Boardroom, 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 8 September 2016

4. Matters Arising

    a) S/16/004 "Making Fundraising Work" - Fundraising Strategy
    b) S/16/007 Student Association Plan
    c) S/16/009 Student Recruitment Monitoring Report
    d) S/16/012 Any Other Competent Business

5. Falkirk Council - Representation within the Community Planning   David Allison
    Leadership Structure

FOR DISCUSSION

6. Business Development Quarterly Report   Colette Filippi

(This paper is withheld from publication on the Forth Valley College website under section 33
Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

7. Student Association Activity September to December 2016   Alan Buchan

8. Outcome Agreement Self Evaluation 2015-16   David Allison

9. Outcome Agreement Target Setting   David Allison

10. Operational Plan Monitoring (to follow)   David Allison

11. Student Activity   David Allison

(Elements of this paper is withheld from publication on the Forth Valley College website under
Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act
2002.)

12. Review of Risk

13. Any Other Competent Business

Boardroom, Falkirk Campus (commencing at 4.30pm)

Present:	Mrs Anne Mearns (Chair)
	Mr Alan Buchan, Student Association President
	Mrs Fiona Campbell
	Ms Karen Williams, Student Association
Apologies:	Mr Andrew Carver
	Mrs Lorna Dougall
	Mrs Caryn Jack
	Mr Liam McCabe
	Ms Angela Winchester
In Attendance:	Mr David Allison, Associate Principal and Executive Director Information Services and Communication
	Mrs Fiona Brown, Associate Principal and Executive Director Learning Services
	Mrs Colette Filippi, Associate Principal and Executive Director Business Development (For item S/16/004 only)
	Ms Pauline Barnaby, Development and Fundraising Manager (For item S/16/004 only)
	Ms Kerry Kay, Lecturer (For item S/16/005 only)
	Mr Stephen Jarvie, Corporate Governance and Planning Officer

The Chair welcomed Karen Williams to her first Committee meeting.

S/16/001   Declarations of Interest

None

S/16/002   Minute of meeting held on 31 May 2016

The Minute of the meeting of 31 May 2016 was accepted as an accurate record; however approval could not be given owing to the meeting not being quorate.

S/16/003   Matters arising

None

S/16/004   "Making Fundraising Work" - Fundraising Strategy

The Chair informed members that this item had been marked down on the agenda as 'for approval' but was in fact being brought for discussion.

The Associate Principal and Executive Director Business Development provided an introduction to the new College Development and Fundraising Manager.

She noted that this was a new post and that the strategy had been developed within the first 12 weeks of the post being created.

The Development and Fundraising Manager gave a presentation outlining the new College Fundraising strategy. She noted that the strategy not only focused on financial benefits to the College but also on the ancillary benefits fundraising could deliver to the College and students.

She outlined the key objectives of the strategy and discussed prospects developed to date. She acknowledged that the targets set by the College were ambitious ones.

Members queried whether this activity was in additional to existing mainstream and commercial funding models and how would the College manage the different bureaucratic demands associated with various funding streams.

The Associate Principal and Executive Director Business Development confirmed that this activity would be in addition to existing activity and that each bid would be reviewed prior to submission to ensure it delivers benefit to the College.

Members expressed their support for these developments and asked that the Board be considered to assist in networking events etc.

a)   Members welcomed the presentation and recommended that the strategy be taken to the Board of Management

S/16/005   Creative Learning Conference (Presentation)

The Associate Principal and Executive Director Learning Services gave a presentation on the Creative Learning Conference for teaching and front facing staff which had occurred on 10 August 2016.

She highlighted the increase in participation levels and the continued sharing of best practice.

Kerry Kay provided members with her perspective as one of the leaders of the group activities. She had noted the positive engagement from staff and the willingness to embrace creative practices within their own teaching.

Members queried whether all staff were engaging in the process. The Associate Principal and Executive Director Learning Services confirmed that a significant amount of work had been undertaken with HR staff to ensure attendance.

She also noted that, in terms of evaluation, over 90% of respondents had noted that they felt inspired by the day.

a)   Members welcomed the report and encouraged the College to maintain the momentum of creative learning

S/16/006   **Safeguarding Our Learning Community**

The Student Services Manager presented an update on referrals to the safeguarding process since the last Committee meeting.

She updated members on measures taken to increase student support including increasing the amount of counselling support available for students to access and making counselling support available for evening students as well.

Members queried whether online counselling was a potential development. The Student Services Manager confirmed that this had been trialled but feedback was that students preferred face to face counselling.

The Student Services Manager also noted the continued move toward mental health related referrals and noted that the services were adapting to support this requirement.

Members noted the age profile of students accessing support and queried whether the College had advance notice from schools regarding individuals who may require support.

The Student Services Manager confirmed that, while there were good working relationships in place, there were no formal links in this regard. As with all applicants to the College, students coming from schools are asked if they require support at interview stage and the support available is also highlighted during induction.

a)   Members noted the content of the update

S/16/007   **Student Association Plan**

The Student Association President presented the operational plan for the Student Association. He highlighted the benefits to the team of having a strong plan in place and how this would allow the team to track and evidence to students the progress being made and to receive their input and feedback.

Members noted that the Student Association may benefit from having an independent assessment of progress conducted at the end of the year.

Members queried whether the open badges system would be continuing this year. The Student Association President confirmed that this would continue.

a)   Members welcomed the creation of the Operational Plan and requested regular updates on progress

S/16/008   **Operational Plan Monitoring**

The Associate Principal and Executive Director Information Services and Communication presented an update on progress against College Operational Planning targets. He noted that there was one item categorised red at this time, which related to the Full Business Case which is currently with the Scottish Funding Council for consideration.

a)   Members noted the content of the report

S/16/009   **Student Recruitment Monitoring Report**

The Associate Principal and Executive Director Information Services and Communication updated members on student recruitment. He highlighted that, while overall recruitment was healthy, there had been a dip in HE students starting as a number of universities had loosened their entry criteria just before the start of the academic year.

Members asked how the College could mitigate against this type of last minute change in the future.

The Associate Principal and Executive Director Learning Services suggested that strengthening integrated degree programme activity would likely help to counterbalance a proportion of this loss.

a)   Members noted the content of the report and requested a sub-group be commissioned to investigate mitigating actions

S/16/010   **Annual report on institution-led review of Quality/ Outcome Agreement self – evaluation**

The Associate Principal and Executive Director Information Services and Communication informed members that, since the issue of the papers, SFC had released further guidance which meant for this coming academic year, the College did not have to produce the annual report on institution-led review of quality.

He noted that the Outcome Agreement self-evaluation activity would still need to go ahead and, like last year, the reporting dates for this were outside the normal committee calendar. He requested volunteers to serve on a short-life sub-group to ensure Board input into the document.

Anne Mearns, Fiona Campbell and Alan Buchan volunteered to serve on the sub-group.

a)   Members noted the content of the update

S/16/011   **Review of Risk**

Risk was highlighted within individual papers.

S/16/012   **Any Other Competent Business**

The Chair noted that there was an additional item for consideration. The College was seeking approval to make a grant application to the Forth Valley College Foundation to support the estates strategy. She noted that, while the FBC contained the Foundation funding, and had received full Board approval, internal processes required the Committee to consider and approve any actual applications.

It was agreed that, owing to the meeting not being quorate, the Corporate Governance and Planning Officer would circulate the paper electronically to the group to seek approval.

1. **Purpose**

    To discuss the request from Falkirk Community planning Partnership and nominate a Board representative to the new CPP Strategic Board.

2. **Recommendation**

    That members consider the request and attached documentation from Falkirk Council and nominate a Board member to represent the College.

3. **Background**

    The College are active members of the Falkirk Community Planning Partnership and have been keen advocates for the recent review of governance arrangement to ensure delivery of the new Strategic Outcomes and Local Delivery (SOLD) plan. The attached documentation identifies a new more compact Strategic Board which meets six times per annum and will have representation at the elected member and non executive/board member level, where practical. This will preplace the existing Leadership Board. The new Board will have representation from 9 organisations including a member from the local Business Panel. The role of the Board will be to ensure the statutory requirements of the CPP and delivery on strategic priorities.

    There will be a new Executive Group comprising Chief Executives from key partner organisations and will support the Strategic Board through the pro-active scrutiny, challenge and monitoring of Delivery Groups and Locality Planning. The College Principal will be the College representative on this group.

4. **Key Considerations**

    The College is a proactive member of the three CPP's across the region. We are represented on the Stirling Leadership Board by Anne Mearns as Vice Chair to the Board and Ken Thomson, Principal. In Clackmannan, Andrew Lawson represents the College on the Clackmannan Alliance and for the last three years, the Principal has been a member of the Falkirk Leadership Board.
    Following an audit by Scottish Government, Falkirk have reviewed their governance structure in order to hold partners accountable for actions agreed and to support the new SOLD document which resulted in the proposed structure for a Strategic Board and an Executive Board. The Principal will be a member of the Executive Board.

    The college is seen as a very effective and indeed lead partner in Community Planning and we have an invitation for a board member to attend the Strategic Board. The Board will meet six times a year. It is recognised that key to a successful partnership will be the communication between the nominated FVC Board member of the Strategic Board and the Principal on the Executive .

    Anne Mearns represents the Board on the Stirling CPP. This new role for Falkirk is seen as a positive profile role for the College and Board members.

5. **Financial Implications**

   There are no financial costs to this request other than travel expenses for the nominated Board member which would be paid for by the College.

6. **Equalities**

   Assessment in Place? – No

   If No, please explain why – This is an external commitment from the College with no direct impact on staff or students.

   Please summarise any positive/negative impacts (noting mitigating actions) – Board member involvement at the CPP Strategic Board will ensure a strong voice for Forth Valley College.

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		

   Please describe any risks associated with this paper and associated mitigating actions – Low risk to engagement with the Falkirk CPP given we already have a high profile and professional engagement across various levels of the CPP. If we are unable to identify a nominated Board member for the Strategic CPP Board, the two accompanying letters do state "where practical" and "where possible". The default will be for the Principal to attend and we will review the senior manager at Executive Group level.

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

8. **Other Implications –**

   Please indicate whether there are implications for the areas below.

   Communications –No   **Health and Safety –No**

   Please provide a summary of these implications – N/A

   Paper Author – Dr Ken Thomson   **SMT Owner –** Dr Ken Thomson

Forth Valley College

Making Learning Work

9 November 2016

Tel: 01324 403203
Email: ken.thomson@forthvalley.ac.uk

Councillor Craig Martin
Leader of the Council
Falkirk Council
Municipal Buildings
Falkirk
FK1 5RS

Dear Craig

Re: Representation within the Community Planning Leadership Structure

Thank you for your letter dated 21st October 2016 and the invitation for Forth Valley College to be represented on the Strategic Group and the new Executive Group.

I will be taking a paper to our Strategic Development Committee of the Board of Management on 1st December to seek approval for the proposal and to identify our nominated members.

I shall be in touch with you after that meeting.

Yours sincerely

Dr Ken Thomson
Principal

Dr Ken Thomson, Principal.
Forth Valley College of Further & Higher Education

Falkirk Campus - Tel: +44 (0)1324 403000   Alloa Campus - Tel: +44 (0)1259 215121   Stirling Campus - Tel: +44 (0)1786 406080
Grangemouth Road, Falkirk, FK2 9AD   Devon Road, Alloa, FK10 1PX   Drip Road, Stirling, FK8 1SE

www.forthvalley.ac.uk   Tel: 0845 634 4444   Fax: +44(0)1324 403222   Registered Charity Number: SC021191

Home Address:

27 North Main Street, Carronshore FK2 8HW
Telephone: 01324 558304
email: craig.martin@falkirk.gov.uk

Enquiries to: Andrew Wilson
Direct Dial: 01324 506046
Date: 21 October 2016

Ken Thomson
Principal
Forth Valley College
Grangemouth Road
FALKIRK
FK2 9AD

Forth
Valley

2 4 OCT 2016

RECEIVED PRINCIPAL

Falkirk Council
Comhairle na h-Eaglaise Brice

Dear Mr Thomson

Subject: REPRESENTATION WITHIN THE COMMUNITY PLANNING LEADERSHIP STRUCTURE

I am writing to you following my recent letter outlining the changes being implemented to the Community Planning Partnership's Leadership Structure. As a key Community Planning partner I am inviting your organisation to be represented on the Strategic Group and the new Executive Group. Could I ask that you please provide nominees to the Policy and Community Planning Manager as follows:
andrew.wilson@falkirk.gov.uk

As outlined in my recent letter organisations should be represented as follows:

- Strategic Group at Elected or Partner Board Member level, where possible; and
- Executive Group at Chief Officer level.

Thank you for your assistance in this matter.

Yours sincerely

COUNCILLOR CRAIG MARTIN
LEADER, FALKIRK COUNCIL
CHAIR OF THE FALKIRK COMMUNITY PLANNING PARTNERSHIP

Our Ref: AEEBA0916AW – Leadership Structure Nominees

Councillor Craig Martin
Leader of the Council
Labour – Carse, Kinnaird and Tryst Ward

Municipal Buildings, Falkirk FK1 5RS.
Telephone: 01324 506278
Fax: 01324 501288

www.falkirk.gov.uk

Home Address:

27 North Main Street, Carronshore FK2 8HW
Telephone: 01324 558304
email: craig.martin@falkirk.gov.uk

Falkirk Council
Comhairle na h-Eaglaise Brice

Enquiries to: Andrew Wilson
Direct Dial: 01324 506046
Date: 21 October 2016

Forth
Valley
College

2 4 OCT 2016

RECEIVED PRINCIPAL

Ken Thomson,
Principal
Forth Valley College
Grangemouth Road
FALKIRK
FK2 9AD

Dear Mr Thomson

Subject: COMMUNITY PLANNING LEADERSHIP STRUCTURE

As you will be aware the Community Planning partnership has in addition to developing our priorities been reviewing our delivery structure. I am therefore writing to advise you of the outcome of that review and its implications for our agencies and organisations. These changes to our delivery structure include:

- A new more compact Strategic Board which will meet 6 times per annum with representation at Elected Member and non executive/ Board Member level, where practical. This will replace the existing Leadership Board. The new Board will include representation from 9 organisations, including for the first time a member of the local Business Panel. This Strategic Board has a key role in ensuring that the Community Planning Partnership (CPP) fulfils its statutory requirements, and that if delivers on its strategic priorities and local outcomes

- Having an annual Community Planning Conference for a much wider representation of partners, the third sector and representation from local communities. The main purpose of this wider event is to consider the progress and achievements of the CPP during the year, as well as that of its contributing partners. This annual conference will also be showcase event, so that the success and added value of Community Planning across the Falkirk Council area, can be visibly demonstrated; and

- Establishing a new Executive Group comprising Chief Executives or the most senior officers from key partner organisations. Its key role is to support the Strategic Board in undertaking its role and functions, through the pro-active scrutiny, challenge and monitoring of Delivery Groups and Locality Planning.

I have enclosed the appendix considered by the Leadership Board which will provide you with further information on these changes. The appendix also highlights which organisations are proposed to be represented on each group within the new structure. I shall be writing separately to relevant partner organisations seeking their nominations as members of the new strategic board and executive group respectively.

Councillor Craig Martin
Leader of the Council
Labour - Carse, Kinnaird and Tryst Ward

Municipal Buildings, Falkirk FK1 5RS.
Telephone: 01324 506278
Fax: 01324 501288

www.falkirk.gov.uk

I would like to thank all partners for their engagement in this review process and look forward to moving forward to deliver the priorities and local outcomes we have now agreed for our communities.   I will write separately to each organisation asking for appropriate representation on the new structure.

Again thank you for your continued support to our partnership.
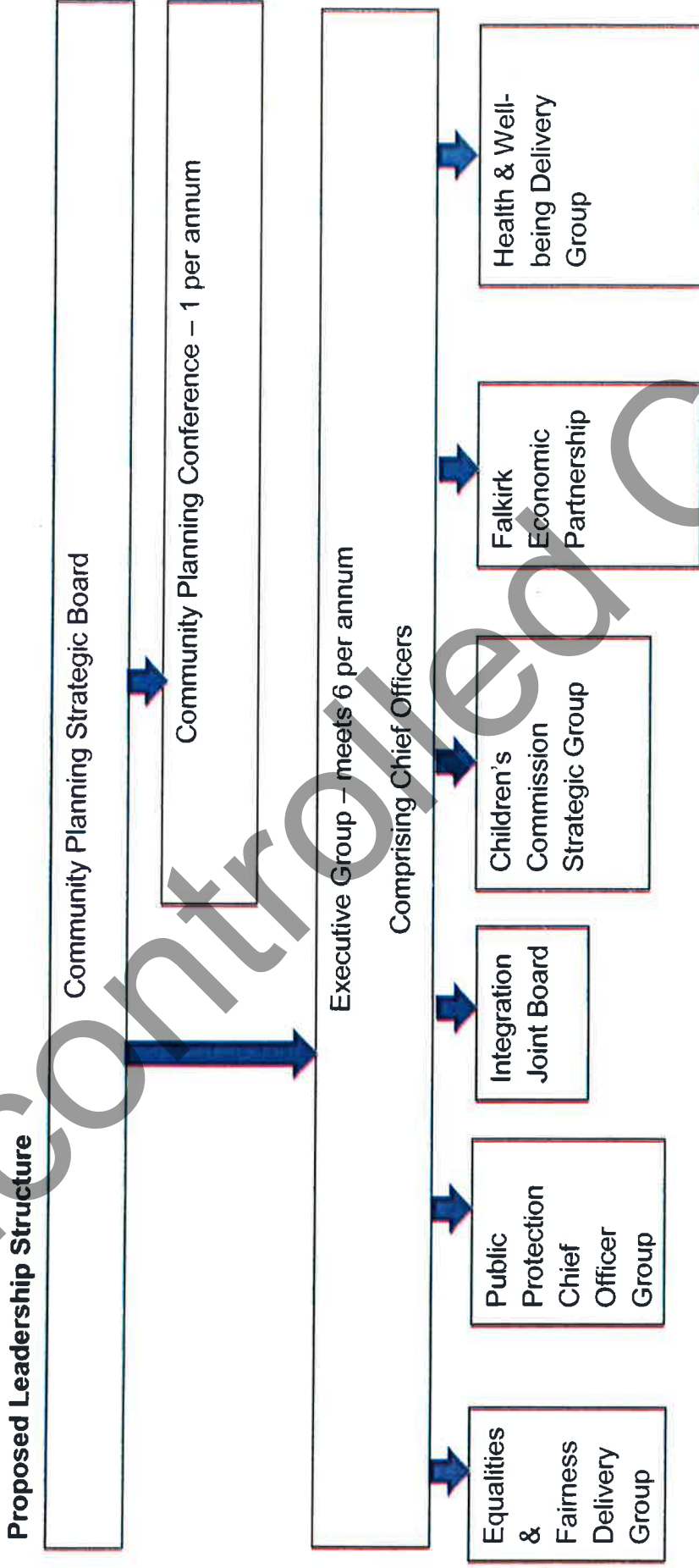

Yours sincerely

COUNCILLOR CRAIG MARTIN
LEADER, FALKIRK COUNCIL
CHAIR OF THE FALKIRK COMMUNITY PLANNING PARTNERSHIP

Our Ref: AEEBA0916AW – New Leadership Structure

Falkirk Community Planning Partnership

Future Leadership Structure

Proposed Leadership Structure

Community Planning Strategic Board

Community Planning Conference – 1 per annum

Executive Group – meets 6 per annum
Comprising Chief Officers

- Equalities & Fairness Delivery Group
- Public Protection Chief Officer Group
- Integration Joint Board
- Children's Commission Strategic Group
- Falkirk Economic Partnership
- Health & Well-being Delivery Group

Community Planning Executive Group

Representation Required

- Chief Officers

Represented Organisations

- Falkirk Council, Chief Executive
- NHS Forth Valley, Chief Executive
- CVS Falkirk and District, Chief Executive
- Police Scotland, Divisional Commander
- Scottish Fire and Rescue Service, Local Senior Officer
- Forth Valley College, Principal
- The Integration Joint Board, Chief Executive
- Falkirk Community Trust, Chief Executive
- Chairs of Delivery Groups
- Locality Planning Group Lead Officers

Meeting Frequency – 6 per annum

- January
- March
- May
- July
- September
- November

Summary of Role / Terms of Reference

- Supporting the Strategic Board in undertaking its functions
- Ensuring the delivery of the Leadership Board's decisions through the allocation of resources and decisions taken within the key public sector partners
- Overseeing delivery of the SOLD
  - ○ Scrutinise the implementation of the SOLD
  - ○ Scrutinise the attainment of SOLD strategic priorities and local outcomes
- Overseeing the implementation of the Locality Planning Framework
  - ○ Approval of Locality Profiles
  - ○ Approval of Local Community Action Plans
  - ○ Approval of membership, terms of reference and project plan for Locality Planning Groups
  - ○ Ensuring that the work of Locality Planning Groups is on target
- Reviewing the partnership's work programmes/ strategic plans and to advise the Strategic Board of significant issues
- Executive leadership of the local public sector in the area
  - ○ Championing opportunities for strategic collaboration and resource sharing, where appropriate
- Securing continuous improvement in local partnership working
- Support the Leadership Board in scrutinising, challenging and supporting agencies and delivery groups to achieve outcomes and priorities.

Locality Planning Groups

Membership

Senior Officers from across the Partnership

(3 to be established) will have responsibility for:

- Develop locality / community profiles and identify key outcomes deficits, challenges and opportunities across localities
- Establish Community Action Planning Groups
- Approval of membership, terms of reference and the engagement plan for Community Action Planning Group
- Monitor the delivery of community action plans, advising the Executive and then ultimately the Leadership Board on progress
- Consider the delivery of services against agreed standards and outcomes
- Ensure arrangements for the delivery of local services meet the needs of local communities in the most efficient and effective way
- Take forward agreed polices and strategies within a locality
- Ensure that agencies work together at a locality level to deliver on outcomes priorities and needs
- To advise the Executive of issues that are blocking or impeding progress
- Ensuring that the work of Community Action Planning Groups is on target
- Report on progress to the Executive Group and act as a senior management team within a specified locality

1. **Purpose**

   To update members on Student Association activity between September 2016 and December 2016.

2. **Recommendation**

   Contents of this report be noted by Senior Management

3. **Revised Operational Plan**

   Due to the resignation of our VP for Education and Learner Engagement, we have taken the decision to revise our operational plan in the next month to evaluate and re-distribute our priorities in order to minimise the impact this will have on our activity. Due to this we have decided it would best not to present our activity using the operational plan to SMT or the Strategic Development Committee until this has been actioned. Please see the attached report (Appendix 1) on our activity to date and our plans for December.

4. **Key Highlights**

   Student Engagement

   The year so far has been very successful in terms of engaging with students, with excellent feedback from Freshers and class representative training. We have also been working hard to boost our social media presence with students. The SA has attended a number of classes to inform students of their association and of opportunities such as Open Badges, Mental Health First Aid Training and volunteering opportunities within the Association.

   Mental Health First Aid Training

   There has been a high volume of interest from both staff and students wishing to take part in the SMHFA training. There are over 110 allocated trainees, with a further 97 hoping to attend training.

   Student Council

   We have just completed another round of Student Council meetings, and will be collating questions and feedback, and looking for responses on any issues over the next month. This year we invited management from the catering department along to answer any questions directly, due to previously high numbers of queries/issues surrounding the area.
   At these sessions we have put forward our strategic plan for approval (pending approval at the time of writing).

5. **Financial Implications**

    There is no financial implication, as long as the Student Association stays within Budget. This will be monitored monthly to ensure there is no overspend.

6. **Equalities**

    Assessment in Place? – Yes ☐   No ☐ Non-Applicable ☒

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	x	x
Low		
Very Low		

    Please describe any risks associated with this paper and associated mitigating actions:
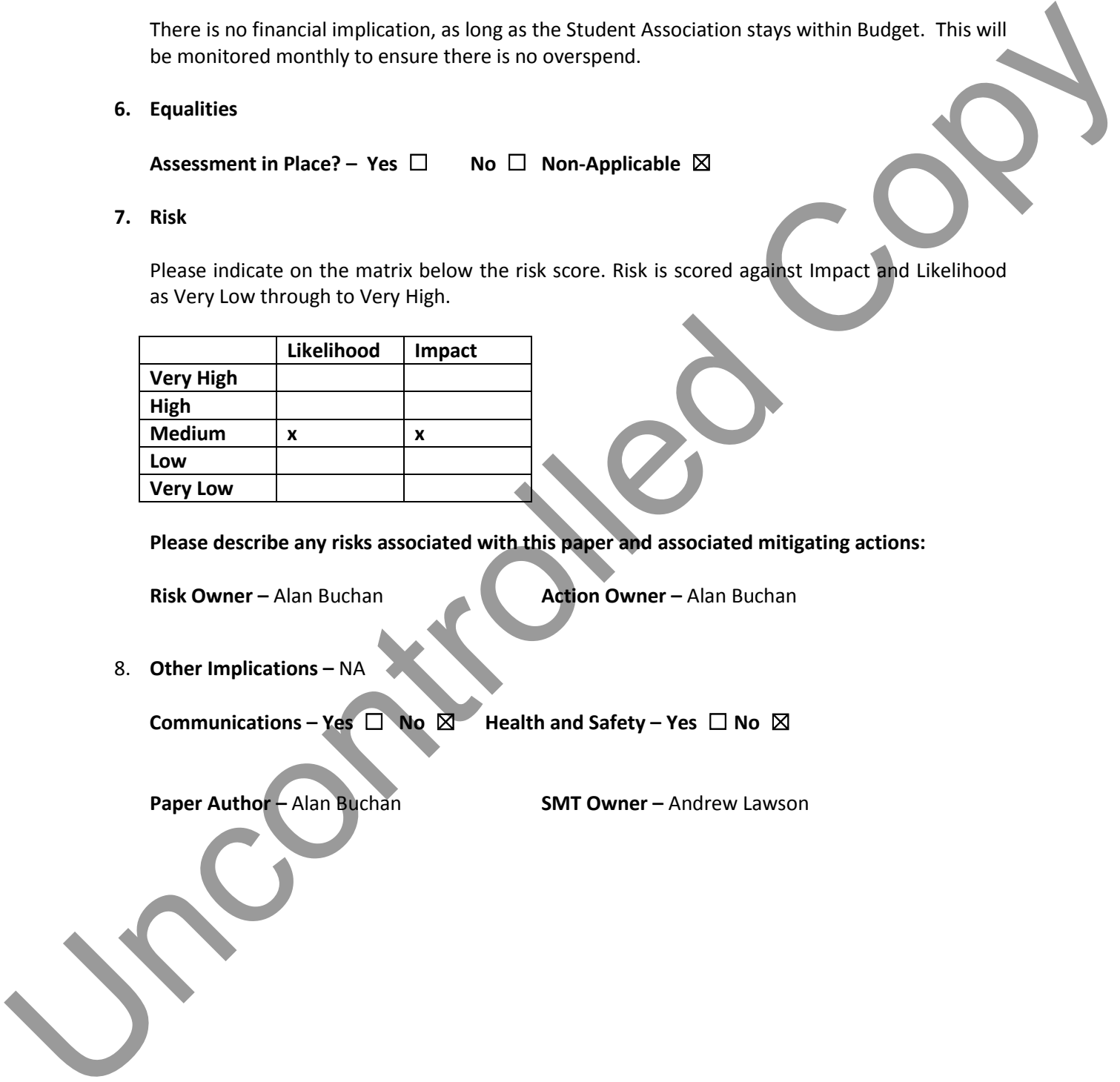
    Risk Owner – Alan Buchan   **Action Owner –** Alan Buchan

8. **Other Implications –** NA

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

    Paper Author – Alan Buchan   **SMT Owner –** Andrew Lawson

Student Association Update

Freshers' Events

Monday 19th September @ Stirling:Capital FM Roadshow
Tuesday 20th September @ Falkirk: Beach Party
Wednesday 21st September @ Stirling: Beach Party
Wednesday 21st September @ Stirling Thistles: Student Shopping Night
Thursday 22nd September @ Alloa: Beach Party
Thursday 22nd September @ Vue Cinema Stirling: Free film showing

This year's Freshers' was a great success and the biggest we have ever held in terms of events and engagement with students. Our social media activity has increased massively and we were able to tie in with Capital FM to promote the Student Shopping Night at Stirling Thistle Centre.

£448.48 was raised for Maggies during the Freshers events.

Volunteers

We have around 10 volunteers signed up to work with us this year, this is the most volunteers we have ever had as the SA, and something we hope will allow for us to develop a strong network of engaged students going forward.

Class Rep Training

Class rep training is now complete with 174 reps trained over 8 sessions, we received very positive feedback. We will be running further sessions in February for the January start students, any students who have missed the sessions will be able to attend these or carry out training via Moodle.

Student Contact Reports

We have been collating data on our contact with students and their enquiries. We use this data to identify key areas where students come to us for information, support and guidance and which departments we are having the most contact with within the College. This also allows us to track how many students utilise the services provided by Student Association.

Mental Health First Aid Training

We have had a high volume of students requesting to be trained in Mental Health First Aid:

- **232** people signed up in total (13 staff & 219 students)
- **16** people completed the training (3 students & 13 staff)
- **119** students have been allocated a training date.
- **97** students have still to be allocated a training date.

Healthy Body Healthy Mind Committee

The Health, Wellbeing & Sport Officer is looking for volunteers to get involved with the Healthy Body Healthy Mind Committee. The committee is open to staff and students who are interested in mental or physical health.

Student Council Meetings

Student Council Meetings have been held on the 17th, 18th and 21st of November. Each of these meetings was accompanied by a two hour workshop delivered by Ken Thomson. The workshop aimed to gather student feedback and input on how the College will look in 2022.

Class Reps were invited along to the Student Council Meeting at their campus and were also given a plus one option; they were able bring along another student from their class who is not a class rep. On early reflection this was a positive step to boost participation at meetings and we will continue this for future meetings.

We have taken our Strategic Plan document to Student Council and will forward this to SMT at the next available opportunity pending approval by the student body.

Resignation of VP for Education and Learner Engagement

As of immediate effect, the above VP has resigned. We are currently assessing our best way forward in terms of identifying how best to replace this officer. We will provide a further update on this once we have identified a way forward.

November/December planned activity 2016

Volunteer & Career Event

The Volunteer & Career event is coming up on the following dates;

- 29th November- Alloa 10am-2pm in the LRC Area
- 30th November- Falkirk 10am-2pm in the Main Hall
- 1st December- Stirling 10am-2pm in Main Reception

There will be information from employers, voluntary organisations and universities, and the Falkirk event will host the CDN/RBS Enterprise Roadshow promoting information on setting

up businesses and other entrepreneurial skills. CDN were keen to engage with staff and students on the enterprise aspect.

16 Days of Action

We will be working alongside the equalities department to deliver events around the 16 Days Of Action within the college. Alongside the events we will be promoting awareness via social media.

- 25th November-Stirling 11am Balloon release outside main entrance
- 2nd December-Alloa 10am-2pm stall (thumb print tree campaign)
- 9th December- Falkirk 10am-2pm stall (hands are not for hurting campaign)

The activities are all based around a positive message against domestic violence to woman and will be highly visible to students.

Safety Kits

The VP for Health Wellbeing and Sport has put together safety kits which will be distributed to students ahead of the festive period, these will contain information on a wide range of issues which could affect our students in this period, and also contains 'spikies'(anti drink spiking protection) and hand warmers.

Christmas Gift Appeal

The SA will be arranging a Christmas gift appeal for the Children's Ward at Forth Valley Royal Hospital. We are looking for donations of new and packaged gifts which would be suitable for a child aged between 0 to 16 years old. This will run until 4pm on Wednesday 14th of December.

Planning Away Day

We will be holding a planning away day in Edinburgh on 20th of December. The day will focus on revising our operational plan and redistributing some priorities. We hope to carry out some teambuilding activities as part of this to strengthen our working practice.

1. **Purpose**

   For members to discuss the draft Outcome Agreement Self Evaluation report for 2015-16.

2. **Recommendation**

   That members note our Outcome Agreement Self Evaluation report for Session 2015-16. This report has been reviewed by a sub-group of this committee, comprising of Anne Mearns, Fiona Campbell and Alan Buchan, before submission to SFC.

3. **Background**

   The College is expected to complete an Outcome Agreement Self Evaluation report each year as the end of the Outcome Agreement cycle. This year the OA self evaluation has been combined with the institution-led review of quality report.

4. **Key Considerations**

    SFC have asked for comment on the following within the OA Self Evaluation:

   - The delivery of the commitment to DYW including growth in senior phase pathways.
   - The delivery of widening access and progression targets
   - Improved progression in access-level progression.
   - Industry-linked provision with a focus on employer needs.
   - Improved support to increase completion of courses and progression to university.
   - Progress with curriculum development to align to regional economic need.

   SFC have also asked that a statement be added to the report to confirm that College Boards formally pledge/commit to engage with SFC and ES over the coming year as new quality arrangements are developed. This is included within page 7 of the report.

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 process we set and monitor targets in relation to protected characteristics.

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

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	x	x

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

Risk Owner –   **Action Owner –**

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/Fiona Brown   **SMT Owner –** David Allison/Fiona Brown

Summary

In Session 2015-16 Forth Valley College met its student activity target, and our student achievement rates remain high. During the Session the College won a UK-wide Times Education FE Award for Best Learning and Teaching Initiative in recognition of our creative learning community. Our creative approach to learning also secured us top awards in the 'Learning and Teaching' and 'Essential Skills' categories at the Scottish College Development Network Awards in 2015. Creative Learning also featured prominently in our latest Education Scotland review which took place earlier this year, and was identified as an example of sector-leading best practice. This was in addition to 19 areas of positive practice, highlighted through the Review. Our Student Association also won the top prize in the 'Enterprise' category at Scotland's National Union of Students Awards this year. They earned this award for their tremendous work on developing a credit union service to students across all campuses.

Efficient Regional Structures

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

Meeting the Needs of Learners

In Session 2015-16 the College met its student activity target, delivering 86,272 Credits against a target of 86,214 Credits.

The College is committed to delivering on Scottish Government priorities such as Developing the Young Workforce, and can evidence that 50% of Credits are delivered to 16-19 year olds, with 72% of all Credits delivered to 16-24 year olds. This is further evidenced through full-time enrolments where 52% of all Credits are delivered to 16-19 year olds, and 74% delivered to 16-24 year olds. Please note that these Outcome Agreement targets were set in WSUMs without knowledge of how WSUMs would convert to Credits, so any benefits of making comparisons using Credits is limited.

The College has in place an established regional curriculum strategy. We continue to map local provision to key industries and learner needs across all campuses. This approach has enabled the development of an efficient hub and spoke system of learning provision across our campuses, with Science/Engineering centred in Falkirk, Hospitality and Creative Industries centred in Stirling and Alloa being the hub for Business. As evidence of this for Session 2014-15 the Department of Business moved its base along with a significant volume of its provision to our Alloa campus, and for Session 2015-16 HE construction provision was moved to our Falkirk campus.

The number of learners benefitting from our school/college partnership from learners within the senior phase (S4 and beyond) has increased and in delivering 4,895 Credits we were in line with our target of 5,000 Credits to this cohort.

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

In Session 2015-16, in partnership with the University of Stirling, we have continued to grow the number of students on our integrated degree programmes, with Digital Media and Applied Computing programmes entering their second year. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Learners are able to exit with an HNC, HND, ordinary degree or honours degree, in all cases equipped with technical skills and industrial experience. Furthermore, shared delivery arrangements between the University and College produced more effective utilisation of learning resources.   These courses are funded through the SFC associated student initiative for partnership between colleges and universities.

Improved Support to Increase Completion of Courses and Progression to University

In our 2015-17 Outcome Agreement we had targets for successful achievement for 2015-16 as shown against actuals below:

	FE		HE	
	Target	**Actual**	**Target**	**Actual**
FT	71%	70%	73%	75%
PT	90%	91%	89%	88%

In all cases other than FT FE and PT HE, our OA target has been exceeded.   Whilst it is disappointing to have narrowly missed these targets by less than 1%, for FT FE, the actual achieved is consistent with the previous two years and still evidences an upward trend over the last five years. Across all modes and levels early withdrawal remained steady or decreased in 2015-16, however across the board there was an increase in further student withdrawals.   Each year we rigorously analyse student retention and achievement at course level through our self-evaluation processes and teams routinely plan actions to enhance support, remove curricular barriers to achievement and increase completion of courses.   We are currently undertaking a detailed analysis of retention for academic year 2015-16, to investigate whether there are underlying thematic causal factors that require action at College level.

As regards progression to university and articulation, during 2015-16 the College's Student Services team refined and further developed their Toolkit for Higher Education, providing a very well-planned range of services to ensure that all students considering progression to university are effectively supported through the UCAS application process, are made fully aware of existing articulation routes and have ready access to 'Study Skills Academy' workshops to prepare them for university study. Students on the four integrated degree programmes that we offer in partnership with the University of Stirling also benefit from additional planned transition activities throughout their second year, including visits to and classes held at the University.

In terms of progression to further study, for full-time students successfully completing their Forth Valley College course in June 2015, 71% moved on to further study (from a 94% return rate). 78% of full-time FE students progressed to further study, a 5% increase on the previous year; and 57% of full-time HE students progressed, a 7% increase on the previous year. In terms of articulation with no loss of time, the data available at the time of writing indicates that a total of 91 students who had completed Forth Valley College HN programmes in June 2015 entered a degree course with Advanced Standing in session 2015-16. This includes a total of 49 Associate Students progressing to year 3 (year 2 in the case of Strathclyde) of their degree programmes. This represents 17% of the successful HN leavers from the College in June 2015.

This number is currently short of the target we have in the 2015-16 Outcome Agreement. However data from the National Articulation Database, which also includes returning students who have previously completed an HN with FVC and have perhaps taken time out before returning to articulate, is not yet available for this time period and will be included in due course.

We were aware that in 2015-16 there appeared to be an increase in students disclosing mental health issues than in previous years. During 2015-16, the Student Services team, working closely with the Student Association, established a working group that focused on meeting and filling any gaps in support for students who required or wished to access services in relation to mental health. The team has devised a range of support tools and measures that students and staff are now able to access. The College now has a Mental Health Protocol which has been designed to support and inform staff on how to effectively signpost students in distress, and how and where to access and where to support. The College's online student portal also now hosts a signposting tile which students can access 24hrs a day, offering a range of links to support services, which have been categorised to make them easy to find and to minimise distress when seeking support. Furthermore, the Student Association piloted in-house delivery of the Scottish Mental Health First Aid course to over 90 students in 2015-16, with excellent feedback. The College believes that these interventions will make a positive difference to students requiring this form of support.

Developing the Young Workforce

The College's Outcome Agreement for 2015-17 (April 2015) includes a Developing the Young Workforce (DYW) implementation plan. In the intervening period, there have been significant developments at national, sector and regional level that have to some extent changed the detail of the implementation plan, however the direction of travel and the overarching strategic aims agreed with our local authority partners have remained the same.

In 2015-16 we began the migration of the SCQF level 4 vocational courses on offer to school pupils to SCQF level 5, to align with the new OA measure definition for 2016-17. This strategy was not without risk, as the joint strategic aims with our local authority partners include, as a priority, continued provision for senior phase pupils at risk of low achievement and negative post-school destination. This priority is met through the jointly-delivered School-College Opportunities to Succeed (SCOTS) courses in Falkirk and Stirling and 'alternative curriculum' transition provision in Alloa, both of which depend upon suitable vocational qualifications (Skills for Work) being available to which pupils can progress. For many of these pupils, achievement at SCQF level 5 is a significant stretch and it has been important to balance the drive to align with the new OA measure with retaining vocational provision that these young people can realistically achieve. Consequently, in 2015-16, we moved four Skills for Work courses from SCQF level 4 to 5 for 2015-16, with the plan to migrate all other SCQF level 4 courses to level 5 for 2016-17, providing there is no negative impact on these more vulnerable pupils.

In terms of growth in senior phase vocational pathways, in line with the new OA measure definition, we have delivered a continued growth in enrolments and headcount, from 106 in 2013-14, to 157 in 2014-15 and 258 in 2015-16. This 258 was out of a total of 380 places on vocational courses at SCQF level 5 and above offered for 2015-16, as set out in the April 2015 OA DYW implementation plan. Of the 258 pupils on vocational pathways at SCQF level 5 and above, 83 were enrolled on HNC programmes (36 in year 1 and 47 in year 2). Of those in year 2 in 2015-2016, 35 successfully completed their HNC qualification before leaving school and, in many cases, the HNC was instrumental in enabling them to progress to the next stage of their learning, for example by allowing them to progress directly to year 2 of an HND or securing them entry to university.

The overall vocational offer for school pupils in 2015-16 (including SCOTS and SCQF level 4 courses), totalled 742 places, however only 574 of these places were ultimately taken up. Three of the courses offered did not recruit sufficient pupils to be viable at all and were withdrawn. However many other courses ran with lower, and in some cases significantly lower, numbers than targeted. This is not a sustainable position for the College and throughout 2015-16 and beyond the College has further extended efforts to work with school partners to provide clear information to school staff, parents and pupils about the benefits and relevance of senior phase vocational pathways and their equivalences to the more familiar school qualifications. There remain, however, considerable challenges around alignment with school timetables and failure of schools to treat the senior phase vocational pathways as an integral part of the senior phase timetable and not an 'add on'Further, conflicting pressures on schools to raise attainment, are driving them to focus on the attainment of National Qualifications at the expense of vocational qualifications.

In 2015-16 we also undertook to enhance progressively the relevance of senior phase vocational pathways to employer and labour market need by replacing some Skills for Work provision with Foundation Apprenticeship provision as it emerged. In our 2015-17 OA we set out plans to deliver a Pathfinder Foundation Apprenticeship in Health and Social Care, however late changes to the content of this course by Skills Development Scotland rendered it very difficult to market to schools, pupils and parents, and we were only able to recruit seven pupils to the course. Six of these pupils remain on the course in 2016-17. Subsequent to submission of our 2015-17 OA, we were also able to offer a Foundation Apprenticeship Pathfinder in Early Education and Childcare in Stirling, which attracted 12 pupils, 10 of whom are still on the course. There have, of course, been significant national developments in Foundation Apprenticeships since April 2015 and the College has endeavoured to continue to grow this provision, with four Foundation Apprenticeships running in 2016-18. Recruitment to these programmes still, however, remains very challenging and the College is working closely with SDS and our school partners to ensure that future Foundation Apprenticeship cohorts are fully-subscribed, otherwise the College will be unable to sustain these.

A further commitment in the 2015-16 OA DYW implementation plan was to engage more fully with employers in the design and delivery of vocational pathways for school pupils. Our engagement with employers through the developing Foundation Apprenticeship provision has played a major part in this and we have developed close and productive relationships with key regional employers in the social services and healthcare, childcare and early education and financial services sector as a result. We continue to develop links with a wider range of employers across all disciplines through review of our full-time curriculum. In particular, we are developing closer links with engineering employers who will provide work placements for future Engineering Foundation Apprentices. . The College has also played a pivotal role in the development of the Forth Valley Developing the Young Workforce Regional Group and is host employer for the newly-appointed Programme Team, who are currently developing detailed work plans to focus on the creation of employer-education partnerships.

Finally, in December 2015, SFC offered Forth Valley College an additional £75,000 to support Developing the Young Workforce. In the funding offer letter of 2 December 2015, Colleges were asked to provide a formal update on the key achievements, outcomes and emerging impact of the activities supported by this funding. This report was to be provided within this document and can be found in Appendix 2.

Meeting the Needs of Employers

The College was proud to be the first learning institution in Scotland to achieve STEM (Science, Engineering, Technology and Maths) Assured status, the UK-wide industry-led quality mark for STEM training, awarded by the New Engineering Foundation (NEF). This prestigious standard recognises excellence in STEM provision within the Further Education sector, with a particular focus on an interdisciplinary approach and on meeting the needs of business and industry. The College has recently been examined for STEM re-accreditation and we were delighted to be successfully awarded this in xxx 2016.

In Session 2015-16, the number of Skills Development Scotland (SDS) funded Modern Apprenticeships (MAs) starts was 256, an increase from 235 starts in Session 2014-15. We also increased the total number of MAs supported by the College to over 1,100. We also met our target against the number of Full Time FE students who have access to a work placement delivering 582 work placements against a target of 570. We also delivered 22,263 Credits (26% of all Credits) through employer-related activity.

There are very strong links to industry across courses in all teaching departments, with employers having significant input to course design, and in many cases, courses designed specifically for employers. A few examples are bespoke Management and Construction courses tailored for FES (a locally headquartered Facilities Management company), an extensive rage of bespoke provision within Engineering including delivery to companies such as Scottish Power, Shell UK and Ineos, to name just a few.

Access, Equality and Diversity

In Session 2015-16, having successfully complied with all Equality Act requirements and the Scottish Specific Duties, the College continues to meet the three aims of the Equality Duty through our mainstreaming approach to equality. We have 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 online 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. All policies and learning materials are equally audited to ensure compliance with Equality requirements.

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 will be 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 Campaign (raising awareness of issues of violence against women).

The College holds two key charter mark awards for Equality. We were the first College in Scotland to receive the BRITE Chartermark for inclusion, demonstrating our commitment to inclusive practice across College. We have also gained the LGBT Youth Chartermark at Foundation level for our strategic and structural approach to equality across the whole organisation. We also received the Silver award for our Student Services function area, again for our inclusive practice in supporting LGBT students.

These awards examine and recognise everything from our Respect campaign, equality awareness-raising, staff and learner development, learning support service, inclusive learning and teaching approaches through to physical aids and adjustments in terms of accessibility of services, buildings and technology.

The College's Equalities team provides a needs-led learning support service for learners with additional support needs. Support is tailored to individual circumstances with the learners at the centre of the process to ensure their needs are met effectively. High standard needs assessments are completed with learners and the College is an accredited needs assessment centre for Disabled Student Allowance applications. All current and prospective learners are informed of the support available at College and how to access it – learners are able to disclose any additional support needs at any time during their time in College. In Session 2015-16, we provided support to 590 students with additional support needs who are completing a range of programmes at various levels.

Under-representation of women in STEM subject areas remains an issue across the sector and within the College. We have attempted to address this through various mechanisms ranging from:

- Specific promotional activities to females at Engineering/Science events;
- Primary Engineers in primary schools; marketing case studies using female role models; SCOTS programme giving school pupils a taster of all subject areas (including gendered subject areas); STEM club for school pupils;
- Christmas Lecture series using female role models; female speakers to promote the industry.

In Session 2015-16, the College was successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project. Our project 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. A project team has now been established within the College, and as part of the project the team will be setting targets, hoping to gain insight and experience from other colleges involved within the projects and seeking to benefit from the experience of staff from within the Equality Challenge Unit. One of the activities which has already been undertaken has involved evidence-gathering through a survey of our school link cohort to gather knowledge of the key influencers on subject choice and the rationale for subject choice. The outcomes will help us better understand how the College can influence future learners.

In Session 2014-15, the College achieved the Buttle Chartermark, which demonstrated our work to attract and support care leavers and looked-after young people. In Session 2015-16 we also committed to the Who Cares? Scotland Corporate Parent pledge. Our Senior Management Team undertook training earlier this year and this is now also being rolled out to other key members of staff. We provided learning to 113 care-experienced students. We met our target of 48% of our activity being from female students, and met our target of 3% of enrolments being from students from an ethnic minority. In delivering 14% of activity to learners who have declared a disability we have exceeded our target of 10%, and in delivering 11.5% of our activity to students from the most deprived 10% postcodes in Scotland we met our target and also delivered beyond our regional rate as 7% of the Forth Valley population reside within the 10% most deprived postcodes in Scotland.

In Session 2015-16, 878 students progressed to HE level study from FE level study the previous session. This is an increase from 760 students who made this progression in Session 2014-15.

The welfare of our staff and students also continues to be a top priority. Our Student Association recently boosted our Healthy Body, Healthy Mind rating from two stars to three stars. Earlier this year, we were also officially accredited as a UK Living Wage Employer demonstrating our dedication to ensuring Forth Valley College is a progressive, socially-aware place to work. This follows on from our achievement of becoming the first College in Scotland to take the Scottish Business Pledge back in July 2015.

Sustainable Institution

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

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

The College, through our partnership with UCCCfS (Universities and Colleges Climate Commitment for Scotland) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the BREEAM (Building Research Establishment Environmental Assessment Method) Excellent rating. The College remains on target to reduce $t(CO_2)$ levels by 25% from the baseline figure of 2,873.62 tCO_2 by the year 2020. The figures for Session 2015-16 evidence that we are ahead of target with our gross carbon footprint reduced to 2,262 tCO_2.

Early Progress Towards 2016-17 Outcome Agreement Targets

The College has seen healthy recruitment in Session 2016-17, recruiting close to target overall. The key date for early retention is yet to be met, however early monitoring shows that retention is tracking to a similar pattern as last session. Both of these factors combined indicate, and give us confidence, that we will achieve our activity targets for the 2016-17 Session.

New Quality Arrangements

The College Board of Management is committed to engaging with Education Scotland and the Scottish Funding Council in the year of development of new quality arrangements, and commit to producing an evaluation report and an enhancement plan for October 2017.

Signed by: _(signature)_   **Date:** 34/10/16.

Position: Principal

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Appendix 1 – Progress against key 2015-16 Outcome Agreement Targets

Target	Delivery
Forth Valley College will deliver 86,214 Credits.	Forth Valley College delivered 86,272 Credits in Session 2015-16.
We will retain or increase the current high levels of achievement across FE full time, FE part time, HE full time and HE part time.	We have exceeded or are within one percentage point of our targets: **Target** **Actual** FE Full Time 71% 70% FE Part Time 90% 91% HE Full Time 73% 75% HE Part Time 89% 88%
* We will deliver 55% of Credits to learners aged 16-19 and 20% of Credits to learners aged 20-24.	We delivered 46% of Credits to learners aged 16-19 and 21% of Credits to learners aged 20-24.
* Within our delivery to full-time learners 58% of Credits will be delivered to learners aged 16-19 and 22% of Credits to learners aged 20-24.	We delivered 52% of our full-time Credits to learners aged 16-19 and 26% of our full time Credits to learners aged 20-24.
We will deliver 10.5% of all activity to students from the 10% most deprived postcodes in Scotland.	We delivered 11.5% of all activity to students from the 10% most deprived postcodes in Scotland.
48% of all activity will be from female students	48% of our activity was from female students.
3% of all enrolments will be from students from an ethnic minority.	3% of all enrolments were from students from an ethnic minority.
10% of all activity will be from students who have declared a disability.	14% of all activity was from students who have declared a disability.
We will provide learning for 28 care-experienced students.	We provided learning to 113 care-experienced students.
We will deliver 340 Credits to learners with profound and complex needs enrolled on courses involving formal recognition of achievement.	We delivered 340 Credits to learners with profound and complex needs enrolled on courses involving formal recognition of achievement.
We will deliver 5,000 Credits to learners at S3 or above as part of 'school-college' provision.	We delivered 4,895 Credits to learners at S3 or above as part of 'school-college' provision.
We will enrol 285 new starts through direct contract apprenticeships.	We enrolled 256 new starts through direct contract apprenticeships, with over 1,100 apprentices supported through their training at the College.
We will provide 570 full time learners with substantial placements.	We provided 582 full time learners with substantial placements.
Our Gross carbon footprint will be 2284.8 tCO2	Our Gross carbon footprint was 2262 tCO2

Note: * These targets were set in WSUMs without knowledge of how WSUMs would convert to Credits, so any benefits of making comparisons using Credits is limited.

Appendix 2 - Update on Use of Additional Developing the Young Workforce (DYW) Funding from December 2015

The Forth Valley College proposals to use the additional DYW funds, agreed with Outcome Agreement Manager Alison Meldrum are listed below, along with an update report on each.

Key achievements, outcomes and emerging impact

1. **A full time seconded Development Support Coordinator post from January to July 2016 to work with our partner secondary schools to maximise recruitment to school-college vocational programmes across all three of our partner local authorities for 2016-17.** This post was previously funded by SFC under the 'early adopter' funding and proved successful in increasing senior phase school pupil participation in vocational learning, through the introduction of HNC programmes for S5 and S6 pupils and the extension of the School-College Opportunities to Succeed (SCOTS) course to Stirling. Recruitment to school-college vocational qualifications, particularly those at SCQF level 5 and above, remains a challenge. While awareness is improving, school staff, pupils and parents still often do not see these qualifications as equal in value to school-based National Courses. This post enabled us to amplify the message during the recruitment cycle for 2016-17 courses.

    Objectives and Outcomes:

    a) To fill all available places on school-college partnership programmes in 2016-2017 (will contribute to OA targets 'Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision' and 'Number of senior phase age pupils studying vocational qualifications delivered by Colleges' and will be measured by recruitment statistics). As a result we have achieved 87% of filled senior phase vocational pathways places offered for 2016-2017, as opposed to 68% in 2015-2016.

    b) To contribute to targets to address gender imbalance in OA 2016-17 and beyond, as set out in Annex D of SFC OA Guidance 2016-17, paragraphs 13 and 14 (targets to be agreed with OA Manager and will be measured by participation rates by gender). As regards school-college partnership courses, which this post was intended to influence, there has been a very minor shift in pupils selecting non-gender stereotypical courses. This year we have six males in traditionally female courses (Care and Salon Services), three times as many as the previous year; however only two female students selected traditionally male courses (Engineering and Construction), the same as last year. We do expect this to be a longer term target that will require further action to address.

2. **Staff time and operational costs for the coordination and delivery of a series of events and activities in Spring/Summer 2016 to further promote STEM learning and career opportunities to school pupils, again focussing on challenging gendered choices.** This activity has wider reach and is in support of longer term aims in relation to STEM and gender balance. We have already been undertaking a range of initiatives to promote STEM to school pupils and particularly to girls and our STEM Club and SCOTS course were featured at the SFC event in 2015 around its gender action plan. This funding enabled us to extend and diversify this activity during the remainder of 2015-2016 to include wider engagement with primary school children; development of a 'STEM Plus' Club for older pupils; and a STEM conference, with extensive employer involvement, for secondary school pupils. This successful, event was held on

1 June at the Falkirk Campus. There were over 100 delegates, with pupils from eleven secondary schools attending, along with teachers, college lecturers, college learners, local businesses and council representatives. The conference consisted of an introduction by the College principal, Ken Thomson, then two speakers, Professor Sa'ad Medhat and David Cameron, who delivered rousing talks about the future of STEM, job possibilities in STEM and introduced a host of exciting technological breakthroughs and potential opportunities in STEM careers moving forward. The delegates then got the opportunity to attend three of ten stimulating workshops delivered by the College's teaching departments and external agencies including Dogfi.sh Mobile, Diageo, Charles River, Historic Environment Scotland, Scottish Power Energy Networks, Equate Scotland, and Skills Development Scotland amongst others. After the workshops, participants gathered back in the hall and visited stands from a range of local employers, and stakeholders including SDS, STEMNET, Diagio, Charles River, Equate Scotland, IbiolC, WGM, Escape Recruitment, SP Energy, Alexander Dennis, SYHA, Dogfish Mobile and Historic Scotland. A conference dinner was also held in the evening, which was sponsored by a private sector partner and not through this SFC grant. These initiatives are not expected to impact in the short term, however we expect that they will contribute to incremental increases in females participation in STEM courses in the future.

Objective and Outcome:

To contribute to targets to address gender imbalance in ROA 2016-17 and beyond, as set out in Annex D of SFC ROA Guidance 2016-17, paragraphs 13 and 14 (targets to be agreed with OA Manager and will be measured by participation rates by gender).

As a result of both the conference itself and the dinner, plans are emerging for a number of follow-on activities to continue to promote and raise awareness of STEM, with a specific focus on challenging gendered career choices. The College is also actively seeking an alternative source of funding to enable us to sustain the staffing resource for STEM, as we see this as a longer term prospect, rather than a quick fix.

A full-time seconded Employer Engagement Officer from January to July 2016 to secure work placements for full time and school-college students. In some subject areas within the College, work experience is a well-established aspect of the full time curriculum, however, in others it is less well-developed. This role allowed us to direct attention to these areas and begin to develop a bank of placements for students from 2016-2017 onwards and also deliver a small uplifted outcome in terms of the number of full time learners with placements in 2015-16.

Objective and Outcomes:

To deliver a minimum of 20 new placement opportunities for students to take up in 2016-17 (contributes to OA target 'Number of full-time learners with substantial placements (more than ten days) in business and industry'' measured by work placement activity undertaken). Also contributes to the College's capacity to deliver further Foundation Apprenticeship programmes from 2017-18 onwards.

The seconded Employer Engagement Officer sourced 21 additional placement opportunities for 2016-17 in the areas of Civil Engineering; Mechanical Engineering; and Administration and Information Technology. In addition, two Civil Engineering full time NC students were able to undertake successful work placements during April/May 2016.

3. **Support for curriculum management teams to further develop the active engagement of employers in curriculum design and delivery.** Engagement with employers is already a requirement within the College's curriculum review process, however we note that, in SFC's College Outcome Agreement Guidance 2016-17, paragraph 137 states: 'For 2016-17 college regions should provide detail of the level and scope of employer engagement within curriculum areas and outline how this engagement impacts on student experience and employability.' The resource enabled a modest amount of management time to be dedicated specifically to this activity. Between January and April, each of the College's eight Heads of Department annually prepare a detailed Curriculum Review submission, setting out an analysis of their operating environment and curriculum drivers and their proposed curriculum modifications and developments to address these. As part of the environmental analysis, there is a requirement to carry out direct engagement with employers and include the findings from this in the submission. The College recognised that this was an area of activity that, whilst effective, could still be further strengthened and this element of the funding was used to allow College managers to focus additional time on employer engagement activities.

   Objective and Outcomes:

   To build capacity across all curriculum areas for effective employer engagement in curriculum design and delivery (measured by evidence of effective employer engagement through the curriculum review reporting process for 2015-16 and evidence of impact through the self-evaluation process for academic year 2015-16)

   .A range of consultation and relationship-building activities were undertaken, including an employer open day; employer engagement fora; visits to and tours of College facilities and employer premises. These activities were specifically intended to seek employer views on the College's curriculum and on their future skills requirements. However they have also led to opportunities for future student visits, employer-led seminars, workshops and 'master classes';,work placements and live project briefs.

4. **The development of an Employer Engagement Database System.** The College currently engages with a large number of employers in a wide variety of different ways, including Modern Apprenticeships, commercial training and procurement of goods and services, as well as work placements and support for our core curriculum delivery. Currently, information about these relationships and activities is not held centrally, but is localised and fragmented across the organisation. Developing a digital system which brings all of this intelligence together will enable us to manage our relationships with employers more cohesively and therefore maximise the opportunities that these relationships could bring to our core curriculum. Ensuring that we have complete and up to date information about our existing and developing employer relationships will also provide a sound base for further sustainable development in employer engagement activities beyond the period covered by this funding.

   Objectives and Outcomes:

   Provision of a digital system to record all employer engagement activity (measured by evidence of effective employer engagement through the curriculum review reporting process for 2015-16 and evidence of impact through the self-evaluation process for academic year 2015-16).

   The proposed Employer Engagement Database System has now been developed, populated with cleansed data on employer engagement held in other College systems and is now ready for

use. It is currently being tested by selected College managers and staff and will be brought into full use during 2016-17. This system will enable us to capture accurate information about all of the College's employer-related activities, so that we can make more effective use of existing employer relationships to further extend employer engagement in designing and delivering the curriculum.

5. **Development of the HNC Police Studies for senior phase pupils in Falkirk schools.** Along with Falkirk Council and two of its secondary schools, we have been consulting with Police Scotland as it develops revised arrangements for Police Officer recruitment. The HNC Police Studies has been identified as a beneficial vocational qualification for young people preparing to apply for police recruitment. The resource supported the development of the award for pilot delivery with a group of pupils from August 2016 and a group of 16 pupils from Larbert and Graeme High schools are enrolled on the programme, having gone through a rigorous selection process.

    Objectives and Outcomes:
    a) Sixteen pupils recruited to HNC Police Studies in August 2016 (measured by enrolment statistics).
    Achieved
    b) Articulation agreement and endorsement of route by Police Scotland in place by June 2017 (evidenced by articulation agreement in place).
    This is currently under discussion with SQA and three universities.

1. **Purpose**

   For members to discuss targets for our new Outcome Agreement for 2017-18 to 2019-20.

2. **Recommendation**

   That members discuss the level of draft targets that we wish to set of our Outcome Agreement to cover from 2017-18 to 2019-20.

3. **Background**

   Colleges are entering a new three year cycle for Outcome Agreements covering the period from 2017-18 to 2019-20. The format of the Outcome Agreement is similar to previous years and should contain a Regional Context statement containing narrative of how the College will impact on its area and students, and a section containing National Performance Measures. This paper focuses on these National Performance Measures and asks members to consider the aspirations that the College wishes to set for 2017-18 to 2019-20.

4. **Key Considerations**

   Outcome Agreement National Performance Measures

   To help with setting targets for the three years covered by this Outcome Agreement, within Appendix 1 I have provided information on our performance from Session 2013-14 through to Session 2015-16, along with the target contained within our current Outcome Agreement for Session 2016-17. Please note that targets were set in WSUMs for Sessions 2013-14 and 2014-15 (where appropriate) which have been converted to Credits for comparison purposes.

   The following revisions have been made to National Measures for 2017-18:

   • Refined the measure for STEM courses to include additional 'superclasses'.
   • Removed the measure on profound and complex needs as the significant variance in colleges' definition of profound and complex needs meant we could not report nationally on the information being returned.
   • Added a question from the Student Satisfaction and Engagement Survey (Q1) in light of the full national pilot year in AY 2015-16.
   • Due to the priorities around widening access, greater focus has been placed on success for subgroupings, including SIMD10 and senior phase vocational pathway learners; this is reflected in the addition of two new sub-measures.
   • Revision of Care Experienced Learners targets to be represented in Credits rather than number of students.
   • Revision of the target of the number of starts for direct contracted apprenticeships to also include industry bodies such as CITB and SECTT.

SFC national aspirations for widening access

Building on Scottish Government priorities and ministerial letters of guidance, SFC's national aspirations for the three year period beginning AY 2017-18 are set out below.

I. At least 60% of HN entrants to university should articulate with advanced standing per year by AY 2019-20 rising to 75% by AY 2025-26.

II. Between 17% and 18% of college activity (credits) per year should be delivered to college students from a SIMD10 postcode area by AY 2017-18 rising to 19.5% per year by AY 2019-20 and 20% by AY 2020-21.

III. The percentage of enrolled (full-time) students successfully achieving a recognised qualification on the SCQF should increase to 69.0% by AY 2017-18 and 73.2% by AY 2019-20 for FE and should increase to 72.0% by AY 2017-18 and 74.4% by AY 2019-20 for HE. We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.

IV. The percentage of enrolled (full-time) students from a SIMD10 postcode successfully achieving a recognised qualification on the SCQF should increase to 67.3% by AY 2019-20 and 75.0% by AY 2027-28 for FE and should increase to 70.5% by AY 2019-20 and 75.0% by AY 2027-28 for HE.

V. Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021. As a milestone we will look to increase the minority gender share by 4.2 percentage points by AY 2019-20. Please note that these targets should be set and monitored through the College's Gender Action Plan, which will be referenced through the Outcome Agreement.

VI. By AY 2018-19 the ambition for care experience is to: increase intake from 733 in the College sector to 800; increase the FTHE college numbers who successfully complete their course from 66% to 71%; and increase the FTFE college numbers who successfully complete their course from 61% to 66%. We expect the sector to continue to ensure that the gap between outcomes for those with care experience and those without is narrowed, aiming for parity by 2021.

The above aspirations should be taken into account when setting our own targets.

The indicative Outcome Agreement timeline is shown, for information:

Guidance updated and published	October 2016
Self-evaluation 15-16 report submitted to SFC	31 October 2016
Data sets released to Colleges by SFC	November 2016
Draft targets reviewed by SMT	22 November 2016
Draft targets reviewed by Strategic Development Committee	1 December 2016
First draft outcome agreement submitted to SFC	16 December 2016

Feedback from SFC	January 2017
Indicative funding allocations announced	January 2017
Outcome Agreement reviewed by SMT	14 February 2017
Outcome Agreement reviewed by Strategic Development Committee	23 February 2017
Outcome Agreement reviewed by Board of Management	23 March 2017
Final Outcome Agreement submitted to SFC	31 March 2017
Publication of outcome agreements	April 2017

5. **Financial Implications**

Please detail the financial implications of this item – There is potential for SFC to consider situations where there is a concern over a variation in delivery against Outcome Agreement commitments. This action would involve SFC considering – taking context and ambition into account – whether funding needs to be recovered; taking a holistic view of both good and unsatisfactory progress to arrive at its decision.

6. **Equalities**

Assessment in Place? – Yes ☐   No ☒

If No, please explain why – Through the Outcome Agreement the College sets out and monitors its aspirations for all 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		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 make satisfactory progress towards meeting its Outcome Agreement commitments.

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

Appendix 1 - Outcome Agreement National Performance Measures

No	Measure	Performance			Current Year Target	Targets		
		2013-14 [1]	2014-15 [1]	2015-16	2016-17	2017-18	2018-19	2019-20
1a)	Credits Delivered: Core	84,391	86,176	84,031	83,984	83,984	83,984	83,984
	ESF	0	1,408	2,241	2,230	2,230	2,230	2,230
	Core + ESF	84,391	87,584	86,272	86,214	86,214	86,214	86,214
1b)	Volume of Credits delivered to learners aged 16-19	43,533	42,736	39,471	48,279	40,000	40,000	40,000
	Proportion of Credits delivered to learners aged 16-19	52%	48%	46%	56%	46%	46%	46%
	Volume of Credits delivered to learners aged 20-24	18,342	20,145	18,297	17,187	18,300	18,300	18,300
	Proportion of Credits delivered to learners aged 20-24	22%	23%	21%	20%	21%	21%	21%
1c)	Volume of Credits delivered to learners in the most deprived 10% postcode areas	8,331	9,068	9,820	9,139	10,000	10,000	10,000
	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	9.9%	10.4%	11.4%	10.6%	12%	12%	12%
1d)	**Volume and proportion of Credits delivered to learners from protected characteristics:**							
	Volume of Credits delivered to students where ethnicity is Black or an Ethnic Minority	1,605	1,787	2,482	2,482	2,500	2,500	2,500
	Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority	2%	2%	3%	3%	3%	3%	3%
	Volume of Credits delivered to students who are disabled	10,964	14,136	11,985	8,621	12,000	12,000	12,000
	Proportion of Credits delivered to students who are disabled	13%	16%	14%	10%	14%	14%	14%
	Volume of Credits delivered to females [2]	38,980	41,811	40,375	42,244	42,244	42,244	42,244
	Proportion of Credits delivered to females [2]	46%	48%	48%	49%	49%	49%	49%
	Volume of Credits delivered to males [2]	45,412	45,772	45,897	43,970	43,790	43,790	43,790
	Proportion of Credits delivered to males [2]	54%	52%	52%	51%	51%	51%	51%
	Volume of Credits delivered by Sexual Orientation [3] [4]	N/A	N/A	N/A	N/A			
	Proportion of Credits delivered by Sexual Orientation [3] [4]	N/A	N/A	N/A	N/A			
	Volume of Credits delivered by Religion [3] [4]	N/A	N/A	N/A	N/A			
	Proportion of Credits delivered by Religion [3] [4]	N/A	N/A	N/A	N/A			
	Volume of Credits delivered to Care Experienced Learners [4]	1,597	1,578	1,613	N/A	1,700	1,800	1,900
	Proportion of Credits delivered to Care Experienced Learners [4]	2%	2%	2%	N/A	2%	2%	2%
	Number of Care Experienced Learners	137	149	113	125	Replaced with targets above		
2a)	Number of senior phase age pupils studying vocational qualification delivered by the College	98	159	266	362	380	380	380
2b)	Volume of Credits delivered to senior phase age pupils studying vocational qualification delivered by the College	418	873	1,206	1,800	1,850	1,850	1,850
	Proportion of Credits delivered to senior phase age pupils studying vocational qualification delivered by the College	0.5%	1%	1.4%	2.1%	2.1%	2.1%	2.1%
2c)	Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	3,704	5,322	4,895	5,000	5,100	5,200	5,300
	Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4%	6%	6%	6%	6%	6%	6%
2d)	Volume of Credits delivered at HE level to learners from SHEP schools	2,076	2,279	3,574	3,019	3,500	3,500	3,500
	Proportion of Credits delivered at HE level to learners from SHEP schools	10%	11%	16%	14%	17%	17%	17%
3)	Volume of Credits delivered to learners enrolled on STEM courses [5]	29,207	27,540	29,197	20,500	30,000	30,000	30,000
	Proportion of Credits delivered to learners enrolled on STEM courses [5]	35%	31%	34%	24%	35%	35%	35%
4a)	Proportion of enrolled students successfully achieving a recognised qualification:							

No	Measure	Performance			Current Year Target	Targets		
		2013-14 [1]	2014-15 [1]	2015-16	2016-17	2017-18	2018-19	2019-20
	FE Full Time	70%	70%	70%	72%	71%	71.5%	72%
	HE Full Time	72%	79%	75%	74%	75%	75%	75%
	FE Part Time	91%	91%	91%	90%	91%	91%	91%
	HE Part Time	89%	89%	88%	89%	89%	89%	89%
4b)	Proportion of enrolled SIMD10 students successfully achieving a recognised qualification: [4]							
	FE Full Time	65%	65%	72%	N/A	71%	71.5%	72%
	HE Full Time	73%	80%	63%	N/A	68%	71%	75%
	FE Part Time	90%	88%	89%	N/A	91%	91%	91%
	HE Part Time	77%	79%	92%	N/A	89%	89%	89%
4c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by the College [4]	78%	75%	63%	N/A	70%	72%	75%
5)	Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT) [6]	212	259	256	300	347	357	367
6)	Number of full time learners with high quality work placement or work place "experience" as part of their programme of study	564	542	582	600	600	600	600
7)	Number of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing	93	98	N/A	192	157	160	160
	Proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing	41.2%	38.4%	N/A	21.2%	40%	40%	40%
8)	Number of full time college qualifiers in work, training and/or further study 3-6 months after qualifying	1,561	1,579	N/A	1,565	1,575	1,575	1,575
	Proportion of full time college qualifiers in work, training and/or further study 3-6 months after qualifying	94%	94%	N/A	93%	94%	94%	94%
9)	SSES Survey - The percentage of students overall, satisfied with their college experience [4]	N/A	N/A	94%	N/A	95%	95%	95%
10)	Gross carbon footprint	2,379 tCO2	2,372 tCO2	2,262 tCO2	2,239 tCO2	2,221 tCO2	2,180 tCO2	2,139 tCO2

Notes: [1] Funding was in WSUMS - conversion to Credits (where measure is in Credits) to help target setting

[2] Please note that more detailed target setting to address subject specific under-representation will be required as part of the College's Gender Action Plan (Access & Inclusion Strategy)

[3] Optional targets - through FES we have collected this information from 2015/16 onwards, although completion from students has been low

[4] New Target

[5] Revised target - Definition of STEM activity includes more Superclass categories than when settting targets for 2016/17. The revised definition is reflected in performance and targets, but not current year target.

[6] Revised target - now includes MAs from industry bodies. Note that 2016/17 Target and past performance reflects only directly contracted MAs.

1. **Purpose**

    To update the Strategic Development Committee on our year-end position against our activity target for Session 2015-16 and to provide an update on full time recruitment for Session 2016-17.

2. **Recommendation**

    That members note the content of the report.

3. **Background**

    This report provides a year end student activity position for Session 2015-16. The report also shows full time recruitment against target along with early progress towards meeting our activity target for Session 2016-17.

4. **Key Considerations**

    Session 2015-16 Credits Target

    Figure 1 shows we met our activity target for Session 2015-16. 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 us to initially estimate a shortfall in activity against target. A cross-college working group was established to address the shortfall leading to alternative courses being delivered to address the shortfall.

    Figure 1 – Credits Delivery for Session 2015-16

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

Credits Mode of Attendance	Current WSUMs
Full Time	52,529
Part Time	20,212
Evening	2,916
Assessment of Work Based Learning	6,938
Flexible/Distance Learning	3,677
Total	**86,272**

Session 2016-17 Full Time Recruitment

Applications for full time courses for Session 2016-17 was healthy across all teaching Departments as evidenced in Figure 2 below. Overall, we received 8,682 applications for 3,170 full time places.
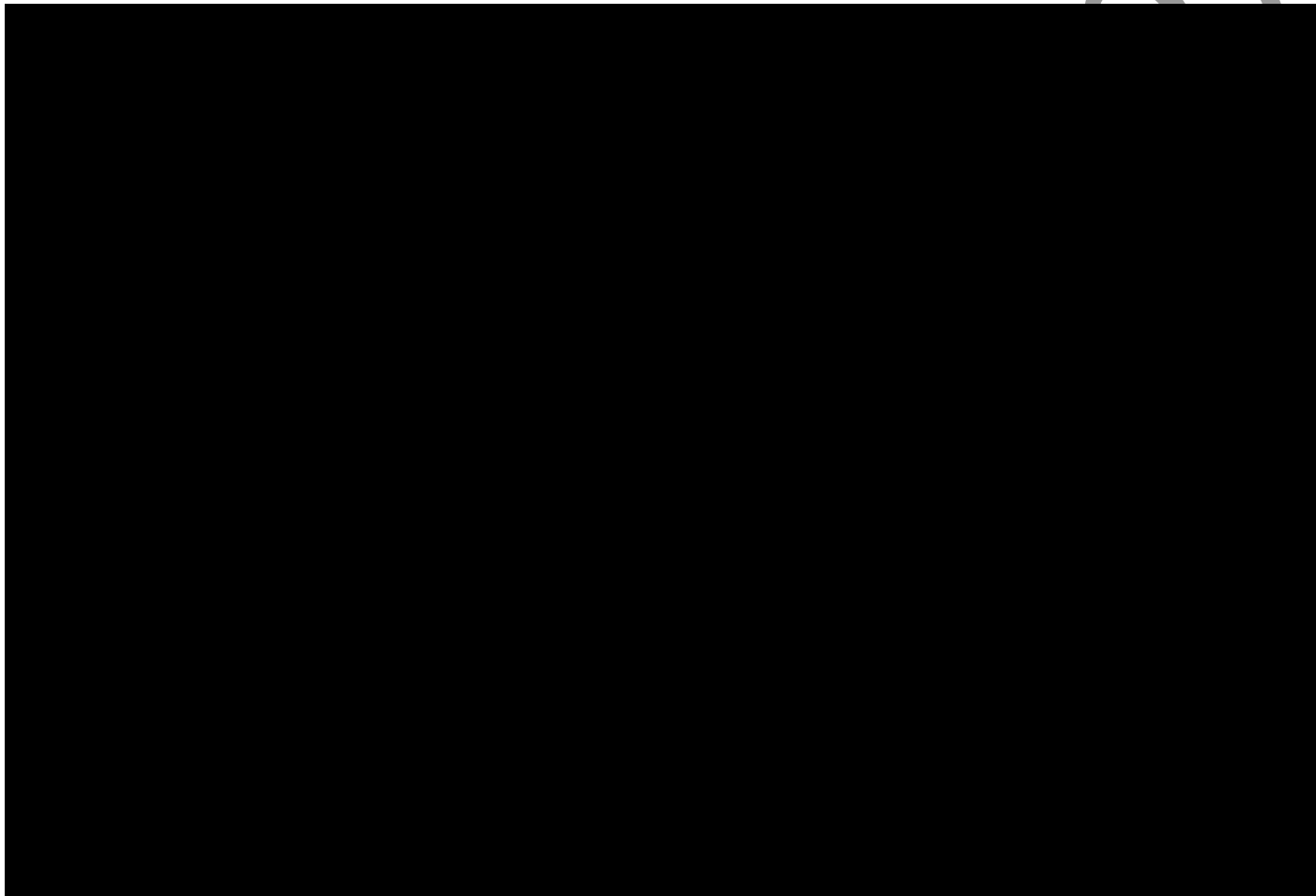

Although in the main recruitment is healthy, challenges have been identified in some areas, with the most significant of these being recruitment to our HE courses. Late on in the recruitment process we witnessed a drop in HE recruitment, with the reason being that applicants (many who had already accepted a College place) were being offered a place at University. Included within HE recruitment is the impact on our HEI courses including our Integrated Degree Programmes with University of Stirling, where we have witnessed a drop in offers being accepted overall, and a drop in applicants through clearing, which in previous years had been buoyant and had enabled us to fill the majority of places. A working group was established to address this shortfall which led to some students enrolled on HND programmes being transferred to HEI programmes to take advantage of the opportunity to progress to University with advanced standing, and to secure valuable income for the College.

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 previous sessions.

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	7,690	8,253	8,452	8,682

Figure 4 - Cumulative applications by Session and month
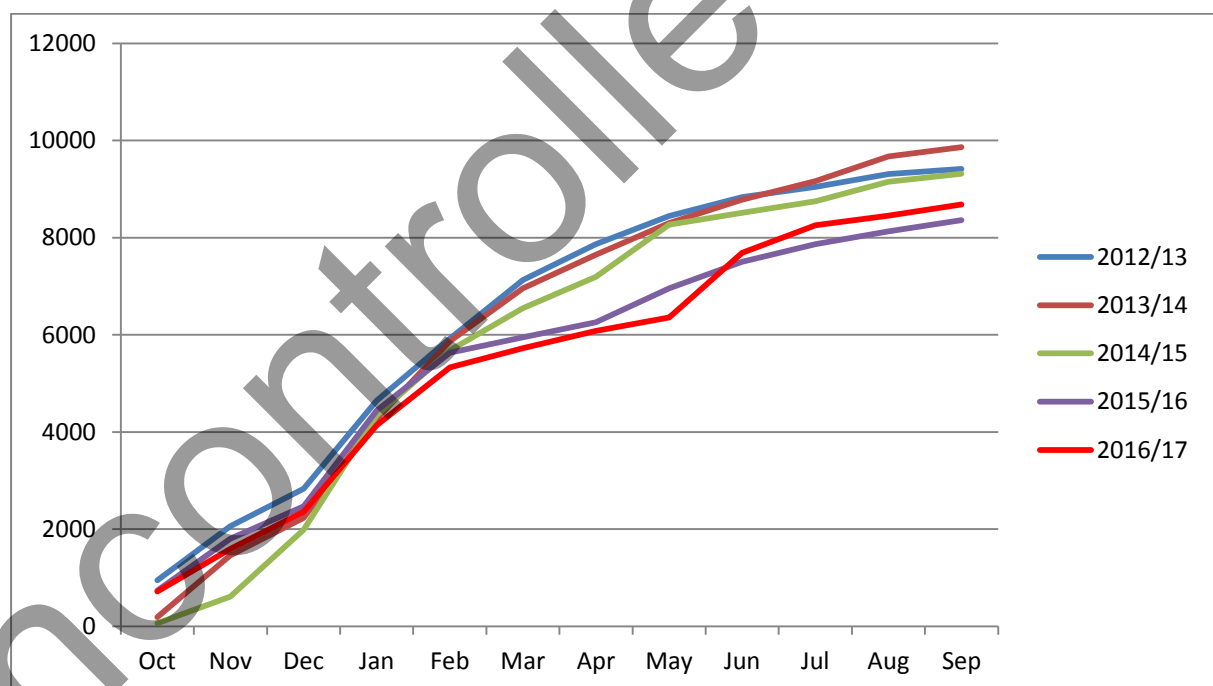
Session 2016-17 Credits Target

As a result of our August intake full time enrolments being short of target, along with students being transferred from credit bearing HND courses to non-credit-bearing HEI courses, we identified early that there would be a Credit shortfall. All Heads of Department have reviewed and considered where their Department could deliver additional Credits, which has seen the estimated shortfall reduce significantly to just over 1,200 Credits. Work is on-going to further

close this gap and progress will be monitored and reviewed closely by SMT and Heads of Department.

Figure 5 – Estimated Credits delivery for Session 2016-17

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	48,651	3,115	51,766
Part Time	15,096	5,489	20,585
Evening	1,965	985	2,950
Assessment of Work Based Learning	2,016	3,942	5,958
Flexible/Distance Learning	1,328	2,425	3,753
Total	**69,056**	**15,956**	**85,012**
Variance			**-1,202**

ESF Credits

Our ESF Credits target for Session 2016/17 is 2,230 Credits, which we have identified, and will meet. SFC guidance for ESF activity in Session 2016/17 was issued in July, which indicated that all delivery through ESF has to be at HE level, which was a change from the previous session. This alone doesn't present a significant challenge as activity that was delivered through ESF at FE level last session can be moved from ESF to core delivery and vice versa with HE activity, with no impact on our overall Credits delivery.

Further guidance was issued by SFC in August to say that an overall HE Credits target has been set for the sector, and subsequently individual Colleges, to deliver a minimum amount of HE Credits in Session 2016/17 to evidence that overall the sector is delivering additional HE Credits through ESF. This change was made without consultation with the Sector, and takes no cognisance of changing recruitment patterns within HE, such as Universities recruiting more students to meet widening access targets, or the introduction of non-credit bearing HEI activity since the bench-mark date. The HE target set for the College is 22,803 Credits. This was identified early on as a challenge by the College as a result of our lower intake of full time HE students, and communicated to SFC. As a comparison we delivered 22,797 HE Credits in Session 2015-16. Work was undertaken to ensure that all SCQF Level 7 and above activity for Session 2016-17 was

correctly coded as being HE, with the outcome being that some higher level VQ Activity had been coded as FE as the earlier years of the course are delivered at FE level. Re-categorising this highlighted activity as HE has allowed us to meet our overall HE Credits target.

5. **Financial Implications**

Please detail the financial implications of this item – The shortfall in August intake recruitment has led to a Credits gap, which if not closed, could lead to a claw-back of Funding from SFC.

6. **Equalities**

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

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

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

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 – This paper has identified that there is an estimated Credits shortfall, which will be addressed through the remainder of the Session.

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