66 SFC/13/2012 setting out its response to the review.)

If the overarching judgement is of **limited effectiveness** or is **not effective**, the Council will require the institution to prepare and fulfil an action plan to address the shortcomings identified (see paragraph 67 of guidance). Education Scotland will provide advice to SFC on the adequacy of the action plan and on how it is being implemented. SFC, taking into account any advice from Education Scotland, will normally require a formal follow-up review at an appropriate time, usually within no more than two years.

11.   What happens next?

Education Scotland will continue to monitor progress during annual engagement visits to the college.

There will be feedback to the learners at the college.

One year on from this report, the college will produce a report setting out what it has done to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities. There will be a link to this report from Education Scotland's website.

Ian P Beach
HM Inspector

12.   Further information

The review and judgements relate to the college as a whole and do not provide information about individual programmes of study or subjects. For further information on these or any other queries, contact the college or look on its website - http://www.forthvalley.ac.uk/

For further information about Education Scotland, the external review methodologies, or other information about reviews, see www.educationscotland.gov.uk

For further information about the Scottish Funding Council, see –   www.sfc.ac.uk

13.   How can you contact us?

This report has been produced as a web-only publication and is available on our website at
http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/collegereviews/ForthValleyCollege.asp

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on 0131 244 5684.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to The Complaints Manager, Denholm House, Almondvale Business Park, Livingston, EH54 6GA.

Readability Survey

Alternatively if you are reading this report in hard copy please type the following address into your web browser.

http://www.educationscotland.gov.uk/Images/FEReadabilitysurvey130612_tcm4-719342.doc

Appendix 1

Glossary of terms

CLAC   Creative Learning Action Community
DYW   Developing the Young Workforce
ESOL   English for Speakers of Other Languages
FE   Further Education
HE   Higher Education
HNC   Higher National Certificate
NC   National Certificate
PVG   Protection of Vulnerable Groups
QI   Quality Indicator
SCOTS   School College Opportunities to Succeed
SCQF   Scottish Credit and Qualifications Framework
SDS   Skills Development Scotland
SFC   Scottish Funding Council
SQA   Scottish Qualifications Authority
VLE   Virtual Learning Environment
WRAP   Workshops to raise Awareness of Prevent

Appendix 2

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

scqf
scottish credit and
qualifications framework

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner		Professional Development Award	Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10				Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9				Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher				Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2				Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award		SVQ 1
3	National 3 Access 3				
2	National 2 Access 2				
1	National 1 Access 1				

26

1. **Purpose**

    To update the 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**

    The College has developed a monitoring system to allow active monitoring of progress towards achieving the objectives set out within the College's Operational Plan for 2015/16.

4. **Key Considerations**

    Appendix 1 provides an overview of progress. Of our 54 operational plan objectives 16 have been completed, 31 are progressing to target, while three have not yet started. Two objectives (OP1 and OP3) have been rated as progressing with a minor delay, while two objectives (OP30 and OP31) have been as having an issue identified. All four objectives are in full, or in part, related to the new Falkirk Campus. As a result of the change in funding for the new Falkirk Campus from NPD to Capital, and also the vote from Falkirk Council not to proceed with the Arts Centre there is a delay in completion of the Full Business Case (OP1) and in the procurement phase of the project (OP3).

    The switch in funding from NPD to Capital is also one of the reasons why objectives OP30 and OP31 have been flagged as having an issue identified, as work is ongoing to revise costs for the new campus under the new model. The other issue identified is that recent funding announcements for 2016/17 will have a negative impact on the College's ability to contribute to its own resources to support the project. To help mitigate, the Principal has written to SFC seeking support to resolve this. Further mitigation is that the sale of the Branshill site, along with increased funding from the Foundation could offset the impact of the recent funding announcements. The College has also recently appointed a Fund Raising Manager, who amongst other priorities, will seek financial contributions to the project from external parties.

    A summary of objectives where issues or delays have been identified is attached, along with an update for all objectives.

5. **Financial Implications**

    Please detail the financial implications of this item – Reductions in funding for 2016/17 mean that the ability to utilise net depreciation and top slice capital maintenance for the new campus is restricted. Mitigation for this includes writing to SFC, using sale proceeds from the Branshill site, increased funding from the Foundation, and seeking external funding through our Fund Raising Manager.

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 –

   Risks
   - Delays to the new Campus project through the change of funding model from NPD to Capital, and a no vote from Falkirk Council on the Arts Centre.
   - Funding Announcements for 2016/17 having an adverse impact on funding for the new Campus.

   Mitigating Actions
   - The College had already instructed our architects to begin work on re-designing the new Campus should the vote from Falkirk Council be to not progress with the Arts Centre.
   - The Principal has written to SFC seeking support to resolve the funding issue impacting our new Campus, proceeds from the sale of Branshill and increased funding from the foundation could offset this impact, and our Fund Raising Manager will seek external funding.

   Risk Owner – Tom Gorman/Alison Stewart   **Action Owner –** Tom Gorman/Alison Stewart

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
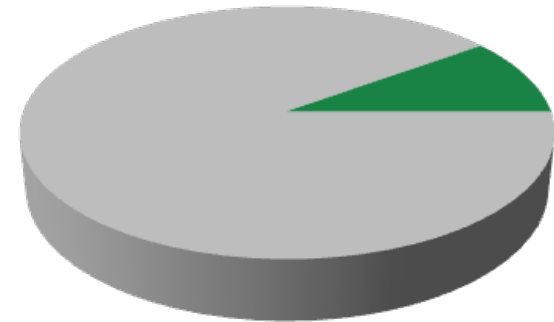
Leading as a business that is a champion for
governance, financial control and balanced risk taking
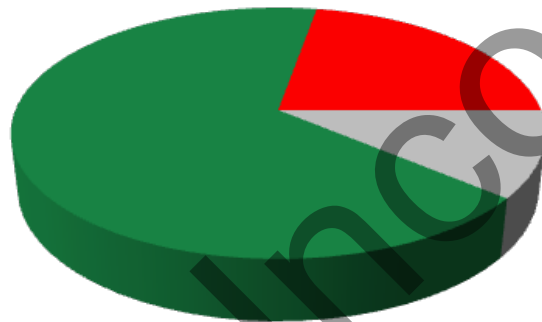
Enhancing our position as the business and
community partner of choice

Delivering a whole system approach.
Simply effective, efficient and consistent

Objectives with issues identified or delayed

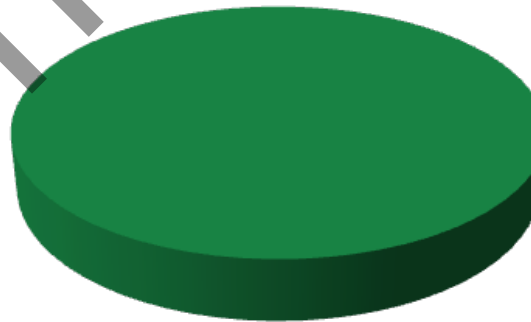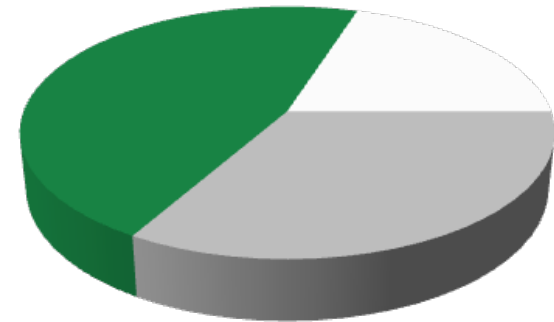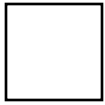| Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Deliver a superb learning environment for the Falkirk campus to match the quality of that already in place in Alloa and Stirling	OP1	Complete Full Business Case for the new Falkirk Campus and submit to Scottish Funding Council and Scottish Futures Trust for approval.	Appoint Architect after Design Competition		Progressing With Minor Delay	Draft FBC to be revised to accommodate change in procurement from NPD to Capital and also the omission of Arts Venue post Falkirk Council 'no vote' on 11/5/16	June 2016
			Appoint Technical Advisor/ Project Manager/ Legal and Financial Advisor	ST4			
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	As a result of the change in procurement from NPD to Capital and Falkirk Councils decision to 'vote no' on the incorporation of the Arts Venue into the new Falkirk Campus, the overall development programme and costs are under review.	June 2016
			Issue OJEU				
			Revise Development Programme	ST4			
Support the new Falkirk campus development project	OP30	Manage the financial input into the project	Financial Advisors appointed to support project	ST1	Issue Identified	Project now switched from an NPD revenue funded project to a Capital Grant funded project. Work is ongoing to revise the costs under the new model. Recent funding announcements for 2016/17 will have a negative impact on the College's ability to contribute its own resources to support this project. Principal has written to SFC seeking support to resolve this.	June 2016
			Financial model within Full Business Case which demonstrates affordability throughout life of project	ST1			
Support the new Falkirk campus development project	OP31	Identify and secure funding for Forth Valley College costs	Deliver planned operational surpluses	ST1	Issue Identified	Continuing to work with SFC regarding the sources of funding. Due to reductions in funding for 2016/17 the ability to utilise net depreciaiton and top slice capital maintenance is restricted. This in part can be offset by additional sale proceeds from the sale of the Branshill site and increased funding from the Foundation.

Fund Raising Manager now in post and will look at amongst other things, finanical contributions to the project from external parties. | June 2016 |
| | | | Forth Valley College Foundation Grants | ST1 | | | |
| | | | Stakeholders and partners - Contributions | ST1/ ST5 | | | |

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		Progressing With Minor Delay	Draft FBC to be revised to accommodate change in procurement from NPD to Capital and also the omission of Arts Venue post Falkirk Council 'no vote' on 11/5/16	June 2016
			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	Implementation plan progressing, full staff briefings planned for June 2016	June 2016
	OP3	Progress procurement phase for Design Build Finance Maintain contract.	Issue Invitation To Tender for Consortia		Progressing With Minor Delay	As a result of the change in procurement from NPD to Capital and Falkirk Councils decision to 'vote no' on the incorporation of the Arts Venue into the new Falkirk Campus, the overall development programme and costs are under review.	June 2016
			Issue OJEU				
			Revise Development Programme	ST4			
	OP4	Progress procurement of additional land at Middlefield.	Agree Conditional Legal Missives with Callendar Estates.	ST4	Complete		June 2016
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		June 2016
	OP6	Improve information management	Ensure all appropriate estates information is available and updated via SharePoint by December 2015	ST6	Progressing To Target		June 2016
			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		June 2016
	OP8	Create new project office in Falkirk.	Project room in Falkirk selected, refurbished and key staff decanted		Complete		June 2016
	OP9	Review car parking at Stirling	Additional car parking		Progressing To Target	Affordability under review at 17/5/16	June 2016
			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	All Curriculum Review documents contain evidence of direct employer engagement and generally good use of available labour market and skills information. Most Heads also reported on how effectively this had worked through Curriculum Conference presentations and this was a good opportunity to share effectivce practice. The seconded WEmployer Engagement Officer is in post and has to date established 6 new work placements for Civil Engineering students. She will provide a detailed report on the lessons learned from the process in June 2016. Full-time curriculum for 2016-2017 is currently being finalised and proposals for replacement curriculum for 2017-2018 are due to be taken to SMT for approval.	June 2016
			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	Most school-college courses for 2016-2017 have healthy application numbers and work is ongoing to boost these on the few courses where they are currently still low. The Foundation Apprenticeship Pathfinder courses are progressing well and contracts with SDS have now been confirmed for the four new courses commencing in August 2016. All successful SCOTS students are guaranteed a place on a Skills for Work course the following year. Work is ongoing to firm up arrangements where appropriate for guaranteed progression from Skills for Work onto a full-time college course.	June 2016
			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	We continue to monitor retention and achievement on all Associate Student programmes. Applications for all programmes for 2016-2017 are consistent with previous years and we are optimistic that recruitment targets will be achieved. Articulation agreements are in the process of being refreshed and new opportunities for additional agreements sought.	June 2016
			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	A range of creative learning projects are under way and are being monitored by members of the Creative Learning Leadership Group in mentor roles. The effectivenss of this initiave has been acknowledged through achievement of the CDN Award for Learning and Teaching; the TES FE Award for Best learning and teaching Initiative and its recognition as an example of excellent practice in the college's recent Education Scotland review report (May 2016). Planned participation in peer observation has increased on last year, although not all participants have yet undertaken their observations. Plans are well advanced for the creative learning Conference to be held in August 2016. Initial scoping and research for the Creative Learning and Learning Technology Strategy are under way and this will now be developed in parallel with the overall college strategic plan for 2017-2022.	June 2016
			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			

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
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	Increased participation in peer observation	ST3	Progressing To Target	A range of creative learning projects are under way and are being monitored by members of the Creative Learning Leadership Group in mentor roles. The effectivenss of this initiave has been acknowledged through achievement of the CDN Award for Learning and Teaching; the TES FE Award for Best learning and teaching Initiative and its recognition as an example of excellent practice in the college's recent Education Scotland review report (May 2016). Planned participation in peer observation has increased on last year, although not all participants have yet undertaken their observations. Plans are well advanced for the creative learning Conference to be held in August 2016. Initial scoping and research for the Creative Learning and Learning Technology Strategy are under way and this will now be developed in parallel with the overall college strategic plan for 2017-2022.	June 2016
	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	The workroom support schedules continue to work well and are proving effective in engaging staff at the point of need. Moodle learning pathways for staff are currently being designed. The use of technology to enhance learning is present in self-evaluation evidence for most full-time programmes and support is being focused on those programme areas where this is less evident. The use of technology to support and enhance learning received positive feedback in the recent Education Sotland review report (May 2016).	June 2016
			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	The full-time leaver destination survey of 2014-2015 students is now complete (although not yet verified by SFC) and evidences a further 2% increase in response rate (93% overall) and, of those responding, 94% are in positive destinations (employment or further study), which is cinsistent with the previous year. The potential for an in-house "employment agency" service has been investigated. There are currently informal arrangements in place to publicise vacancies that employers have made the college aware of through Moodle and through direct communication to relevant student groups. It is not flet that there is scope to formalise or extend this arrangement within current resource levels. We will continue to explore whether this might be of interest as a voluntary project for the Student Association and/or relevant student goroups.	June 2016
			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	All areas developing as planned an on target for successful completion	June 2016
			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%		Complete	Successful completion with very good results ahead of target	June 2016
			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		Complete	The main review of structure for this year are complete. However, this will be a continual feature of organisational effectiveness to ensure we have the best 'fit' for the organisation. Job roles and structures will be reviewed as and when staff exit the organisation or a change of direction in delivery or service is required.

Online induction for staff is ready to be piloted before the official launch | February 2016 |
| | | | 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 | | Complete | The introduction on the Employees Self Access process and the review of mandatory training for staff has ensured that PRD's are automatically populated with essential training for all staff. This is the first year of this new process and a review and evaluation will take place at the end of the session.

Training Need analysis is now a standard process for HR Business Managers with there monthly meeting with Heads od Department CM's and Heads of Service. This has ensured that training and succession planning opportunities are highlighted timeously and incorporated in to PRD's | February 2016 |
			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		Complete	All identified staff are now progressing on TQFE. The change to the University of Stirling has proved successful in the main however, we do have a few members of staff accessing TQFE at Dundee University. We have also had a higher number of request form the University of Stirling for placement for their student. This is a result if the high quality learning and teaching we offer	February 2016
			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		Complete	Given the developments within National Bargaining and the settlement of pay negotiations for 15/16 this is now compete	June 2016
			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		Complete	The review of CPD activity for this year is completed. However, this is an on-going and developing process as new opportunities and mode of delivery arise within the sector and therefore should continue to be a target.

the MJS recruitment system has proven to be successful in attracting a wider range of candidates. | February 2016 |
			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		Complete	The second Cultural Survey is now complete and we are in the process of extracting the data and analysing this against the previous Cultural Survey. The compete document will be launched at the end of February.	February 2016
			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	Complete	The NRPA has now been signed by all colleges and we are now beginning to move to the next stage	June 2016
			Successful implementation of Recognition and Procedure Agreement in line with sector developments	ST4			

22 May 2016

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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	Certificate of Assurance signed by Principal and submitted to SFC. Risk register presented at each audit committee. Business continuity plan test scheduled for May 2016. Internal audit plan being delivered in line with plan. All FOI and Complaint Handling returns submitted when required.	June 2016
			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		Progressing To Target	Further reforecast completed at the end of April will be taken to Finance Committee in June.	June 2016
			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	Business Development department continue to seek additional sources of non SFC income both nationally and internationally. Latest forecast shows College on target to exceed original budget operating surplus.	June 2016
			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		Complete	Q4 Resource Return submitted to SFC. Capital budget was fully utilised, with an underspend in Revenue of £143k which was required to fund loan repayments which don't score against the budget. Underspend was in line with SFC expectations. No donation was made to Foundation as surplus cash was used to fund costs relating to the New Falkirk Campus as agreed with SFC.	June 2016
			Resource budget fully utilised				
			Resource Returns submitted to Scottish Funding Council				
	OP29	Effective management of student funding resources	External Audit		Progressing To Target	Inications are that budget will be overspent by £70k which will be funded from the College's resources. Overspend is due to the level of childcare which has increased significantly in 2015/16.	June 2016
			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	Issue Identified	Project now switched from an NPD revenue funded project to a Capital Grant funded project. Work is ongoing to revise the costs under the new model. Recent funding announcements for 2016/17 will have a negative impact on the College's ability to contribute its own resources to support this project. Principal has written to SFC seeking support to resolve this.	June 2016
			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	Issue Identified	Continuing to work with SFC regarding the sources of funding. Due to reductions in funding for 2016/17 the ability to utilise net depreciaiton and top slice capital maintenance is restricted. This in part can be offset by additional sale proceeds from the sale of the Branshill site and increased funding from the Foundation. Fund Raising Manager now in post and will look at amongst other things, finanical contributions to the project from external parties.	June 2016
			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	Working on going with SFC regarding retaining the receipt from the existing Falkirk campus.	June 2016
			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	Employer engagement pilot is continuing with data cleansing and departments starting to utilise. VQMS development on going and e portfolio tendering exercise near completion with an implementation date of August still on target. Employer portal system progressing with wire diagrams complete. New SDS finance system slightly delayed with initial roll out now aimed for July/August.

Engage in FVC plan being reviewed with new Fund Raising Manager and Marketing. | June 2016 |
| | | | 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	Continue to work closely with the marketing team on key priorities for business development; commercial and international activities continue to be priority. VQ delivery and MA places are also being promoted within this quarter to maximise places gained from SDS.	June 2016
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	Curriculum conference highlights needs of industry and ensures that we are making the most of any commercial opportunities which arise from discussions with employers. Agreed to review plans for next year to link more with commercial connections across the departments.	June 2016
			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 continues with each of the areas particularly to promote MA provision as our contract has been awarded and some specific further activity in Falkirk and Stirling are noted below.:-
- We are now working with Falkirk Council on the Grangemouth 2025 vision and the skills requirements for this plan and the role for the college in the delivery of this and we are actively promoting
- We are leading on behalf of Stirling Council the creation of a Skills Strategy for Stirling assessing the opportunities this could bring for the college	June 2016
	OP37	Deliver Year 1 of the International Strategy	International income achieved through direct business engagement and student recruitment	ST4	Progressing To Target	The international plan continues to drive forward with the following points to note:-

- We are delivering a skills project with the British Council for training organisations in Iraq; all delivery/development work will be based at FVC and the project commences with a week long visit from the Iraq companies in June 2016. Further commercial activity is still being pursued in Ghana, China and Russia in relation to oil and gas activity and a recent trip to Dubai by the HSS department has created some | June 2016 |
| | | | Key strategic relationships formed with universities, other colleges and local authorities | ST2 | | | |

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	Process developed for staff and student mobility supported by external funding routes and a staff study visit arranged for one group of staff	ST3	Progressing To Target	commercial and placement opportunities - In relation to international student recruitment we have now agreed an entry route with Stirling and possibly Glasgow Caledonian university for international students to attend FVC on an integrated degree programme with the universities by utilising the visa requirements of the university. Initially this will be on an infill basis to gauge level of response. - We are continuing to develop opportunities for staff and student mobility and supported the FVSA trip to Croatia. Possible internship opportunities in hotel group in Dubai is also being assessed.	June 2016
			International income achieved through direct business engagement and student recruitment	ST4		The international plan continues to drive forward with the following points to note:- -- We successful won the bid to support training organisations in Iraq to develop local capacity in the oil and gas industry; all delivery/development work will be based at FVC and the project commences with a week long visit from the Iraq companies in June 2016. Further commercial activity is still being pursued in Ghana, China and Russia in relation to oil and gas activity and a recent trip to Dubai by the HSS department has created some commercial and placement opportunities - In relation to international student recruitment we have now agreed an entry route with Stirling University and possibly Glasgow Caledonian University for international students to attend FVC on an integrated degree programme with the universities by utilising the visa requirements of the university. Initially this will be on an infill basis to gauge level of response. - We are continuing to develop opportunities for staff and student mobility and supported the FVSA trip to Croatia utilising the Erasmus programme. There are also possible internship opportunities in hotel group in Dubai being assessed.	June 2016
			Key strategic relationships formed with universities, other colleges and local authorities	ST2			
			Process developed for staff and student mobility supported by external funding routes and a staff study visit arranged for one group of staff	ST3			
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	Progressing To Target	Commercial challenges still remain and we are continuing to actively market activity and have been the highest performing CompEX centre in the UK. We are expanding the range of services in the programme and will be piloting a new Responsible Person programme in June being the only Scottish centre with this authorisation. We are also experiencing increased demands on refresher courses which has helped to maintain a level of income. We are now actively marketing all our MA places to ensure we achieve high levels of utilisation. In line with finance we have reforecast the budgets and college now in position of forecasting an operating surplus.	June 2016
			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	Development and Fund Raising Manager recruited and started on 9 May - a strategy will be developed over the summer with implementation for start of next financial year.	June 2016

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	Complete	We moved to a 1Gb connection at the end of last session, and gradually moved services over to the enhanced connection. All of our services, including Eduroam, are now being serviced through the new connection, and to date monitoring of wireless usage from mobile devices, which had been causing spikes in traffic, are not causing any issues.	February 2016
	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	Complete	Students can now access Office 365 and OneDrive. Further promotion will continue this session, and in to next.	June 2016
	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 Scope of Work has been completed for the new College Website, with design and build by Frame underway.	June 2016
			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	This project will commence upon completion of the revised College Website.	June 2016
			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	Skype for Business has been installed on our Test network, testing has begun, and the design for our live implementation is being scoped.	June 2016
	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	Preparatory research has begun, with reviews of emerging technology within learning and teaching.	June 2016
			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 progressing to enable service alerts to inform of the availability of the key IT services.	June 2016
			Improved communication through the use of Service Alerts and Announcements				
			Provide more self-help for users through additional IT				

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	OP46	Continue to advance the service and support offered by the College's IT Helpdesk	Training Notes and Frequently Asked Questions		Progressing To Target	Work is progressing to enable service alerts to inform of the availability of the key IT services.	June 2016
	OP47	Further develop network monitoring to enable IT services to be more pro-active through earlier identification of potential issues	Regular reporting of login times to help identify any potential bottlenecks		Complete	Reports have been written to identify login issues. As a result users with excessive login times are being targeted by the IT Team to offer advice.	June 2016
			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	This project is scheduled to commence late June 2016.	June 2016
	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	Following a full review of the pilot, a revised version of the electronic record of interview has been rolled-out to all Departments involved in the Department, and plans are in place to continue the roll-out to all Departments.	June 2016
	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	Scoping for phase 1 of development has been completed, wire diagrams have been completed, and build is scheduled for June.	June 2016
	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	Existing employer information has been cleansed, and the system is ready to be piloted by the 2 identified Departments.	June 2016
			Further develop and roll-out our systems to capture Employer Engagement, allowing us to more effectively engage and deliver on employer needs.	ST5			

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 a programme of continuous improvement to enhance our information systems	OP53	Through improved document management reduce the requirement to store paper documents	Pilot electronic document management, and explore the potential of digital signatures	ST1	Progressing To Target	A new version of SharePoint has been installed on our test network. Testing of existing functionality and all InfoPath forms has commenced. Upon successful completion the upgrade will be applied to our live version of SharePoint.	June 2016
	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 the Strategic Development Committee on Student Activity for Session 2015/16 and provide an early report on recruitment for Session 2016/17.

2.   Recommendation

That the Strategic Development Committee note the content of the report.

3.   Background

This report provides an update of progress towards meeting our activity target for Session 2015/16, and provides an early view of recruitment for Session 2016/17.

4.   Key Considerations

Session 2015/16 Progress towards our Activity Target

Figure 1 shows we are xx% towards meeting our activity target for Session 2015/16, which is in advance of this time last session. Challenges were 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 estimate a shortfall in activity against our target. A cross-college working group was established to address the shortfall. Alternative courses have been delivered to help address the shortfall, and further activity is planned to ensure we deliver to our Credit target for Session 2015/16.

Figure 1 – 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	53,331	0	53,331
Part Time	19,941	1,117	21,118
Evening	3,010	0	3,010
Assessment of Work Based Learning	4,953	0	4,953
Flexible/Distance Learning	3,277	725	4,002
Total	**84,512**	**1,902**	**86,414**
Variance			**200**

Session 2016/17 Full Time Applications

Full time recruitment for Session 2016/17 has been healthy across all teaching Departments as evidenced in Figures 2 below. Overall, we have had had almost 6,257 applications for 3,153 full time places, with the majority of courses receiving more applications than places.   The recruitment process is underway, with 2,851 offers being made to date (including year 2 progression).   The recruitment process, as always, is very fluid and teaching Departments/courses are at different stages of recruitment/interview. Curriculum Managers along with our Student Records team are very experienced at managing recruitment, with appropriate waiting lists being maintained. All managers have access to real-time information on applications, and a weekly report is distributed electronically to Heads of Department, which is reviewed weekly by the Senior Management Team.

**Figure 2 – Full Time Applications for 2016/17**

Department	Target	Applications	Application Variance	% Application Variance	Offers	Offer Variance	% Offer Variance
ACCESS & PROGRESSION	212	519	307	145%	126	-86	-41%
APPLIED SCIENCE, MATHS & MECHANICAL ENGINEERING	278	537	259	93%	279	1	0%
BUSINESS	476	872	396	83%	447	-29	-6%
CARE, HEALTH & SPORT	530	1,411	881	166%	526	-4	-1%
CONSTRUCTION	214	428	214	100%	199	-15	-7%
CREATIVE INDUSTRIES	711	1,163	452	64%	656	-55	-8%
ELECTRICAL INSTRUMENTATION & CHEMICAL ENGINEERING	208	300	92	44%	161	-47	-23%
HOSPITALITY & SALON SERVICES	524	1,027	503	96%	457	-67	-13%
Overall - Summary	**3,153**	**6,257**	**3,104**	**98%**	**2,851**	**-302**	**-10%**

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 2016/17 as Session 2015/16 although applications are tracking at approximately 200 less this session, compared to last session. The total figure for May for Session 2016/17 doesn't yet reflect a full month, and it is anticipated that this figure will rise to approximately 200 less than the end of May in Session 2015/16.   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
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	5,945	6,259	6,959	7,502	7,868	8,127	8,357
2016/17	715	1,595	2,354	4,137	5,329	5,725	6,081	6,359				

Figure 4 - Cumulative applications by Session and month
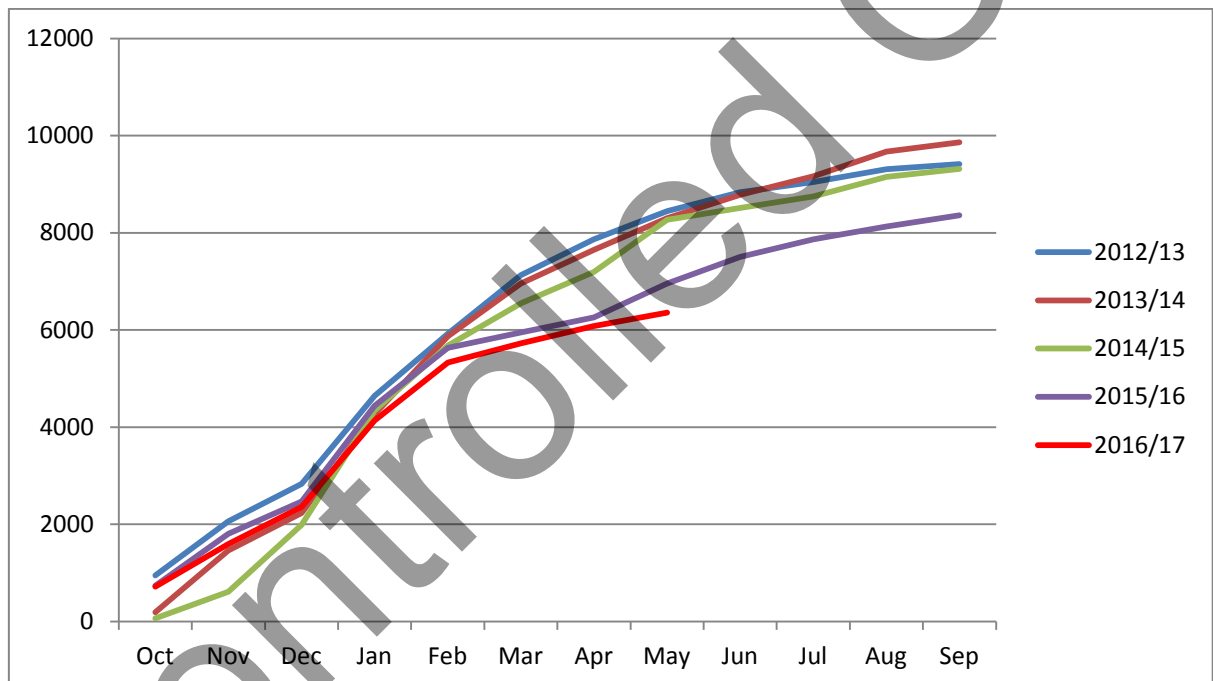
5. **Financial Implications**

    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.

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