Forth Valley College

Agenda

23 March 2017
BOARD OF MANAGEMENT

Falkirk Campus, Boardroom 4.30pm (refreshments available from 4pm)

Presentation by Karen Corbett, Education Scotland

AGENDA

1 Declarations of interest

2 Apologies

3 Principal's Report — Ken Thomson
(Elements of paper 3 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

FOR APPROVAL

4 Draft Minutes of meeting of 8 December 2016

5 Matters Arising

a) B/16/025 Falkirk Council - Representation within the Community Planning Leadership Structure

6 Minutes of Committee Meetings

(Elements of some of these minutes are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy and/or Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002 and .)

- Falkirk Campus Project Board — 26 January 2017
- Strategic Development Committee — 23 February 2017
- HR (Inc. Nomination) Committee — 28 February 2017
- Audit Committee — 9 March 2017
- Draft Falkirk Campus Project Board — 9 March 2017
- Finance Committee — 14 March 2017

7 IT Security Policy — Graeme Robertson

8 New Equalities Outcomes — Mhairi Shillinglaw

9 New Falkirk Campus Decision Point 3 Report — Tom Gorman
(Elements of paper 9 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

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10 Government Banking System — Alison Stewart
(Elements of paper 3 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

11 Group Life Assurance Cover — Andrew Lawson
(Paper 11 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 Senior Independent Member — Anne Mearns

13 Purchase of Middlefield Land — Tom Gorman
(Paper 13 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.)

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

a) Tuition Fees and Fee waiver Policy 2017/18 — David Allison

FOR DISCUSSION

15 Board Effectiveness Review report — Jan Polley

16 Indicative Allocations 2017/18 and Draft Outcome Agreement 2017-20 — Alison Stewart/ David Allison
(Elements of paper 16 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

17 Student Association Activity December 2016 to March 2017 — Alan Buchan

18 Review of Risk

19 Any other competent business

FOR INFORMATION
Resource Return Q4/2

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3. Principal's Report
For Discussion

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

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

2. Recommendation

The Board should note and comment on the activity undertaken by the Principal since December 2016.

3. Key Highlights

3.1 The estate project is now well developed. Following approval by the Board of the Decision Point 3 report and following approval from SFC Interim Chief Executive, we will be able to go out to the five organisations short listed to tender following the OJEU process. When the tenders are returned they will be scrutinised and scored as per the procurement procedures and a winner will be identified. This will then require a Decision Point 4 sign off by the Forth Valley College Board, Scottish Funding Council Board and the Scottish Government. We are anticipating an extraordinary Board meeting on 10 August 2017 to conclude the process. Meantime a communications plan is now in place as is the fundraising plan to engage with as many industries as possible with a clear rationale for their engagement.

3.2 The Board should be aware of how prominent the new estate has become in supporting developments across the Forth Valley. Our STEM accreditation has allowed us to be key partners in the Digital Hub in Stirling and as part of the new City Deal Development. In Falkirk the new campus is seen as an anchor site for the development of the Gateway and as a member of the Falkirk Economic Partnership, the College is seen as key to the new Grangemouth Initiative to lever funding against the Tax Incremental Funding (TIF). At a recent meeting of the Partnership with the Minister for Business, Innovation and Energy, Paul Wheelhouse MSP, the importance of the new campus and our skills base was highlighted by INEOS, Chemfine, Falkirk Council and our school involvement, Forth Ports, Scottish Canals and John Mitchell Haulage as was our involvement in cross college innovation. Indeed Iain Mitchell, MD for John Mitchell Haulage was directly complementing the College on the work undertaken to support his HGV drivers. Indeed that meeting has resulted in potential further apprenticeship work with SAF Axles.

3.3 I have to complement the Business Department, our Marketing and Communications Department and all teaching Departments involved in the recent MA week. We had high profile presence on social media with lots of positive feedback. One of the highlights was the Chefs of the Future event with over 70 guests from the hospitality industry and key note speakers talking about careers in hospitality and tourism and their experience with apprentices.

3.4 Andrew Lawson is now the College representative on the Employers Association and being increasingly asked to contribute at the negotiating tables. Whilst the college continues to be signatories of National Bargaining the intransigence of the EIS FELA union to consider terms and conditions alongside the pay settlement has resulted in an indicative ballot which came back unanimously supporting industrial action. As commented in the press this has potential

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to disrupt students over exam periods through April and May. The college will put in place all contingencies to support learners, should strike action be called.

3.5 As part of the new estate design, SMT have been out on tour taking our Tuesday morning meetings to a number of venues where we have held our meeting and then been given the opportunity to tour the facilities. To date we have visited INEOS headquarters, the new Ayrshire College, Reiach and Hall offices in Edinburgh and I have had opportunity to tour City of Glasgow College City Campus with Principal Paul Little.

3.6 Many of you will now know that Colette Filippi, Associate Principal for Business Development, will be leaving us at the end of April. Colette has been a great friend to the College, a lead in economic development with our Forth Valley partners and central to developing a consistent contract funding process. She will be missed and we wish her well in her new career.

4. Networking

4.1 I co-hosted with STEP an excellent dinner with 70 plus guests including many industrial representatives from the Forth Valley hospitality area. The event was a celebration of apprentices in the industry and given the title "Chefs of the Future". During the four course meal, industrial representatives gave short presentations on their experiences with apprentices.

4.2 I was delighted to be asked to introduce and welcome guests to the launch of the new Stirling brand for the City Deal. With over 100 guests this was excellent profile for the college.

4.3 In the last week I hosted visits from the Government of Isle of Man and the Principal and senior staff from South East Regional College, Belfast. As reported in previous reports the two colleges are strategic partners with opportunities in hospitality, mentoring and classroom observation and in the new Education Scotland framework.

4.4 The Minister for Employability and Training launched the Developing Young Workforce Invest in Youth Employers Group at the Falkirk Wheel.

4.5 In mid January I signed a tripartite agreement between ourselves, Stirling University and Historic Environment Scotland to develop traditional skills, heritage training and promote international opportunities.

4.6 I attended the VisitScotland Parliamentary reception at Holyrood to launch the year of history, heritage and archaeology

4.7 Since the last Principals Report I have met with the Student Association on two occasions, attended one meeting of the SQA Accreditation Committee; been to two Board meetings of Historic Environment Scotland; chaired one meeting of the Project Board for the HES Stirling Engine Shed project and attended one Board meeting as Trustee for Jisc in London.

4.8 I met with the Sibur Russian delegation as part of their two week long programme with the College. Key staff have since been to Russia to develop the next stage of the partnership.

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5. Presentations

5.1 I was delighted to co-chair the launch of a Springboard and Scottish Tourism Alliance Hospitality Take Over Day at the Stirling Campus which was attended by over 180 school pupils and staff from Falkirk schools and over a dozen employers. The event will be repeated for Stirling and Clackmannan schools.

5.2 I co-chaired the day long Jisc Stakeholder event at the Digifest Conference in Birmingham and was part of a debate on blended learning later in the afternoon.

5.3 The College hosted a bidders day for prospective contractors for building the new Falkirk estate. Presenting on behalf of the college were also Tom Gorman, Associate Principal for Estates Development and Paul Johnstone on Procurement process.

5.4 I presented to the Scottish College for Educational Leadership conference on "Middle Leaders Matter" in Dundee, giving an FE perspective on leadership.

5.5 I was a key note speaker at the recent CAPITA conference on the Future of Apprenticeships, held in Edinburgh. My title was "Understanding the role of Colleges for the future of workforce development and skills".

6. Key Meetings

I undertook the following key meetings in the period 8 December 2016 to 16 March 2017:

6.1 In developing our Strategic Plan for 2017 to 2022 with a draft being presented to the Strategic Development Committee in May, to date I have engaged with student groups in Alloa, Stirling and Falkirk including the 2nd year HND Business class from Alloa. I have also met with staff groups from the three campuses culminating in a workshop with 35 staff in the Falkirk Board room on the 9 March. The workshops built on a planning meeting with the Leadership Group on the 27 January and a follow up meeting with SMT on the 21 February. This has been a comprehensive consultation with over 200 people including senior managers, lecturers, support staff and students.

6.2 I met with Paul Smart, the new interim Deputy Director for Colleges, Young Workforce and SFC Sponsorship Division of Scottish Government as part of his induction to the role.

6.3 I was part of a round table discussion about Brexit and the Apprenticeship Levy representing Colleges Scotland with Shirley Anne Somerville MSP, Minister for Further Education, Higher Education and Science and Jamie Hepburn MSP, Minister for Employability and Training.

[redacted]

[redacted]

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6.6 I met with Gordon Bell, CEO of STEP (Stirling Enterprise Park). STEP were co-partners of the very successful Chefs of the Future event.

6.7 Colette Filippi, Associate Principal for Business Development and I met with Neil Carberry, Director of People and Skills for CBI and the Scotland Director, Hugh Aitken to discuss a range of activities including CBI membership. I am also a Council member for CBI Scotland and attended an interesting meeting at Gean House, Alloa focussing on Apprenticeships and training.

6.8 I met with Martin Fairbairn, Chief Operating Officer and Deputy Chief Executive at the Scottish Funding Council (SFC) to discuss our estates development, financial modelling, banking covenants and innovation.

[redacted]

[redacted]

6.11 I met with Jim Metcalfe, the new CEO of College Development Network. We discussed this plans for the new CDN including cutting edge training, national college conference and emphasis on innovation.

6.12 I met with Kieran Koszary, Head of Commercial and Marketing for Falkirk Football Club to discuss our new estate and arranged a presentation for the Board of Directors.

6.13 As part of the planned engagement with our employers I met with Russell Mann, Site Director PetroIneos, and Dr Ian Little, Commercial Director, Ineos.

6.14 In February, I was delighted to meet and accept our certification from Barry Fisher, CEO as an accredited organisation for delivering the Duke of Edinburgh Award

6.15 I met with HMI Karen Corbett, our College HMIe from Education Scotland to discuss the new quality framework and potential partnership projects with other colleges.

7. Colleges Scotland

7.1 In the three months since the last Board meeting I have attended two meetings of the College Principals Group; two meeting of the Colleges Scotland Finance and Funding Committee, one meeting of the SFC Innovation Group and the Colleges Scotland Policy Development Group for Principals. I also attended one meeting of the SFC/SDS Joint Skills Committee.

8. Community Planning Partnership

8.1 Since the last Board meeting I have attended one meeting of the Falkirk Community Planning Executive Leadership Board and one meeting of the Falkirk Community Planning Strategic Leadership Board.

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8.2 I have attended one meeting of the Stirling Community Planning Leadership Group which had a new emphasis on the local approach to the Community Empowerment Act 2015. Jacqui MacArthur, our Head of Access and Progression, will be a key player in this for the College.

9. Financial Implications

None

10. Equalities

Assessment in Place? – Yes ☐ No ☒

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

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

11. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	**X**	**X**

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

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

12. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications – N/A

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

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4. Draft Minutes of Meeting of 8 December 2016
For Approval

23 March 2017
BOARD OF MANAGEMENT

Kildean Suite, Stirling Campus (commencing at 10.00am)

Present:
Mr Hugh Hall (Chair)
Mrs Anne Mearns
Mr Alan Buchan
Mrs Fiona Campbell
Mrs Lorna Dougall
Mrs Pamela Duncan
Mr Scott Harrison
Mr Liam McCabe
Ms Amy Scobbie
Ms Beth Hamilton
Mr Ken Richardson
Mrs Trudi Craggs
Mr Andrew Carver

Apologies:
Dr Ken Thomson
Mrs Caryn Jack
Mr Colin Alexander
Mr Davie Flynn
Mr Steven Tolson

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
Mr Tom Gorman, Associate Principal and Executive Director Estates Development
Mr Andrew Lawson, Associate Principal and Executive Director HR and Operational Effectiveness
Mrs Alison Stewart, Associate Principal and Executive Director of Finance
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Ms Pauline Barnaby, Development and Fundraising Manager (for item B/16/XXX)
Mrs Cathie Wyllie, Henderson Loggie

The Chair welcomed Amy Scobbie and Trudi Craggs to their first meeting of the Board of Management.

The Chair informed members that this would be his final meeting of the Board of Management following his appointment as Principal of Fife College which he would be taking up in 2017. He expressed his thanks to members and noted that the College had had a terrific year, culminating in the approval of the Full Business Case for the new Falkirk campus.

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B/16/017 **Declarations of Interest**

None.

B/16/018 **Minute of Board of Management Meeting of 29 September 2016**

The Minute of the meeting of 29 September 2016 was accepted as an accurate record.

B/16/019 **Matters Arising**

a) B/16/011 Appointment of Board Member

The Chair confirmed that Ministerial approval had been received for the appointment of Davie Flynn and Trudi Craggs.

b) B/16/014 Board Self Evaluation Activity and Chairs Evaluation

The Chair noted that this was covered in the minute of the Audit Committee.

B/16/020 **Minutes and draft minutes of other Committee**

a) Falkirk Campus Project Board - 10 November 2016

The Falkirk Campus Project Board Chair outlined the work to date and confirmed that the College was now in the position to commence the OJEU process.

He expressed his thanks for the hard work of the staff in preparing the Full Business Case and OJEU notice, particularly thanking Tom Gorman, Claire Shiels and Alison Stewart for their contributions to this work.

He informed members that, now approval had been received for the new campus, the College communications plan will be implemented.

He also briefed members on the estates risks identified to date.

Members noted that the new campus would be particularly useful for the College in terms of potential non-SFC income generation.

The Associate Principal and Executive Director Business Development informed members that Falkirk Council are pursuing a city deal for the area and confirmed that the campus is a key development in this.

Members highlighted the potential benefit of this and asked that further information be brought to a future Board meeting.

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b) HR (Inc. Nomination) Committee - 22 November 2016

The HR (Inc. Nomination) Committee Chair highlighted the current national bargaining position and noted that UNISON had rejected the latest pay offer.

The Associate Principal and Executive Director HR and Operational Effectiveness reported that negotiations with UNISON were due to recommence that afternoon.

c) Audit Committee - 29 November 2016

The Audit Committee Chair informed members that she and Associate Principal and Executive Director Finance had a meeting scheduled with an external consultant to scope out the Board External Effectiveness review.

d) Finance Committee - 29 November 2016

The Finance Committee Chair noted that the accounts which had been considered were on the Board agenda. He also highlighted some emerging issues such as a potential shortfall in student funding and that the Q1 management accounts were currently showing a deficit.

He reported that the College was seeking additional student funding and that the projected deficit, while not unusual at Q1, was income related as the College maintained strong controls over expenditure.

e) Strategic Development Committee - 1 December 2016

The Strategic Development Committee Chair noted that Associate Principal and Executive Director Business Development had provided a report to the Committee on Business Development activity. She outlined the challenges being experienced at this time and measures being taken to address this.

B/16/021 **Annual Report and Financial Statements**

The Associate Principal and Executive Director Finance presented the annual accounts. She highlighted that these were the first set of accounts laid before the Board which included the provisions of the new SORP as well as FRS 102.

She noted that these did distort the figure, resulting in a deficit. She confirmed that this was due to the application of the new standards and their impact on non-cash related items. She highlighted that the narrative within the accounts would provide members with a clearer overall picture than just the figures.

She confirmed that the College was still generating cash and that both the College and the External Auditors had no concerns in classifying the College as a going concern.

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She also informed members that the College remained in breach of the banking covenants with Barclays. She confirmed that the College was still of the opinion that these should be removed and that the delay in reaching conclusion on this was due to internal discussions ongoing at Barclays.

The Finance Committee Chair echoed the comments of the Associate Principal and Executive Director Finance in relation to the College being a going concern. He also highlighted that the accounts had received a clean audit report.

a) Members approved the Annual Report and Financial Statements

B/16/022 Report to the Board of Management and the Auditor General for Scotland

Ms Cathie Wylie, Henderson Loggie, presented the external auditors report on the College accounts. She noted that the audit had proceeded to plan and that no real issues had been identified. She confirmed that the application of FRS 102 had taken additional work but that the accounts were compliant with this.

She informed members that this was the final year of Henderson Loggie's appointment by Audit Scotland as the College's external auditors. She expressed her thanks to the Finance team for their help throughout their appointment.

a) Members approved the Report to the Board of Management and the Auditor General for Scotland

B/16/023 Code of Good Governance (August 2016)

Members considered a paper seeking approval for the adoption of the revised Code of Governance. It was reported that the College was in compliance with the code with the exception of the provisions regarding Board Secretary.

The Associate Principal and Executive Director Finance noted that the code used a comply or explain methodology and outlined the College's preferred approach to the Board Secretary role, with her being formally appointed as Board Secretary and the Corporate Governance and Planning Officer being appointed as Depute Secretary. The Chair noted that having a Board Secretary who was also a member of SMT would strengthen the role as they would have knowledge of all key College activity.

Members asked whether the External Auditors had any concern with this approach. Cathie Wyllie confirmed that they did not. The Vice Chair raised a query regarding the maintenance of audit trails for Board review of codes, training etc. The Associate Principal and Executive Director Finance confirmed that information was recorded and the new CDN Governance Hub would enhance this work.

a) Members approved the adoption of the revised Code of Governance and the appointment of the Secretary to the Board and Deputy Secretary to the Board

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B/16/024 **"Making Fundraising Work" - Fundraising Strategy**

The Development and Fundraising Manager presented an overview on the new College fundraising strategy.

She noted a number of key areas for development which had been identified.

Members commented on the strategy and presentation, providing a number of suggestions on how the aims of the strategy might be achieved.

Members also confirmed that they would be willing to become involved to support fundraising activities.

The Chair highlighted that fundraising would be a good topic for consideration at a future Board strategic session.

a) Members approved the fundraising strategy

B/16/025 **Falkirk Council - Representation within the Community Planning Leadership Structure**

The Associate Principal and Executive Director Information Services and Communication presented a paper seeking a Board member to participate in the Falkirk Council strategic group for community planning. He noted that the paper had been taken to the Strategic Development Committee and that it had been decided to bring the paper to the full Board to seek a volunteer.

Members agreed that College representation would be beneficial and, after some discussion, it was agreed that the Chair of the Falkirk Campus Project Board would approach the Board members on his committee to seek a volunteer and that the Board provided him with the authority to agree the College Board representative.

a) Members approved College participate in the Community Planning Structure

B/16/026 **Papers considered by Committees and recommended to Board of Management for Approval:**

a) Procurement Strategy

The Associate Principal and Executive Director Finance noted that the College was required to update its Procurement Strategy and that the strategy as presented had been approved by the Finance Committee.

a) Members approved the Procurement Strategy

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B/16/027 **Additional Paper – Audit Committee Annual Report to the Board of Management**

The Audit Committee Chair tabled a paper outlining the activity of the Audit Committee for the past year. She highlighted the positive audit opinions of both internal and external audit.

a) Members approved the content of the report

B/16/028 **Student Association Activity September to December 2016**

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

He noted that Karen Williams had resigned from the Student Association Executive and that her work would be divided amongst existing members.

He confirmed that, as a result of this, the Operational Plan would be revised and presented at the next Board meeting. He also highlighted that the Strategic Plan had been approved at the recent Student Council meetings.

He also discussed the significant level of interest in mental health first aid training, noting that over 270 staff and students had expressed an interest in this training; with over 73 trained to date.

Members welcomed the work being undertaken to provide mental health first aid training to those who feel they or others would benefit from this.

Members queried whether the College did any sort of analysis on the impact of mental health issues on students completing their courses. The Associate Principal and Executive Director Information Services and Communication confirmed that some work had been done and that this would be expanded on in collaboration with College Curriculum Managers.

a) Members noted the content of the report

B/16/029 **Principal's Report**

a) The content of the Principal's Report was noted

B/16/030 **Review of Risk**

No new risks were identified – funding allocations

B/16/031 **Any Other Competent Business**

The Vice Chair expressed her thanks to the Chair on behalf of the Board for his contribution to the College and his effectiveness in the role of Chair.

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6. Minutes of Falkirk Campus Project Board
26 January 2017

23 March 2017
BOARD OF MANAGEMENT

Project Office Meeting Room (commencing at 4.30pm)

Present:	Ken Richardson	Forth Valley College Board Member (Chair)
	Colin Alexander	Forth Valley College Board Member
	Steven Tolson	Forth Valley College Board Member
	Bob Gill	Co-opted member
	Tom Gorman	AP and Executive Director of Estates Development
	Alison Stewart	AP and Executive Director Finance
	David Allison	AP and Executive Director of Information Services
	Claire Shiels	Head of Facilities Management and Health and Safety
	Paul Dodd	Scottish Futures Trust
	Trevor Stone	AECOM
	Paul Sweeney	AECOM
Apologies:	Ken Thomson	Principal
	Lyndsay Condie	Communications and Marketing Manager
	Colin Campbell	AECOM
In attendance:	Stephen Jarvie	Corporate Governance and Planning Officer (Minute)
	Paul Johnstone	Procurement Manager (For item FC/16/022)

The AP and Executive Director of Estates Development informed members that Colin Campbell from AECOM was leaving the project and would be replaced by Paul Sweeney.

The Chair requested that the Committee's best wished be passed to Colin Campbell for his work on the project.

FC/16/017 Apologies for Absence

The apologies were noted.

FC/16/018 Declarations of Interest

None.

FC/16/019 Minute of Meeting held on 10 November 2016

The minutes of the meeting of 10 November 2016 were approved, subject to the correction of an error in the future meeting dates noted within the minute.

FC/16/020 Matters Arising

None

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FC/16/021 **Falkirk Council - Representation within the Community Planning Leadership Structure**

The Chair presented a request from Falkirk Council for representation from the College on the Community Planning Leadership group. He noted that this had been discussed at the Board and the Board had felt that the links between community planning and development and the development of the new Falkirk campus meant there was a clear link.

The Chair noted that members could volunteer to participate in this if they wished.

The Associate Principal and Executive Director Finance noted that the Principal had also volunteered to take the role for the short term until the May local elections are concluded and the impact on Community Planning is known.

a) Following discussion, members agreed that the Principal would serve on this group in the short term, with a view to having Board member participation post May 2017.

FC/16/022 **OJEU Documentation (Presentation)**

The Procurement Manager gave a presentation on the OJEU process and associated timescales, noting that the College was on schedule to meet these.

He noted progress to date and highlighted that there had been 12 expressions of interest from companies wishing to become the main contractor and approximately 30 expressions of interest from firms looking for specific aspects of the new build.

Members noted the dates for shortlisting tenders and asked whether this required to be approved by the Board or Campus Board.

The Associate Principal and Executive Director Estates Developments confirmed that the tenders would be shortlisted by an evaluation panel which included a Board member with the final recommendation receiving Board approval as part of the Gateway 3 approval process.

a) Members noted the content of the presentation

FC/16/023 **Progress Update**

The Associate Principal Executive Director of Estates Development presented an update on activity with the new Falkirk Development.

He reported that the College had received formal approval of the Full Business Case from SFC and Ministers on 22 December 2016. He highlighted that the approval letter from SFC stated that they did not intend to meet 50% of the new campus lifecycle maintenance costs as detailed in the FBC.

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He outlined the case being developed by the College and confirmed that this would be taken back to SFC and Scottish Government as soon as possible.

The Associate Principal Executive Director of Estates Development outlined progress with the design of the campus, noting that data sheets and room layouts were approximately 80% complete.

Members requested clarification on the headline funding figures used within the report. The Associate Principal and Executive Director Finance outlined the main funding sources noted in the Full Business Case which contribute to the overall project figure.

The Associate Principal Executive Director of Estates Development highlighted that the inflation figures used within the document had undergone considerable fluctuations but that this was being managed through the use of the contingencies built into the costing for the project and value engineering.

[redacted]

[redacted]

a) Members noted the content of the report

FC/16/024 NFHC Monthly Progress Report

Paul Sweeney presented members with an overview of the monthly report from AECOM.

He outlined a number of upcoming milestones in the project programme and confirmed that the project team were working to meet these.

Trevor Stone reported that the first draft of the tender report was due by the end of w/c 30 January.

Paul Sweeney outlined preparation work underway on the main contract to be awarded after the procurement exercise is completed.

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Paul Dodd requested that a standard contract be used wherever possible based on industry feedback SFT had been receiving. He also noted that this would be a positive aspect in the relationship between the College and potential contractors.

Members queried the financial information contained within the report, specifically whether the College was comfortable with the current levels of contingency in the project.

The Associate Principal Executive Director of Estates Development confirmed that contingencies had significantly reduced as a result of the significant increase in inflation allowances and these would be monitored closely.

a) Members noted the content of the report

FC/16/025 **Any other competent business**

The Chair highlighted that he would be unable to attend the meeting of 30 March 2017 and noted that one of the other Board members should act as Chair for this meeting.

Next meetings –

9 March 2017
30 March 2017
27 April 2017

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Boardroom, Falkirk Campus (commencing at 4.30pm)

Present:	Mrs Anne Mearns (Chair) Mr Alan Buchan, Student Association President Mrs Fiona Campbell Mrs Lorna Dougall Mrs Caryn Jack Mr Scott Harrison Mr Liam McCabe (via teleconference)
Apologies:	Mr Andrew Carver Mr Davie Flynn Mr Steven Torrie (Co-opted Member) Ms Amy Scobbie, Student Association
In Attendance:	Dr Ken Thomson, Principal Mr David Allison, Associate Principal and Executive Director Information Services and Communication Mr Stephen Jarvie, Corporate Governance and Planning Officer

S/16/025 Declarations of Interest

None

S/16/026 Minute of meeting held on 1 December 2016

The Minute of the meeting of 1 December 2016 was accepted as an accurate record.

S/16/027 Matters arising

a) S/16/017 Business Development Quarterly Report

The Chair noted that this would be covered under item 7 in the agenda

b) S/16/016 Falkirk council representation

The Chair asked for an update on progress with this item since the last Committee meeting.

The Principal confirmed that this had been discussed at the Board meeting in December where it was delegated to the Falkirk Campus Project Board.

At the Falkirk Campus Project Board meeting in January 2017, members discussed the request for membership and it was agreed that, in the interim, the Principal would be the College representative and that the group would review this later in the year.

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c) s/16/019 Outcome Agreement Self Evaluation 2015-16

Members queried whether there had been further information received by the College on the childcare issue discussed at the last meeting.

The Principal confirmed that a definitive position on this matter had not yet been communicated to the College.

Members expressed concern that this matter could affect an individual's ability to attend College.

S/16/028 Progress on Strategic Plan Development (Verbal)

The Principal updated members on progress with the development of the new Strategic Plan document.

He outlined the extensive level of consultation undertaken to date with the Board, Senior Managers, staff and students across a number of events.

He confirmed that the overall mission of "Making Learning Work" and the vision statements for the College as contained in the 'bubbles' would remain constant to allow for consistency between strategic planning periods.

He showed a graphic representation which was captured at a recent Leadership group to show the thinking of College managers.

a) Members noted the update and asked that the Strategic Plan be brought back to the Committee in June as a substantive item. It would then be a substantive item for the Board strategic meeting in September.

b) It was agreed that the Corporate Governance and Planning Officer would circulate an electronic copy of the graphic discussed by the Principal to members via email

S/16/029 Draft Creative Learning and Technologies Strategy

The Associate Principal and Executive Director Information Services and Communication presented the draft strategy which had been developed with the Associate Principal and Executive Director Learning and Teaching.

He confirmed that this strategy document was designed to help future proof the College in terms of learner expectations, technological developments and the modernisation of learning materials.

Members queried the use of proprietary names (SKYPE etc) throughout the document, noting that this would limit flexibility to utilise the best products/services for a particular need. The Associate Principal and Executive Director Information

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Services and Communication agreed with the observation and agreed to update the strategy document.

Members noted that the targets for all staff to be trained to a minimum standard across the College was ambitious but necessary to support the strategy and future direction of the College.

a) Members noted the content of the report and strongly endorsed the direction the strategy outlined for the College.

S/16/030 Business Development Quarterly Report

The Chair noted that the Associate Principal and Executive Director Business Development was unable to attend the meeting.

Members discussed whether the content of the paper as presented was appropriate for the Committee or whether it was a matter for the Finance Committee to consider.

a) Members agreed that the paper, as presented, would be a matter for Finance Committee consideration
b) Members requested that a paper be produced for the Strategic Development Committee which focussed on the non-financial benefits of business development to students, the College and the local community. Members noted that these would likely be both qualitative as well as quantitative

S/16/031 Student Association Report and Update on Operational Plan

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

He highlighted a strategic day undertaken by the Student Association Executive to redeploy activity following the resignation of one of the vice-presidents and the decision not to recruit for the role at this time.

He noted that the next round of student elections was approaching and that the available positions would begin to be advertised later in March.

He discussed the recent, successful re-freshers fayres which were held across all three campuses and noted that the money raised from these events had been donated to Maggies.

He informed members that class representative training had not been at the levels expected and that they were currently undertaking investigations into why this was.

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He also noted that, as previously reported, the demand for the Mental Health First Aid training remained high, with 285 people interested in this training.

The Principal reported that the Forth Valley College Foundation had met that afternoon and he was pleased to confirm that they had agreed to fund the Student Association for the next two years. He also confirmed that they had agreed to fund £5m for the new Falkirk Campus.

Members queried whether, after expending most of their available resource, the Foundation would continue. The Principal noted that the Foundation would be looking into this and, when appropriate, a paper on this and how the College could work with the Foundation would be brought back to the Committee.

Members queried the higher than expected risk score on the paper. The Student Association President confirmed that this was an error.

a) Members noted the content of the report and requested that information on Student Association activity be included in the Outcome Agreement for the College

S/16/032 Draft Outcome Agreement 2017-20

The Associate Principal and Executive Director Information Services and Communication presented the latest draft of the Outcome Agreement.

Members queried some of the targets within the document. The Associate Principal and Executive Director Information Services and Communication confirmed that, while the College may only have limited input, SFC still require the College to set these targets.

He also highlighted that a significant change to the Outcome Agreement had been the inclusion of the Access and Inclusion Strategy.

a) Members noted the content of the report

S/16/033 Operational Plan Monitoring

The Associate Principal and Executive Director Information Services and Communication presented the latest update on progress against College operational targets. He noted that there were 4 'red' targets at the moment, 3 of which related to commercial activity levels. The fourth related to the affordability of lifecycle costs for the new campus and he confirmed that the College was in dialogue with SFC on this matter.

a) Members noted the content of the report

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S/16/034 **Student Activity**

The Associate Principal and Executive Director Information Services and Communication presented an update on student activity levels. He highlighted that the College's PI's for 2015/16 had remained above the sector average and that the College had the best STEM statistics in the sector.

In terms of progress against targets for the current academic year, he confirmed that the College was approximately 1,000 credits down at this point. This is actually an improvement on the position at this point in the previous year and he informed members that he was confident the College would meet its overall targets.

a) Members noted the content of the report

S/16/035 **Review of Risk**

Risk was highlighted within individual papers.

S/16/036 **Any Other Competent Business**

None

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Room S1.03, Stirling Campus (commencing at 4.30pm)

Present:	Mrs Beth Hamilton (Chair) Mrs Fiona Campbell (Chaired for items H/16/011 and H/16/012) Mr Davie Flynn Mrs Anne Mearns Mr Steven Tolson Mr Steven Torrie (Co-opted member)
Apologies:	None
In Attendance:	Mr Andrew Lawson, Associate Principal and Executive Director, HR and Operational Effectiveness Mr Steven Still, Head of HR Mr Stephen Jarvie, Corporate Governance and Planning Officer Ms Fiona Duff, Health and Safety Coordinator (for items H/16/014 and H/16/015 only)

H/16/011 Declarations of Interest

None.

H/16/012 Minutes of meeting held on 22 November 2016

The Minute of the meeting of 22 November 2016 was accepted as an accurate record.

H/16/013 Matters arising

a) H/15/014 Update on Second Cultural Survey

The Associate Principal and Executive Director, HR and Operational Effectiveness updated members on the creation of staff focus groups, noting that 5 such groups had been established.

b) H/15/015 Staff Development – August 2016

The Associate Principal and Executive Director, HR and Operational Effectiveness noted that there was a staff development paper on the agenda.

c) H/16/008 People Strategy

The Associate Principal and Executive Director, HR and Operational Effectiveness updated members on the development of the strategy which is still at an early stage. He outlined the interdependencies this strategy would have with other strategies such as the Finance and Curriculum and IT strategies which are also under development at this time.

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Members queried whether they would have an opportunity to comment on the final strategy document. The Associate Principal and Executive Director, HR and Operational Effectiveness confirmed that this would be brought to Committee at an appropriate point prior to being submitted for final approval at the Board of Management.

Members were notified that the draft strategy was already in use following the decision of the Associate Principal and Executive Director Business Development to resign from the College. The Associate Principal and Executive Director, HR and Operational Effectiveness confirmed that, as with all vacancies within the College, that this post would not be automatically approved for replacement and instead SMT were currently considering all options.

H/16/014 Health, Safety, Environment and Welfare Policy

The Health and Safety Coordinator presented members with the updated policy document for approval. She reported that this was a result of a scheduled review of the policy document and highlighted the major changes, including the inclusion of sustainability activity within the policy.

Members asked for an overview of how the requirements of the policy were communicated to staff, students, visitors and contractors. The Health and Safety Coordinator outlined the mechanisms in place.

a) Members approved the policy document

H/16/015 Health and Safety Update

The Health and Safety Coordinator presented a report outlining the College's performance against Health, Safety and Sustainability.

Members queried how, given the multiple campuses and range of disciplines, the College ensured that adequate measures were in place. The Health and Safety Coordinator outlined the audit process and how Heads of Department are responsible for any actions identified.

The Health and Safety Coordinator outlined the accident statistics for the College which were positive and within the accepted target range. She noted that some instances recorded here were a result of external factors but had been recorded as they were reported to a College first aider when the students were on campus. Members requested that the next report try to separate out these incidents to give a true reflection of activity within the College.

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Members queried the provision of mental health awareness and support within the College. The Health and Safety Coordinator confirmed that staff were trained and informed members that a specific Health and Wellbeing Coordinator was being recruited who would strengthen College provision in this area.

a) Members noted the content of the report

H/16/016 Staffing Establishment Update

The Head of HR presented an update on the College staffing establishment. He noted that the College's absence rate was below that of the sector.

Members queried why he thought the College was able to be below the sector average. The Head of HR noted that it was a combination of the culture within the College as well as very proactive absence monitoring systems.

Members requested a demonstration of these systems at the next meeting.

Members also requested that a copy of the College Absence Management policy be circulated.

The Head of HR outlined the current staffing establishment within the College, noting that this increased and declined in line with demand throughout the year. He noted that the current pattern was in line with previous ones.

a) Members noted the content of the report

H/16/017 Staff Development – February 2017

The Head of HR presented an update on the February staff development week for support staff, noting that this focussed on ensuring all support staff had completed the required mandatory training.

He informed members of the systems which allow for the tracking of successful completion and how this feeds into staff members CPD records.

He reported that the week had been very successful and that the intention was to repeat this with lecturing staff during their staff development week later in the year.

a) Members noted the content of the report

H/16/018 National Bargaining Update (Verbal)

The Associate Principal and Executive Director, HR and Operational Effectiveness provided members with an update on progress with National Bargaining.

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He reported that EIS was currently balloting members on strike action and outlined the current differences between the management and union sides of the negotiation.

a) Members noted the content of the update

H/16/019 Review of Risk

Members noted the risks as presented with each report

H/16/020 Any Other Competent Business

Members queried what the potential impact on the College the Apprenticeship levy would have.

a) Following discussion it was agreed that a paper on the impact of the Apprenticeship levy would be brought to the Board.

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Boardroom, Falkirk Campus (commencing at 4.30pm)

Present: Mrs Lorna Dougall (Chair)
Mr Colin Alexander
Mrs Trudi Craggs

In Attendance: Dr Ken Thomson, Principal
Mr Stephen Jarvie, Corporate Governance and Planning Officer
Mrs Irene Andrew, Head of Finance (for item A/16/028)
Mr Gary Devlin, Scott Moncrieff
Ms Claire Beattie, Scott Moncrieff
Ms Jan Polley, Observer

A/16/024 Apologies for Absence

Mrs Beth Hamilton
Mrs Alison Stewart

A/16/025 Declarations of Interest

None

A/16/026 Minute of Audit Committee of 29 November 2016

The Minute of 29 November 2016 was approved as accurate.

A/16/027 Matters Arising

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

The Chair reported this would be covered under item 8 on the agenda

b) A/16/021 Board Effectiveness Review

The Chair reported that this would be covered under item 9 on the agenda

A/16/028 Presentation of Internal Audit Reports

Claire Beattie, Scott Moncrieff, presented the Non-Pay Expenditure and Creditor report.

She confirmed that the audit had found that effective controls were in place over expenditure and payments, with some recommendations made as to how the College could implement improvements, with one of the recommendations being classed as amber.

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Gary Devlin, Scott Moncrieff, outlined the actions they would expect for the College to undertake to address the amber recommendation.

Following discussions, members recommended this be strengthened further with Finance undertaking additional checks to ensure the validity of changes to companies contact and bank details.

Members queried whether the management response matched the recommendation in relation to invoices being backed up by corresponding purchase orders (PO's). Members also asked if invoices not tying back to PO's was a wider issue. Gary Devlin confirmed that this was only in relation to two specific areas as outlined in the report.

The Head of Finance outlined the reasons why these expenditure areas did not have PO's to match invoices. She also noted that there was an existing series of regular budget monitoring meetings to track invoices against anticipated spend.

Following discussion members recommended that, for areas which have tendered activity such as utilities, the College consider implementing an annual estiamted PO for these activity areas against which invoices can be matched off.

The Principal agreed that Finance would look into the feasibility of members recommendations and feedback to the next meeting of the Audit Committee.

Gary Devlin presented the Budget Setting and Monitoring report for members consideration.

He noted that the report had been a positive one, with some opportunities identified for improvements.

Members noted that the report appeared to demonstrate that controls were adequate but requested that the underpinning documentation be updated to ensure a full audit trail is in place.

Members expressed concern over indications that not all budget holders communicate effectively with the Finance team.

The Principal informed members that this would be further investigated and the root cause identified and rectified.

a) Members noted the content of the update

A/16/029 **Internal Audit Plan Progress Report**

Claire Beattie presented a report on progress to date against the established internal audit plan. She noted that the risk management review had been deferred owing to

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the need to have a risk session with the Board to set the direction for the College in regard to risk and risk appetite.

She reported that overall, progress to date was on track.

a) Members noted the content of the report

A/16/030 Progress Report on Audit Recommendations

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

He reported that there were 3 audit recommendations on the tracker, one of which was now complete. He also highlighted that there was one recommendation where the College was seeking an extension.

The Principal outlined the reasons for this and the remedial action taken to bring this matter back on track.

a) Members noted the content of the report

A/16/031 Risk Management

The Principal presented the current Strategic Risk register and noted that there had been one change since the last time the report was presented. This change related the risk regarding the Forth Valley College Foundation. Given the current situation, he noted that the College intended to remove this risk.

He also highlighted that there had been no movement for a considerable period of time for risk number 19. He reported that the College would be unable to update on this risk until such time as a UK wide legal issue was addressed.

The Internal Auditors commented that a number of organisations were adding the possible impact and opportunities arising from Brexit to the register and that the College may want to consider this.

a) Members noted the content of the report

A/16/032 Risk Management Scope

Gary Devlin, Scott Moncrieff, presented their proposed scope for a Board Risk Management workshop.

Members agreed that a session to discuss risk and also to gauge risk appetite would be very useful. Members also noted that the risk workshop should not only focus on risk but how best to gauge the opportunities available from undertaking risk related activities.

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The Principal echoed the opinions of members that a review of risk would be highly beneficial.

a) Members agreed that Scott Moncrieff should discuss this matter further with the Committee Chair and Principal and bring back a more detailed framework to the group.

A/16/032 External Board Effectiveness Review (Verbal Update)

The Chair updated members with progress made by Jan Polley in conducting the external effectiveness review.

She noted that indications were that there were no major issues and that the report would be used as a mechanism to identify areas of development for the Board.

Jan Polley reported that the key message would be that, while the Board is effective, there is scope for Board members to contribute more and add value to the College.

She commented on the tight timescales surrounding the review and discussed with members how best to progress with reporting to the Board of Management.

Following discussion, members agreed that an overview report should be taken to the March Board meeting with a further detailed report to follow.

a) Members noted the update provided

A/16/033 Review of Risk

Members noted the risks as outlined in the papers.

The Principal noted that, until completed, the need for a new Chair for the Board of Management was a risk.

A/16/034 Any Other Competent Business

None.

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6. Draft Minutes of Falkirk Campus Project Board 9 March 2017

23 March 2017
BOARD OF MANAGEMENT

Project Office Meeting Room (commencing at 4.30pm)

Present:	Ken Richardson	Forth Valley College Board Member (Chair)
	Colin Alexander	Forth Valley College Board Member *(departed after agenda item no. 5)*
	Steven Tolson	Forth Valley College Board Member
	Bob Gill	Co-opted member *(departed after agenda item no. 5)*
	Ken Thomson	Principal *(departed after agenda item no. 5)*
	Tom Gorman	AP and Executive Director of Estates Development
	David Allison	AP and Executive Director of Information Services
	Claire Shiels	Head of Facilities Management and Health and Safety
	Paul Dodd	Scottish Futures Trust
	Trevor Stone	AECOM
Apologies:	Lyndsay Condie	Communications and Marketing Manager
	Alison Stewart	AP and Executive Director of Finance
	Paul Sweeney	AECOM
In attendance:	Elaine Bell	Executive Office Assistant (Minute)
	Andy Law	Reiach and Hall (departed after agenda item no. 5)
	Keiran McCallum,	QMF (departed after agenda item no. 5)
	Mark McCusker	FM Co-ordinator, Forth Valley College *(for presentation only)*

The Meeting opened with a presentation using the Revit software which provided 3d images of the new Campus building. TG provided commentary on the walk through of each of the areas. Members queried the risk of prevailing winds around the main entrance and Reiach and Hall responded that the installation of revolving doors would help to reduce this. The Principal explained the discussions he has had with Falkirk Economic Partnership linking greenway sites in Falkirk including the Gateway site and the landscaped areas around the new Campus building.

FC/16/026 Apologies for Absence

The apologies were noted.

FC/16/027 Declarations of Interest

None.

FC/16/028 Minute of Meeting held on 26 January 2016

The minutes of the meeting of 26 January 2016 were approved.

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FC/16/029 Matters Arising

a) FC/16/023 Progress Update

Noted and agreed. The Associate Principal and Executive Director Estates Development confirmed that all information requested had been included in the Decision Point 3 report.

FC/16/030 New Falkirk Campus Decision Point 3 Report

The Associate Principal and Executive Director of Estates Development reminded members of the overall approval process and where the Decision Point 3 report sat in this process. The Associate Principal and Executive Director of Estates Development also ran through the cover paper attached to the Decision Point 3 report which summarised the main changes from the FBC document.

Members queried the accountancy exercise noting extra costs and savings had resulted in exactly the same figure being reported and asked what was the rounding figure. The Associate Principal Executive Director Estates Development replied that the overall estimated cost of the development remained unchanged. In keeping with good practice cost control procedures, additional costs were generally required to be met by compensatory savings. Where this was not possible contingencies were utilised to ensure the overall Development cost remained the same. The Principal commented that the project team had worked hard to achieve this figure and it was appropriate the contingency had reduced as the risk reduced through design development.

The Associate Principal Executive Director Estates Development advised members that approval had been received from the Arms Length Foundation for the draw down of circa £5m of funding.

Members asked if there was to be a presentation to the Scottish Funding Council (SFC) and the Principal explained this was not required at Decision Point 3 but he was meeting SFC on 17.03.17 to discuss the report. All issues in the Full Business Case (FBC) have been addressed and the Principal did not foresee any problems and was hopeful that he would be able to report back to the Board of Management for sign off on 23.03.17 and then out to tender on 03.04.17. He emphasised the message to SFC from the Falkirk Campus Project Board and the Board of Management was that the Falkirk Campus Project had been comprehensively prepared building on the success of Alloa and Stirling Campuses and was regarded as a well developed and defined project at this stage. SFT advised that they had no significant issues within the Decision Point 3 report.

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The Chair summarised to members the selection process for the short list for tenderers and confirmed all contractors had met the standard and criteria required. Members asked what role the Board of Management were involved with in the tendering process going forward and the Associate Principal Executive Director Estates Development replied there would be a formal evaluation panel which would include a Board member to select the final contractor. Members asked if this evaluation process was in place and the Associate Principal Executive Director Estates Development replied that this was in process and would be advised to a future meeting of this group. It was noted by members the Procurement Manager was fully involved in this process.

Members queried why procurement had been omitted from the Decision Point 3 report. The Associate Principal and Executive Director Estates Development advised the procurement process was included in section 4 and Appendix G of the Decision Point 3 report.

Members agreed the importance of balancing quality and quantitative measures and asked who was the designer of this project. Reiach and Hall replied that on signing the contract, the contractor was responsible for the design and building of the project. Reiach and Hall would continue to be retained for quality inspections and architectural advice post contract.

Members asked on the involvement of local employment in the tender documents and the Associate Principal and Executive Director Estates Development replied that a comprehensive Community Benefits requirement had been prepared in conjunction with SFT and was being further developed before inclusion in the tender documents.

a) Members approved the Decision Point 3 report.

FC/16/031 NFHC Monthly Progress Report

Trevor Stone presented members with a summary of the monthly report from Aecom

He outlined the key element of the Project Manager's report and advised of the updated cost plan reflecting the current design. Next critical date would be the 3 April for tender issue and he confirmed the risk register had been updated accordingly.

Members queried the inflation statement which contradicted the Decision Point 3 report. Trevor Stone advised both statements were correct with the Aecom report highlighting inflation reducing since their last monthly report while the Decision Point 3 report noted inflation had significantly increased since FBC in August 2016.

a) Members noted the content of the report.

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FC/16/032 **Any other competent business**

None.

Next meetings –

30 March 2017
27 April 201
25 May 2017

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Boardroom, Falkirk Campus (commencing at 4.30pm)

Present: Mr Liam McCabe (Chair)
Mr Andrew Carver
Mrs Pamela Duncan
Mrs Caryn Jack (Joined at F/16/029)
Mr Ken Richardson
Ms Trudi Craggs

Apologies: None

In Attendance: Mrs Anne Mearns, Chair
Mrs Alison Stewart, Associate Principal and Executive Director of Finance
Mr Andrew Lawson, Associate Principal and Executive Director HR and Operational Effectiveness
Mr David Allison, Associate Principal and Executive Director Information Services and Communication
Mrs Colette Filippi, Associate Principal and Executive Director Business Development
Mrs Irene Andrew, Head of Finance
Mr Paul Johnstone, Procurement Manager (F/16/026 Only)
Mr Stephen Jarvie, Corporate Governance and Planning Officer

F/16/020 Declarations of Interest

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

He also declared an interest in relation to item F/16/026 by virtue of being a Board member of APUC.

Trudi Craggs declared an interest owing to her membership of the Board of TACtran, who are listed in the papers as providing grant funding to the College.

F/16/021 Minutes of Meeting held on 29 November 2016.

The minutes of the meeting held on 29 November 2016 were approved, subject to the correction of two spelling errors.

F/16/022 Matters Arising

a)F/16/016 Student Funding 2016/17

The Associate Principal and Executive Director of Finance reminded members that there had been a query as to College contingency should no additional funding be received. She confirmed that the requested level of funding had been allocated in full and there was now no need for the implementation of contingencies.

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b) F/16/014 Annual Report and Financial Statements 2015/16

The Chair recorded that members had queried the use of the term 'exceptional items' with the external auditors. He confirmed that this had been reviewed and the opinion of the Committee had been confirmed as correct and the accounts had been amended accordingly.

F/16/023 Tuition Fees and Fee Waiver Policy Session 2017/18

The Associate Principal and Executive Director of Information Systems and Communication presented members with the annual update on the College Tuition Fees and Fee Waiver policy and confirmed he was seeking their approval to take this to the Board of Management.

He confirmed that the College was not proposing to increase fee levels and outlined the reasons behind this decision.

Members noted that some fees were reliant upon decisions by SQA and queried whether the College felt these fees may increase.

The Associate Principal and Executive Director of Information Systems and Communication confirmed that the College would not have confirmation until April of SQA fee levels and outlined the reasons why the College felt that an increase was unlikely. He also stated that if the SQA fees should rise the College would absorb this additional cost rather than increase its fees.

He also highlighted a minor amendment to the Fee Waiver section and confirmed that this would have no impact on students

a) Members approved the Tuition Fees and Fee Waiver Policy Session 2017/18 for recommendation to the Board of Management

F/16/024 Resource Outturn 2016/17

The Associate Principal and Executive Director of Finance presented the Resource Outturn paper to members. She highlighted that the paper issued to members covered to the end of January 2017 and that a further paper (Q4/2 resource return) covering to the end of February 2017 had been issued prior to the meeting.

She confirmed that the second paper was required to be submitted to the Scottish Funding Council (SFC) the next day and that she was seeking approval from members to submit this.

She highlighted the main areas of the papers and provided an overview of the reporting schedule required by SFC.

Members noted that the required submission schedule did not take into account the manner and regularity with which College Boards meet. The Associate Principal and

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Executive Director of Finance confirmed that, where possible, submissions would be brought to the Committee prior to submission. Where this was not possible, submissions since the last Committee meeting would be brought for information.

a) Members approved the Q4/2 resource return for submission to SFC

F/16/025 Government Banking Service

The Head of Finance presented a paper seeking approval from the Committee to recommend to the Board the adoption of the Government Banking System.

She outlined that, post ONS reclassification, the College sector is required to move their banking to the Government Banking Service, currently provided by RBS. She outlined the high level changes this would mean, including the loss of the ability to generate interest compared to commercial banking but also the overall reduction in fees.

Members noted that they were pleased that the College was seeking to retain a cash line machine at the Falkirk campus as this was a valued service for students.

Members expressed concerns with the open ended nature of the resolution RBS would want the Board to approve. Additional queries were raised in relation to signing rules.

a) Members gave a qualified approval, subject to more clarification being provided for the Board

b) Members also requested that information on authorised signatories and the procedures for signing within the College be provided to the Board.

F/16/026 Procurement Update

The Procurement Manager presented on the College's assessment under PCIP which is the new Scottish Government assessment regime for procurement.

He reported that the College had been rated as 'Silver' and recommendations had been received that would move the College to 'Gold' in the future. He did caution members that the College was unlikely to ever reach a 100% rating under PCIP as the resource the College would have to put into procurement would be disproportionate to their needs.

Members commended the Procurement Manager and the team on a very positive result.

The Procurement Manager then provided an overview of procurement activity within the College for 2015/16. He noted that there had been considerable effort to consolidate suppliers to achieve savings associated with large orders across

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departments. He also outlined the use of APUC framework agreements to secure greater value.

Members queried whether this would disadvantage local suppliers and whether the College communicated upcoming changes.

The Procurement Manager confirmed that, where there may be a change that would impact a local supplier, this change was communicated in advance to the suppliers. He also noted that support and guidance can be provided for local suppliers looking to get onto a relevant APUC framework

a) Members noted the content of the report

F/16/027 **Business Development Quarterly Report**

The Associate Principal and Executive Director Business Development presented a report outlining Business Development activity levels. [redacted] She also confirmed that, following earlier comment from the Committee and an internal review, the College had revised down the anticipated contibution levels from fundraising activity.

She highlighted that the College continued to perform well in relation to Modern Apprenticeships and reported that the College had won a national award in relation to COMPEX.

Members welcomed news of the award and noted that the College should use this award to further promote COMPEX. The Associate Principal and Executive Director Business Development confirmed that the College marketing department were already doing so via social media and that this would also be advertised in relevant trade publications.

The Associate Principal and Executive Director Business Development outlined international activity levels and outlined a recent experience relating to tendering for work in Dubai, the end result of which was the College did not proceed with the tender based on legal advice concerning the risks assocated with this potential arrangement. The Committee agreed this was the correct decision. It was also recognised that much would be learned from this experience which could inform the assessment of opportunities in the future.

The Associate Principal and Executive Director Finance noted that the risk workshop with the Board which the Audit Committee is considering would help to develop the Boards appetite towards risk.

The Associate Principal and Executive Director Business Development noted that, in relation to fundraising, the focus was on bids to support College activity, such as

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addressing the increase in mental health issues and also funding for the new campus.

She confirmed that a fundraising plan for the new Campus would be brought to the June meeting of the Committee.

a) Members noted the content of the report

F/16/028 Forecast Outturn 2016/17 (Q2 January 2017)

The Head of Finance presented the current forecast outturn, noting that this was now showing a deficit of £68k, primarily due to the downturn in commercial and other areas as mentioned in the previous report.

She also noted that holiday pay accrual of £122k, while a non-cash adjustment as a consequence of implementing FRS 102, was having an impact on the projected final outturn.

The Associate Principal and Executive Director Finance informed members that Audit Scotland were looking to remove the impact of holiday pay accruasl on the assessment of the underlying surplus/deficits of Colleges when considering the financial health of Colleges as part of their annual review of the sector .

a) Members noted the content of the report

F/16/029 Indicative Funding Allocation 2017/18

The Associate Principal and Executive Director Finance outlined the indicative funding allocations from SFC. Overall, these were positive at this time and there is likely to be some additional funding in terms of childcare provision and the Workforce Development Fund ..

She confirmed that the final allocations should be communicated to College's by the end of April.

She outlined the changes in the funding model from SFC which had resulted in the more positive than expected position but noted that there were still historical aspects of the model which were negatively impacting on the College. She also highlighted that SFC are looking at how Extended Learning Support funding is allocated across the sector and the risk associated with this. The Associate Principal and Executive Director of Information Systems and Communication confirmed he had seen sight of three different models which showed the College would receive a cut in funding of upwards of £0.5m. As the situation became clear the College's Exective team will be ready to make representations as it considers appropriate to take forward the College's interests in this matter.

She confirmed the College would be in contact with SFC re these aspects.

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a) Members noted the content of the report

F/16/030 Decision Point 3 Falkirk Campus Affordability

The Associate Principal and Executive Director Finance provided an update on the affordability of the new Falkirk Campus. She outlined that SFC had not accepted the assumption contained in the full business case where they would meet 50% of lifecycle costs.

She confirmed that further examination of the costs, using the same basis as the calculations for the Alloa and Stirling campuses, had shown that the College could afford the lifecycle costs should capital and maintenance funding levels from SFC remain substantially at the 2017/18 allocation levels..

She noted that the Principal, Associate Principal and Executive Director Estates Development and herself were meeting with SFC later in the week to discuss this and to press the College's case so far as was possible.

She highlighted that these changes had been incorporated into the table of risks and mitigating actions as a new assumption. Members noted that the language used should change from "drops below" to "significantly drops below" to reflect minor fluctuations in funding which may occur without the project being deemed unaffordable.

Ken Richardson, as Chair of the Falkirk Campus Project Board, provided an update on the recent review by that Committee of the decision point 3 documentation which they have recommended to the Board for approval.

a) Members noted the content of the report

F/16/031 Review of Risk

Members noted the risks in relation to ELS funding, the drop in commercial activity and the current outturn position. They also noted the discussions with SFC on the manintenance grant in the context of the affordability of the Falkirk Campus redevelopment project.

F/16/032 Any other competent business

The Associate Principal and Executive Director Finance noted that two recent Internal Audits relating to the College's finance function had been included with the papers for information.

The Associate Principal and Executive Director Finance provided an update on the Barclays banking covenants associated with the College loan facility. She outlined discussions between the College and Barclays which had been progressing positively

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however a meeting between Barclays and SFC re SFC's role as a guarantor had not reached a positive outcome. She noted that Barclays would now require that the College renegotiate the existing covenants. An update would be provided to the Committee in due course.

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7. IT Security Policy
For Approval

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

To seek approval of the amended IT Security Policy

2. Recommendation

That members approve the policy.

3. Background

The IT Security Policy is a key document, for both external and internal parties. It is related to the IT Acceptable Use Policy, that staff sign on joining the college. The IT Security Policy is exchanged on agreements between external parties, for example data sharing. The current policy was reviewed, and has been updated to reflect the current IT landscape in 2017.

4. Key Considerations

Three key elements have changed in the new policy.

These are:-

- Oversight of security arrangements
- Wireless provision
- Media that is used within college and Bring Your Own Device (B.Y.O.D.)

The previous security oversight arrangements involved a committee, and our recommendation is to dispense with this, with the view that three staff, namely the I.T. Director, Head of IT and the Systems and Network Administrator should assume this role. This is seen to be a more efficient approach.

Wireless provision has radically changed since the writing of the most recent policy. We have more than 1000 wireless devices entering and connecting on a daily basis, and the policy has been changed to reflect that wireless is allowed, and more clearly defines the context under which it can be used.

Where data is saved has changed, the cloud is in and floppies have disappeared from the landscape. The policy has been changed to reflect this.

The attached policy document was reviewed and approved by the Senior Management Team on 14 March 2017.

5. Financial Implications

No financial implications

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6. **Equalities**

Assessment in Place? – Yes

If No, please explain why – Not applicable

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

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	**X**	**X**

Please describe any risks associated with this paper and associated mitigating actions –
There is no change in the risks associated with this paper. The biggest risk is not having an approved policy in place.

Risk Owner – Graeme Robertson **Action Owner –** Graeme Robertson

8. **Other Implications –**

Please indicate whether there are implications for the areas below.

Communications – Yes

Internal awareness raising will be conducted.

Health and Safety – No

Please provide a summary of these implications -

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

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Information Systems

I.T. Security Policy

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Status	Draft for Approval
Date of Version	March 2017
Responsibility for Contents	Information Services
Responsibility for Review	Information Services
Impact Assessment Review Date	March 2019
Review Date	March 2019
Primary Contact	Head of I.T.

Security Definition

It is Forth Valley College's policy that the information it manages shall be appropriately secured to protect against the consequences of breaches of confidentiality, failures of integrity or interruptions to the availability of that information. This security policy is intended to ensure the confidentiality, integrity and availability of data and resources through the use of effective and established IT security processes and procedures. This Information Security Policy provides management direction and support for information security across Forth Valley College. Specific, subsidiary information security policies, shall be considered part of this policy and shall have equal standing.

Policy Objectives

The College is reliant upon computer systems to manage the information required to conduct its business. The objectives of this policy are:

a) To ensure that all computer users are aware of their obligations in the operation and use of computer based systems.

b) To ensure that adequate controls and procedures are established to effect the secure operations of its business and academic information systems and the security of the data held within the college.

c) To ensure the college complies with all legislation including the Data Protection Act with respect to computerised information systems.

Policy Scope

This policy applies to all computer based systems used in the management and administration of the College and any of its activities. The policy will apply to all staff, systems, equipment and services throughout the College.

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Security Standards

1) Physical Security

To ensure that all computer and related hardware is adequately protected against theft or physical damage, it should be:

- Kept in a secured area when not in use
- Housed in a separate, secure area when used for processing data of a sensitive nature
- Recorded in the FCT asset register for computer related equipment.
- Marked with security tags or fitted with appropriate locks

2) Logical Access

To prevent unauthorised access, all computer users are required to:

- Be issued with unique user identifications (userid) and passwords.
- Have access only to these systems and functions necessary to perform their job.
- Ensure that their passwords remain confidential and are not disclosed to anyone else.
- Ensure that passwords are changed on a regular basis.
- Close down or log out of systems when not in use or attended.

3) Backup and Contingency

To ensure security and continued availability to applications and data a backup regime should be maintained. This should be a standard cycle of daily, weekly and monthly backups. The integrity of backup media should be tested both in terms of physical media but also the information stored. Media should be stored appropriately, in fire proof data safes, which should be located both on and off site. All weekly, monthly and annual tapes should be stored off-site. A contingency / disaster recovery plan should exist and be tested on a regular basis.

4) Application Purchase, development and maintenance

- Staff should follow the I.T. purchasing guidance
- Staff and students must adhere to the College Acceptable Use Policy

Enforcement

Security Oversight will be provided by the Head of I.T. and Associate Principal, Information Systems and Communications and Systems and Networks administrator, who will also provide direction and visible management support for security initiatives.

The responsibility for ensuring the protection of information systems and ensuring that specific security processes are carried out shall lie with the head of department running the specific system. The College's information systems security role is undertaken by the Systems and Network Administrator.

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This policy has been ratified by Forth Valley College's Senior Management Team and forms part of its policies and procedures, including regulations for conduct. It is applicable to and will be communicated to staff, students and other relevant parties.

To determine the appropriate levels of security measures applied to information systems, a process of risk assessment shall be carried out for each system to identify the probability and impact of security failures. The Implementation of the information security policy shall be reviewed independently of those charged with its implementation.

Wireless Security Policy

The college has a wireless network covering its three campuses. Currently these networks are available for use by college owned and configured devices only, with the exception of the eduroam wireless service and the guest network. Learners should use their wireless devices with the eduroam service only. Wireless services should not be introduced that disrupt the college wireless provision. No network device may be attached to the college wired network by anyone other than I.T. Staff.

Removable Media

The college supports the use of CD read/write disks, and USB memory sticks. The college does not support the U3 standard of USB sticks that require the installation of software on the PC's within college. The U3 USB sticks allow users to run software directly from their USB stick, and could facilitate the use of unlicensed software or the spread of viruses. No student or staff identifiable data should be kept on any removable media.

Security of portable IT Equipment

Student or staff identifiable data should not be kept on laptops or tablets. Hard disk encryption will be implemented on all College laptops and tablets ensuring that in the case of theft any information stored on the hard disk will be protected, and that no unauthorised user may use the device to enter the College network.

Remote Access Services

This policy is applicable to all staff working for Forth Valley College and is in addition to the acceptable use policy.

The provision of remote access facilities addresses specific business needs of the organisation but introduces a number of risks in the following areas that need to be addressed:

a) Network Security

b) Data Security

c) Health and Safety

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Your password should never be disclosed, or written down. Only properly licensed software may be run on equipment having remote access. Users must be aware for the need for a safe and healthy working environment. Staff must comply with all relevant Health and Safety policies and guidance which is stored on the college intranet/sharepoint and take heed of the draft Display Screen Equipment guidance

Particular attention should be paid to:

- Avoiding Trailing Leads
- Not overloading power sockets and multi-outlet cables
- Electrocution risks (e.g. spillage of liquids, damaged power cables)
- Adequate ventilation of Computing Equipment
- Keep Equipment and cables away from children and pets.

Remote access must not be employed for personal use.
Terminal Services for remote access is deployed to keep data within the college.
Sensitive college data should not be stored on non college I.T. Equipment.
Only authorised college staff should access the computer while remote access is being used.

Computer Asset Disposal

All College computer equipment is procured centrally and is maintained in an asset register. When the equipment reaches the end of it's working life it will be disposed of in an environmentally friendly manner following the European regulations on disposal of electrical equipment. All I.T. Equipment must be disposed of through the I.T. Department. Computing Equipment used by Staff, or computers containing sensitive data will be wiped using the appropriate software by internal I.T. department staff.

Other equipment can go to third party disposal companies provided that a duty of care certificate, indicating a contractual liability for the wiping of data. Asset Tags will be removed and retained. The asset register will be updated and a list of disposed equipment retained along with duty of care documentation and any S.E.P.A. documentation. The removal of data is important to comply with data protection regulations and software license regulations. Equipment will only disposed of through third parties, where they are accredited disposal agents with the relevant licenses through the Scottish Environmental Protection Agency.

Designated Secure Areas within the I.T. Infrastructure

The designated secure areas within the I.T. Infrastructure are as follows :-

- Computer Room – Falkirk
- I.T. Staff Room – Falkirk
- I.T. "Build Room" – Falkirk
- Telecoms Room – Falkirk
- Computer Room – Alloa
- I.T. Staff Room – Alloa
- Main Node Cabinet Room – Stirling
- I.T. Store Rooms (2) – Falkirk

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8. New Equality Outcomes
For Approval

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

To seek approval from members of the Board for Equality Outcomes (EOs) for 2017-2021

2. Recommendation

Members approve the content of the report and revised EOs for the College.

3. Background

The Public Sector Equality Duty (PSED), as set out in the Equality Act 2010, requires listed public authorities, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not, and
- foster good relations between people who share a protected characteristic and those who do not.

In Scotland, most listed authorities subject to the PSED are subject to specific duties which were introduced in May 2012 and cover a 4-year reporting cycle. The purpose of the specific duties is to help those authorities comply with the PSED.

By **30 April 2017**, the end of the first 4-year reporting cycle, FVC is required to publish the following information:

- a Mainstreaming Report (focusing on impact and progress made on gathering and using employment information to meet the General Duty as well as BOM profile information)
- Report – final progress on delivering Equality Outcomes 2013-2017 (including data and focus on progress on impact achieved rather than an update on activities)
- Report – new (or revised) Equality Outcomes 2017-2021 (based on performance in meeting the EOs set for 2013-2017)
- Report – Gender pay gap progress and actions and Equal pay (including occupational segregation by gender, race & disability) commentary and actions taken/to be taken

We will also be publishing information on how we have approached Equalities Impact Assessment in FVC, alongwith a new Equalities and Human rights impact assessment template.

As one would expect, there is a huge amount of data and information on staff and students which has been considered in developing the reports outlined above. The data and information sources are available through the Executive Office should any Members require to see them.

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4. Key Considerations and Emerging Themes

In discussions with SMT on 14 March 2017, it was felt that the existing Equality Outcomes had been appropriate for the College and are embedded within the strategic direction of the College, as detailed in our Mission for 'Making Learning Work', our Vision and Values and current strategic objectives. With this in mind it was agreed that the EOs were revised slightly and these are attached in Appendix 1.

We are hopeful that the information and data which has been considered and analysed in the revision of our EOs, will demonstrate compliance with the General Duty of the Equality Act. Overall, we feel that FVC does promote inclusion and respect and takes action to deal with discrimination and unfairness.

Areas where further progress is required are as follows:

- Improve engagement with staff, students and external partners in equality work (need to increase meaningful involvement)
- Evaluate the impact that activities have on the learning *experience* of learners with protected characteristics (aligned to work required for the Regional Outcome Agreement (ROA) Access & Inclusion Strategy)
- Gender underrepresentation actions – we know there are still gender imbalances within STEM subjects; overall, there are more male students than female studying at Forth Valley College. The College is required to develop a Gender Action Plan for the Scottish Funding Council by July 2017 to address this. This is also intertwined with work for the ROA Access & Inclusion Strategy.
- While the College student BME figures broadly reflect the local BME populations for the 3 local authorities we service, we still have a gap in information on the *experience* of BME students in College
- Attainment of students with a disability needs improved (there are a number of reasons for poor attainment some may be health related and difficult to have a positive impact upon)
- Confidence of staff and students to identify and report hate incidents needs improved (awareness raising campaign will be in place)
- The number of students who disclose a mental health challenge is rising and we need to ensure correct support is available
- The number of students who disclose additional learning support needs continues to rise
- Requirement to put in place tracking and monitoring processes to enable robust data analysis to demonstrate the impact of support on students and staff with protected characteristics
- We have improved the collection of staff data and information relating to protected characteristics so this must be maintained and more specific actions taken with regards to how this information is used

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We must also consider our Equality Duty within the wider strategic context and implications of:

- College ROA Access & Inclusion Strategy
- SFC requirement to have a Gender Action Plan including STEM activity by July 2017
- Scottish Government widening access agenda
- Requirement to support specific groups e.g., Care experienced young people; young student carers; young people with mental health challenges
- Specific work required to address the BSL Scotland Act

It is worth noting that while the Equality Act is about people with protected characteristics and ensuring compliance with the General Duty; and the ROA Access and Inclusion Strategy is about disadvantage, it is clear that these areas are intertwined and should not be approached separately.

More work is required to flesh out the action plan to achieve the outcomes but as outlined above, the actions will be embedded throughout existing strategic and operational planning processes, and in particular, link to the ROA Access and Inclusion Strategy and the new Education Scotland quality framework approach.

5. Financial Implications

There are no financial implications associated with this

6. Equalities

Assessment in Place? – Yes ☒ No ☐

The report has not been impact assessed as its intention is to meet the Equality Duty and inherently includes assessment of the impact of our equality 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	**X**	
Very Low		

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

- Being issued with a compliance notice from the Equality and Human Rights Commission (EHRC) for failing to fully comply with Equality Act duties

Risk Owner – Andrew Lawson **Action Owner –** Andrew Lawson

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8. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications – The revised EOs and associated evidence sources will be published on the College website by 30 April 2017 as specified by the Equality Duty. There is a requirement for a marketing and communications promotion plan to be in place to ensure the information is accessible (includes developing 'easy read' versions of the reports).

Paper Author – Mhairi Shillinglaw **SMT Owner –** Andrew Lawson

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Appendix 1

FVC Equality Outcomes 2017-21

Context

Developed with involvement from

- Staff
- Students
- Local partnership groups representing a range of PCs
- SMT and BOM

Links to CPP Local Improvement Plans

Embedded within FVC Strategy

Based on information and evidence

Intertwined with other strategic and policy requirements from Scottish Government, Scottish Funding Council etc.

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No.	Equality Outcome (what is the result or change we want to see)	Protected characteristic	Duty	Measures (indicators of success)	Responsibility	Timescales April 2017-19 April 2019- 21	Strategic alignment (what other activity does this link with/impact upon)
EO1	All FVC students, staff (lecturers, support staff and Senior Management) are committed to ensuring equality is embedded across all College functions	All					
EO2	All students at FVC including those with protected characteristics can access and benefit from a curriculum that reflects individual and local needs						
EO3	All students are able to access the right support for their individual needs in an environment free from discrimination and harassment						
EO4	FVC students with protected characteristics progress equally onto positive destinations						
EO5	All FVC staff promote equality in the fulfilment of their job role and are able to effectively deal with the needs of a wide range of students						

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9. New Falkirk Campus Decision Point 3 Report For Approval

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

To seek approval of the New Falkirk Campus Decision Point 3 Report.

2. Recommendation

That member's approve the New Falkirk Campus Decision Point 3 Report and progression to the next stage.

3. Background

On 25 August 2016 the Board of Forth Valley College approved the Full Business Case for the new Headquarters Campus in Falkirk and their centre for Science, Technology, Engineering and Mathematics (STEM). The document was based on existing full time and part-time student and MA activity and specialist accommodation for STEM.

On 22 December 2016, SFC confirmed that they had received approval from Scottish Government of the Full Business Case for the redevelopment of the Falkirk campus. They also confirmed their in-principle offer of grant was set by reference to the nominal construction costs (including VAT) of the project and capped at £70m. As normal, a final offer of grant will not be issued until the College complete Decision Point 3 and 4.

The in-principle offer of grant was also made in accordance with a specific number of conditions which were attached to the offer. All conditions are on programme to be met and an update on progress is included in Appendix F of the Decision Point 3 Report.

4. Key Considerations

The attached document is the decision Point 3 Report (DP3) for an £83m, 20,709 sq metres New Falkirk Campus Headquarters on the College's existing and extended Middlefield site in Falkirk. The document has been prepared by the College and a full Team of Technical, Financial and Legal Advisors, with support from SFT and SFC. While the area (GIFA) has increased slightly by 561 sqm since FBC the overall development cost and programme remain unchanged.

The proposed investment will deliver a regional, national and international centre for STEM, Care and Sport activity, providing progression from school through modern apprenticeship and tertiary education programmes to higher education and employment. It will provide the opportunity for the college to develop its current position and reputation for the delivery of specialist training for STEM industries particularly in oil and gas, manufacturing, chemicals, energy and life sciences.

The Decision Point 3 Report clearly demonstrates not only a strong and compelling case for progressing a new and sustainable Falkirk Campus, but also details the £83m cost, proposed programme and how it is to be funded via a combination of in year surplus/net depreciation, capital maintenance grant FY 15/16, college reserves and sale of assets.

A summary of the main changes from FBC are noted in the following sections 5 – 8.

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The Decision Point 3 Report was approved by the Falkirk Campus Project Board on 9 March 2017.

5. Design

There have been a number of improvements to the project since FBC and the principal elements of design development and change to the project are noted below. Where elements have remained un-altered since the Full Business Case they have not been re-stated here, instead reference should be made to the Full Business Case document and its appendices.

Site Updates

- The Scottish Power 'Poles Area' has been extended in size following consultation with Scottish Power to accommodate the required number of poles and spacing. In addition the number and type of porta cabins in this area was clarified and power and drainage was also provided to this part of the site
- Vehicle control barriers were added to the car park access and egress points to allow the College to secure parts of the car park during 'out of hours' and weekend periods, whilst allowing 24hr access to the visitor drop off area and ATM machine adjacent to the front entrance.
- 4no additional accessible car parking spaces were provided adjacent to the north entrance following the recommendations of the access audit.
- The car parking numbers have reduced marginally from 595 to 590 spaces in order to accommodate the new entrance barrier. As mentioned above the accessible spaces have increased from 30 to 34 spaces which are above the statutory requirement of 5%.
- 2 additional electric charging spaces were added to the south entrance parking area.
- The external stores and refuse areas were re planned to accommodate the requirement for a compressor compound and an enlarged dust extract provision.
- The landscaping around the south entrance was amended slightly to introduce additional soft landscaping and opportunity for bench seating within a new 'civic space'
- The grass Crete service exit road at the east of the workshop block was amended to tarmac in recognition of its potential use as a staff and student exit from the north car park.
- An area of hardstanding has been identified for a future battery storage enclosure, in order to gain the benefit of storing surplus energy from the roof mounted PV panels at some future date.
- An area of multi-purpose external sports surfacing has been introduced outside the gym and fitness suite to allow outdoor learning / sporting activities to take place when weather permits.
- The mini-roundabout on Grangemouth Road was omitted following further consultation with Falkirk Council Roads and Planning Department.

External Massing /Material Updates

- The area of covered canopy between the external stores and workshop block has been reduced following rationalisation of the services cross-overs to the workshop spaces.
- The first floor flexible learning spaces adjacent to the courtyards were extended to provide more usable internal space and to rationalise / reduce the surface area of the external envelope, whilst providing a small area of covered outdoor space at the lower level.

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- Additional roof lights were added following a re-planning exercise of the executive suite layout to provide adequate natural light.
- Additional space was provided on the 1st floor of the sports block to provide the College with future flexibility (previously roof space for plant).
- The courtyard elevational strategy was simplified to create a vertical composition of solid / glazed strips with opening lights provided within the glazed elements.
- The polycarbonate plant screen running north-south was extended slightly to capture and conceal all of the elements of large plant of the roof. At the same time the screen was reduced in height to offset cost.
- Roof lights to the games hall were not required and were omitted to provide funding for perimeter wall protection within the games hall.
- Access ladders have been indicated on the roof plan information and access and maintenance information prepared and passed to the Principal Designer.
- 2no. triangular roof lights were not required and were omitted from the workshop block to provide a saving.
- The spacing of the roof lights above the north-south corridor has been updated on the grounds of efficiency, with the number of roof lights reducing from 10no. to 6no. providing a further saving.
- The cladding material to the workshop block was changed from corrugated fibre cement sheeting to profiled aluminium cladding on a composite panel substrate.
- The entrance canopy / solar shade to the southern entrance was updated to a precast construction in lieu of a glass reinforced concrete panel on secondary steel support.

Internal Updates

- There have been minor internal updates to the plan within the workshop block as a result of reconfiguring the toilet provision in this area.
- Stores within the staff workrooms were displaced to un-used areas below the escape stairs to free up area for additional meeting rooms within the admin space at 1st floor level.
- The kitchen areas have been re-planned to take advice from specialist catering Sub-Contractors.
- The multi-purpose space and flexible seminar space at ground floor entrance area have been updated to provide space for the movable partitions to stow away in a dedicated storage recess.
- The energy centre was reduced in area slightly to allow more space within the games hall to provide a 4th badminton court following feedback from the college users.
- The executive suite layout at 1st floor level has been updated following client feedback to provide an open plan space.
- Meeting room area in student services ‘hub’ remains unchanged but rooms have been reduced from 6no. to 3no. larger meeting spaces.
- The landing and void space within the sports area has been altered to accommodate the requirement for escape from the new flexible space on 1st floor.
- Voids have been reduced marginally following coordination with structural engineers to align with structural beams and grids.
- The ceilings within the ground floor north-south corridor have been increased in height from 2.4m to 2.7m at client request.

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- Mechanical ventilation has been omitted to the majority of the ground floor computer labs, to allow them to utilise natural ventilation where possible.

6. Area

The Gross Internal Floor Area (GIFA) in the DP3 report has increased by 561sqm from FBC and can be summarised as follows:

- Expanded flexible learning spaces on level 1 (31sqm).
- Provision of flexible space within the Sports Block (230sqm).
- Change to full height curtain walling to courtyards – allowing removal of internal wall lining and cill within the same building footprint, but creating more usable space (200sqm).
- Voids reduced marginally throughout to coordinate with building structure, window cills removed at areas of full height glazing – area measured to rear of curtain wall (100sqm).

7. Cost

[redacted]

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8. Programme

The Occupation date of October 2019 remains unchanged from FBC. An extract from the main programme is noted below with the full development programme included in the DP3 report Appendix C

Description	Date
Full Business Case Approval	Complete
Issue OJEU Notice/ESPD	Complete
Deadline for ESPD Submissions	Complete
Complete Evaluation of ESPD	Complete
Shortlist Tenderers (Minimum of 5)	Complete
Gateway 3 – SFT/SFC Approval	31 March 2017
Issue ITT Documentation to Shortlist	3 April 2017
Deadline for Tender Submissions	5 June 2017
Evaluation of ITT Submissions	6 June – 17 July 2017
Gateway 4 Final Approval by SFT/SFC	11 August – 1 September 2017
Contract Award	4 September 2017
Standstill Period	5 – 18 September 2017
Date of Possession of site by Contractor	18 September 2017
Construction Complete	16 August 2019
Fit Out Stage	19 August – 20 September 2019
Migration/Occupation of College	23 September – 4 October 2019

The dates indicated in the table above are proposed dates and may be subject to change as the project progresses

9. Financial Implications

Please detail the financial implications of this item

[redacted]

10. Equalities

Assessment in Place? – Yes ☒ No ☐

Will continue to be developed post DP3.

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11. Risk

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

	Likelihood	Impact
Very High		
High		x
Medium	x	
Low		
Very Low		

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

It is recognised as vital by all parties on the project that a Strategic Risk Register be produced, managed, maintained and reported as a live document which accurately reflects the risks associated with the project. This is noted in section 12 of the DP3 report.

A project specific risk register has also been prepared and is included in Appendix B of the DP3 report.

Risk Owner – Ken Thomson **Action Owner** – Tom Gorman

12. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications –Included in DP3 report.

Paper Author – Tom Gorman **SMT Owner –** Tom Gorman

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10. Government Banking Service
For Approval

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

To seek approval from members to proceed with moving to the Government Banking Services to comply with the Scottish Public Finance Manual.

2. Recommendation

That members approve the opening of bank accounts with the Royal Bank of Scotland in line with the attached mandate and pass the resolution noted in section three thereof to ensure that the College complies with the Scottish Public Finance Manual.

3. Background

As a result of the ONS Reclassification in October 2010, College's became Arms-Length Bodies in 2014, this meant that Colleges would be treated as part of central government for financial budgeting and reporting purposes and as a result had to comply with the Scottish Public Finance Manual (SPFM).

All bodies to which the SPFM is directly applicable, including bodies sponsored by Scottish Government, are required to have their core bank accounts with the Government Banking Service (GBS). Funds held in bank accounts with GBS have the effect of reducing the cost of government borrowing or increasing government income from interest. The Scottish Government Banking contract is part of GBS and is operated in Scotland through the Royal Bank of Scotland and Nat West Bank.

The College's Financial Memorandum with SFC was updated to state that Colleges must follow the requirements of the SPFM, except where any special actions or derogations have been agreed with Scottish Ministers. One of the derogations Scottish Ministers approved was a delay to move to GBS to 2016-17. Colleges were able to extend their existing banking arrangements to Financial Year 2016-17 and any extension beyond this requires the agreement of the Scottish Ministers.

As a result we have to move to GBS and RBS by 1st April 2017. We have had the initial meeting with the team from RBS and are now at a stage where we are ready to complete the relevant account opening forms. These forms state that there is a requirement for Board Resolution for the opening of accounts with RBS.

4. Key Considerations

The move to GBS is required by the SPFM, therefore we must move to the GBS Contract. Appendix 1 is an extract from the RBS Education Mandate.

RBS will work alongside the College to set up the new accounts and support the switch over. The College will migrate all accounts it currently holds with Barclays Bank over to RBS. These accounts include our Main Account, HE Discretionary Account and Life Assurance Account. We will also have RBS as our sponsored back for our BACS Service User Numbers. We are also moving our Government Procurement Cards from Barclays to RBS.

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There is no plan to change current signatories for our Bank Accounts; they will remain as members of SMT and Irene Andrew, Head of Finance.

All cheques drawn on behalf of Forth Valley College will still require to be signed by two authorised persons as stated within the Financial Regulations. See appendix 1 for the signing rules within the Education Mandate which requires that one of the signatories must be a member of the SMT and all cheques over £50k, must be signed by either the Principal or the Director of Finance. The number of cheques written over £50k are minimal, with only 1 being issued since Feb 2016 which was specifically requested by Falkirk Council.

All automated transfers on behalf of Forth Valley College, such as BACS or CHAPS, will continue to be authorised in the appropriate manner as detailed in the scheme of delegation for authorised spend and incorporating duty segregation. Each BACS or CHAPS payment is signed by the compiler and then the Head of Finance. Details of authorised persons and limits are provided for in the College's detailed financial procedures.

Once the accounts are opened, staff within the College who are responsible for cash banking will require training on the RBS cash banking process, this training will be delivered from members of the Finance Team and RBS will be provide the relevant banking bags for this. Finance will be responsible for liaising this change with our cash collection company. Finance will also receive training on RBS's online banking system, Bankline.

Finance will also have to contact our Customers to inform them of a change of bank details for future payments and work with Marketing to update both our Sales Invoice templates and Debtor Statements templates.

Our outstanding loan will remain with Barclay Banks. Currently our Merchant for taking Credit and Debit Card Transactions is with Barclaycard and will remain with them for the time being, once the accounts and other services have been moved over to RBS we will investigate whether it would be cost effective to move to RBS Merchant Services.

The College is in the process of renewing the licence with Barclays Bank to allow them to continue to provide the ATM cash machine at the Falkirk campus. Barclays are one of the few banks that provide £5 notes from the terminal which is a real benefit for the students.

RBS have provided a plan of key dates for implementation, however as the move requires Board Resolution, this will required updating and RBS have agreed to take account of our work around the Financial Year end at 31st March 2017.

5. Financial Implications

The College will lose a small amount of income it receives from Bank Interest on cash balances however transactional costs with RBS are lower than our current Banking Provider, this will offset the loss of income.

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6. Equalities

Assessment in Place? – No

If No, please explain why – Not required as it's a change in Banking Services

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

7. Risk

	Likelihood	Impact
Very High		
High		
Medium		**X**
Low	**X**	
Very Low		

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

The key risk to the College is the moving of our transactional banking away from Barclays while the loan remains with them. Given the current discussions around banking covenants this makes the current loan terms less attractive from Barclay's perspective. Any breach of covenants going forward would afford Barclay's the opportunity to renegotiate the terms of the loan.

Discussions are on-going with Barclay's and SFC regarding covenants with a view to getting these removed.

Risk Owner Alison Stewart **Action Owner** Irene Andrew

8. Other Implications

Communications – No

Health and Safety – No

Please provide a summary of these implications

Paper Author Louise Burnett **SMT Owner** Alison Stewart

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12. Senior Independent Member
For Approval

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

For members to consider and approve a non-executive Board of Management member to undertake the role of senior independent member.

2. Recommendation

That members identify and appoint a senior independent member from among the non-executive Board members.

3. Background

On 8 December 2016, the Board of Management approved the adoption of the revised **Code of Good Governance for Scotland's Colleges**.

As part of compliance with this code, the Board is required to have in place a senior independent member as outlined below -

"**A.14** The board must appoint one of the non-executive members to be the senior independent member to provide a sounding board for the chair and to serve as an intermediary for the principal, other board members and the board secretary when necessary (see Annex 1 for the definition of 'non-executive'). The senior independent member should also be available where contact through the normal channels of chair, principal or secretary has failed to resolve an issue or for which such contact is inappropriate."

Annex 1 as referred to above defines a non- executive member as "a member who is not the chair and who does not otherwise hold a specific position on the board i.e. is not a student or staff member; and … is not the principal."

4. Key Considerations

On 26 March 2015, in accordance with the **Code of Good Governance for Scotland's Colleges** at that time, members considered and approved the appointment of Anne Mearns, Vice Chair, to undertake the role of senior independent member.

Given the recent resignation of the Chair, Scottish Ministers have approved Anne Mearns to act as Interim Chair of the Board of Management until their recruitment process for a new Chair is completed.

As noted in section 3 above, the senior independent member cannot also be the Chair and therefore the role of senior independent member requires to be filled.

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The Guide for Board Members in the College Sector further defines the senior independent member as "The Senior Independent Board Member on your board may also be able to assist you. This is an experienced fellow non-executive board member who will have been designated by you and your board colleagues and is expected, amongst other things, to act as an intermediary with the chair if it is ever required."

5. Financial Implications

Please detail the financial implications of this item – None

6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

If No, please explain why – Not applicable

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		X
Very Low	X	

Please describe any risks associated with this paper and associated mitigating actions –
Failure to comply with the principles of the code can result in poor governance.

Appointment of a senior independent member will fully mitigate this risk

Risk Owner – Alison Stewart **Action Owner –** Stephen Jarvie

8. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications – Not Applicable

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

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14b. Tuition Fees and Fee Waiver Policy Session 2017/18
For Approval

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

To seek approval of the level of tuition fees and fee waiver policy for Session 2017/18 from members.

2. Recommendation

That members approve the proposed tuitions fees and fee waiver policy for Session 2017/18.

3. Background

The Board of Management has responsibility for determining tuition fees. It is a condition of grant that no fees should normally be charged to home (Scotland) or EU students studying full-time in Scottish further education colleges and the notional fees are set by Scottish Government and published through SFC and the Students Awards Agency for Scotland (SAAS) for these students. These fees have yet to be set, therefore approval of tuition fees will be subject to any changes made to nationally set fees. SFC publishes its Fee waiver grant policy annually, with the latest available policy published for Session 2016/17. Approval of the fee waiver policy will be subject to any changes made to the national policy for Session 2017/18.

4. Key Considerations

This paper and the appended Tuition Fees and Fee Waiver policy document was considered and recommended for approval to the Board at the 14 March 2017 Finance Committee meeting.

Tuition Fees

It has been confirmed that there are no changes from Scottish Government to the notional fees for Session 2017/18, and as such full time fees remain the same as for 2016/17, which are as follows:

Full time FE: £1,008
Full time HE (HNC/D): £1,285
Full time Degree: £1,820

It should be noted that in Session 2017/18 it is forecast that 83% of all tuition fees received by the College from mainstream provision will come from full time learners.

SQA fees are a large determinant when setting part time fees. SQA fees for Session 2017/18 have not been released, and no commitment has been made by SQA to the likely timing of this release, or to the likelihood of the value of their fees for next session. SQA hasn't increased fees for the last 6 sessions, and will push to increase its fees for 2017/18, although in recent years Scottish Government has requested that SQA maintain the level of fees. It is possible that SQA fees for next session may rise, however Scottish Government recently have been keen to

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control costs to Councils, particularly through the embedding of Curriculum for Excellence, so it's more likely that Scottish Government will again request that SQA don't increase costs.

The Bank of England in its February Inflation Report stated that CPI inflation was tracking at 1.6%, which was below its target of 2%, but it is forecasting that inflation will rise above this target in Q1 2017/18, and then above it further ahead. An inflationary increase would add £2 to the cost per Credit. Over the last three sessions when inflation has been low we have increased fees by £5 per Credit. A comparison of our fees against neighbouring colleges has been undertaken, and our fees for the current session are, with the exception of Dundee and Angus, higher than other Colleges. Even if these colleges were to increase their costs by the rate of inflation, our fees would still be higher. Most Colleges last session didn't raise their fees, while we applied a £5 increase to ours. As a comparison of current HE fees, Dundee & Angus charge £140 per Credit, compared to our £130 per Credit, while our nearest neighbours in West Lothian, New College Lanarkshire and Fife currently charge £110, £110 and £90 per Credit respectively. The most common fee per Credit for part time FE is around £100, which is less than our fee of £115 per Credit. The impact of applying an inflationary 2% increase to our part time and Credit based evening provision based on current activity levels could see an additional £5K received through tuition fees, however this session we have seen reduced recruitment to our evening provision, although there is no firm evidence that this reduction is linked to course fees. Taking all evidence into consideration, the proposal is to keep our fees for part-time and Credit-based evening courses for Session 2017/18 at the same level as Session 2016/17.

It's proposed that the fee for ECDL remains the same, to remain competitive with neighbouring Colleges, and to encourage growth in a revitalised qualification from British Computer Society.

Andrew Campbell, the College's International Manager, has researched fees currently being charged by other Colleges and Universities. As a result, it's proposed that fees for International and Rest of the UK remain the same for Session 2017/18. These fees are competitive compared with the average costs in the University sector, and are comparable with other College International fees. These fees are for students enrolling on mainstream courses, and as background, the college enrolled 4 international students on mainstream courses in Session 2016/17. Bespoke international provision would be priced on an individual contract basis.

It's proposed that re-sit examination fees are not increased. The volume of re-sits is relatively low and the fee reflects administration staff cost.

For any evening courses which fall out-with our standard pricing structure for FE and HE credits, fees will be set on a course by course or contract basis, with course fee/contract price being established through our established costing model.

National Fee Waiver

National Fee Waiver Policy has remained relatively unchanged since Session 2012/13, with the exception of updates to reflect changes to benefit schemes and increases in the threshold levels

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for means-tested fee-waiver, however the College's Fee Waiver policy will be adapted should there be any changes to the National Policy, once published. As such, there are no changes to this part of the College's fee waiver policy.

Local Fee Waiver

One change is proposed to our Local Fee Waiver Policy. It's proposed to remove the category of "School pupils where college activity does not form part of their school-based curriculum" as being eligible for fee waiver. This code has become redundant as it was used only 22 times last session, with enrolments related to courses which would be eligible under other categories.

Although not part of our local fee waiver policy as an additional benefit to staff where places remain available on courses not eligible for fee waiver (commercial and enhanced fee courses) just prior to courses commencing, these places have been advertised to staff.

5. Financial Implications

Please detail the financial implications of this item – Based on current activity levels it is forecasted that there is potential for an increase of £5K in tuition fees received in Session 2017/18 compared to Session 2016/17 if an inflationary 2% increase was applied to our part time fees. This potential additional income will not be realised under this proposal.

6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

If No, please explain why –

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	**X**	**X**
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The only risk identified is a potential loss of additional income if fees were increased, however comparisons against other Colleges have highlighted that our fees are higher, bar one college.

Risk Owner – David Allison **Action Owner –** Pamela Duncan

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8. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications – Once approved, our tuition fees and fee waiver policy require to be published, and communicated internally to appropriate staff.

Paper Author – Pamela Duncan/David Allison **SMT Owner –** David Allison

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TUITION FEES 2017/18

	2016/17	2017/18	Note
	£	£	
Full-time HE (HNC/HND) Courses	1,285	1,285	
Full-time Degree Courses	1,820	1,820	
Full-time FE (non-advanced) Courses	1,008	1,008	
Part-time Courses			
Further Education - rate per credit	115	115	
Higher Education - rate per credit	130	130	
Evening – rate per course	Priced per course	Priced per course	a
Degree – rate per subject	205	205	
ECDL	360	360	
ECDL rate per module	60	60	
ECDL Advanced per module	105	105	
National 4/National 5/New Higher	345	345	
Full-time International Students/RUK			
Higher Education	6,000	6,000	b
Higher Education - rate per credit	425	425	
Degree	8,000	8,000	b
Further Education	5,000	5,000	b

Notes

a) evening courses will be priced on a course by course basis, where delivery is outwith standard FE/HE delivery.

b) a non-refundable deposit of 50% of total fee required to secure a place, with remainder due prior to Confirmation of Acceptance to Study (CAS) being issued this is required to allow the applicant to apply for a Tier 4 Visa.

Examination Fees

Degree (re-sits)	£50 per subject/unit
ECDL Advanced (re-examination)	£25 per module
ECDL Advanced Mock Test	£20 per test
ECDL (re-examination)	£20 per module
ECDL Mock Test	£15 per test

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Forth Valley College
Fee Waiver Policy 2017/18

All Students wishing to apply to have their fees waived must complete a fee waiver application form and provide satisfactory proof of eligibility. Students studying on a part-time HE course can be funded through fee waiver to a maximum of 9 credits. Students studying on a part-time FE course can be funded through fee waiver to a maximum of 12 hours per week.

A Under National Policy

For qualifying courses[a)] tuition fees (including SQA registration and examination fees) will be waived for eligible students in the following categories.

Further education (FE) students following full-time non-advanced courses for which Credits can be claimed.

Students who were classified as full-time under the previous definition but who are classified as part-time under the new definition [b)].

1. FE students on courses classified in Credit Price Group 5 – Special Programmes.

2. Students on part-time courses for which Credits can be claimed who meet the following criteria:

   i) The student/student's family[c)] are in receipt of:

   - Income Support* , or
   - Working Tax Credit, or
   - Pension Credit, or
   - Housing Benefit, or
   - Income Related Employment and Support Allowance*****, or
   - Income-based Job Seekers Allowance*
   - Universal credit

   ***(evidence must be dated within 3 months)**

or

   ii) The student is in receipt of:

   - Carer's Allowance (or carers who have an 'underlying entitlement' to Carer's Allowance but gave up the allowance to, for example, claim their pension), or
   - Disability Living Allowance, or
   - Severe Disablement Allowance, or
   - Attendance Allowance, or
   - Incapacity Benefit, or
   - Contributory Employment and Support Allowance* (this also includes people whose contributory ESA has ended due to the time-limiting nature of this benefit, but who remain entitled to NI credits for incapacity.)
   - Personal Independence Payment.

   ***(evidence must be dated within 3 months)**

or

   iii) Where the student is a home or privately educated school pupil

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or

iv) where the taxable income of the student's family[c)] in the previous financial tax year (2015-16) is equal to or less than (see table below):

Student Circumstances	Household Income	Evidence Required
households with only one person	£8,282	Council Tax Notice, P60 or last 3 months payslips
households consisting of a couple without children	£12,395	Council Tax Notice, P60 or last 3 months payslips
households with dependent children /adults living in parental home	£18,977	Child Benefit or Child Tax Credit letter, P60 or last 3 months payslips

In such cases, the burden of proof is on the student to satisfy the college with evidence of their low income. Where there has been a material reduction in income from the previous financial tax year, the taxable income of the student's family[c)] in the current financial tax year can be assessed.

or

v) The student is a person, or the spouse or child of a person, who is an asylum seeker living in Scotland (as defined in section 18 of the Nationality, Immigration and Asylum Act 2002), which can be accessed at http://www.legislation.gov.uk/ukpga/2002/41/contents

or

vi) The student is in the care of a local authority and is living in a foster home or children's home, regardless of the age of that student.

3. State school pupils undertaking college activities that form part of their school-based curriculum.

4. A college will be able to use fee waiver grant in respect of the activity of a student only if they meet all the relevant criteria of the fee waiver grant policy and:

i) That person falls within the definition of eligibility in Schedule 2 of *The Education (Access Funds)(Scotland) Determination 2013*. Please pay particular regard to paragraphs 8 and 10 in part 2 of schedule 2 which relate to fee only awards. The current regulations are available at:

http://www.sfc.ac.uk/web/FILES/GuidanceStudentSupport/Further_Education_Residency_Guide_September_2013.pdf

or

ii) The student is a person, or the spouse or child of a person, who is an asylum seeker living in Scotland on either a full-time English for Speakers of Other Languages (ESOL) course or a part-time non-advanced or advanced course,

or

iii) The student is a child of an asylum seeker or a young asylum seeker person on a full-time non-advanced course (excludes ESOL) and meets the criteria outlined in paragraph 5,

or

iv) The student is a non-asylum seeker living in Scotland on a part-time ESOL course and the student's main purpose for being in the European Union is not to receive education (note that these students are still subject to the requirements as stated in paragraph 2).

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5. The criteria referred to in paragraph 4 (iii) are that the student's asylum application (their own or their family's application) must have been made prior to the end of 2006, and the student:

    i) Is resident in Scotland on 1 August, 1 January, 1 April or 1 July closest to the beginning of the first term of the person's course

    ii) Has been resident in Scotland for a minimum period of three years

    iii) Was under 18 years old on the date when the application for asylum was made (the application must have been made prior to 1 December 2006), and

    iv) Is under 25 years old on 1 August, 1 January, 1 April or 1 July closest to the beginning of the first term of the person's course.

6. This will apply to those students starting a new course or those continuing on a course. These criteria ensure that we meet our obligations under the United Nations Convention on the Rights of the Child.

7. Colleges cannot use fee waiver grant for a student being supported by an Individual Learning Account (ILA) grant.

B **<u>Under College Policy</u>**

For qualifying courses[b)] tuition fees (including SQA registrations and examination fees) will be waived for students in categories 7 through 11. Students under 18 years of age on date of enrolment should be assessed on parental income if not a school pupil **or** in full time Further Education.

8. Full-time students from Forth Valley College undertaking a flexible learning course or a part-time day course (excluding Full Cost Recovery and leisure courses).

9. Students sponsored by sportscotland Institute of Sport's programme for elite athletes.

10. College Staff (including retired staff) and their immediate family (spouse, partner and children under 18 years of age) and Board members undertaking a part-time/evening course (excluding Full Cost Recovery and leisure courses).

11. School pupils where college activity does not form part of their school-based curriculum.

12. College discretion (individual students or groups of students)[d)]

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Notes

a) Full-time non-advanced (FE) courses and part-time FE and HE courses for which Credits can be claimed. Excludes certain specialised courses for which a higher fee is charged.

b) The previous definition of full-time may be found in the 2004/05 SUMs guidance (circular FE/26/2004). Credit guidance: 2016-17 student activity data guidance for colleges provides the current definition of full-time and part-time.

c) Family means:

- A married or unmarried couple or;
- A couple in a civil partnership or;
- A married or unmarried couple in a civil partnership and any child or young person who is a member of the same household and the responsibility of either or both members of the couple as described above or;
- A person who is not a member of a married or unmarried couple or civil partnership (this will usually be a lone parent) and any child or young person who is a member of the same household and the responsibility of that person.

d) For use on an individual basis in the interest of good customer care. Such cases to be approved by a member of the Senior Management Team.

If there is any doubt about the interpretation of the National Policy, reference should be made to SFC Circular Fee Waiver Grant Policy 2016/17 dated 12 April 2016 and accompanying guidance.

If the student's status changes during their period of study, the student will be eligible for fee waiver if they satisfy the eligibility rates on the "required date for funding" for the course.

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Agenda Item 15 - GOVERNANCE EFFECTIVENESS REVIEW – UPDATE

Purpose

1. To inform board members of the emerging conclusions of the Governance Effectiveness Review and to seek views on them.

Recommendation

2. That members offer views on the emerging conclusions noted in this paper. In particular
   - Are members content with the areas of strength and development noted below
   - Do members want to add anything to either of those lists for inclusion in the final report?

   Following this discussion, a final report will written up and submitted to the college.

Background

3. All college's are required to undertake, by 31st March 2017, an independently facilitated review of the effectiveness of their board against the requirements of the sector's Code of Good Governance. A final report, written by the independent facilitator, and an associated development plan compiled by the board, should then be submitted by the college to the Scottish Funding Council and published on the college website. I was appointed by the board as the independent facilitator.

4. Each board member has taken part in a one-to-one discussion with me, offering their views on the effectiveness of the board, its strengths and areas for development. I have observed a committee meeting (Audit Committee meeting held on 9th March) and I have almost completed a review of the college's governance documentation (remits, plans, delegated authorities, agendas and papers).

5. Subject to discussion at the board meeting, the intention is for the final report to set out what the board has identified, in consultation with the independent facilitator, as strengths and its areas for development over the next year. The alternative is for the report to be a list of recommendations from the independent facilitator. While the latter is quite a common way of completing this type of facilitated review, the former approach generally results in a more positive tone which can be championed by the board.

Emerging Conclusions

6. The conclusions I have identified from this review reflect points made by board members and some issues that I have noticed.

7. The overarching conclusion from this review is that the college has very good governance systems and processes, the calibre and mix of board members is excellent and the partnership working between staff and board members is strong. The college adheres to the Code of Good Governance in almost all respects and, where it does not, the proper systems are in place to explain the divergence.

8. In addition to the above points, I have noted several particular governance strengths that I would propose to highlight in the final report as areas of good practice that may be of interest to others in the sector, including
   - The level of engagement between the board and the student association, including the support and mentoring provided by individual board members
   - The breadth of community and local stakeholder engagement used to inform board decisions and undertaken by the board through the work of its chair, its members

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who sit on regional stakeholder forums and the work of the project board for the new campus
- The quality of the board induction pack provided to all new members, that provides details of the people involved in governance as well as the business information
- The detailed performance frameworks, that show clearly the line of sight from the high level strategic objectives of the college through to the individual activity required to deliver them.

9. It is clear from this review that the college benefits from a highly performing senior team, with a strong culture of continuous improvement. Board members noted in discussion that staff are always open to being challenged, and in some aspects of the business, such as the new campus, members feel able to add real value. Some also noted, however, that the quality of staff work can sometimes make it harder for board members to do this. In my experience that is an astute observation – a board with good staff has to work especially hard at its governance role to ensure it adds sufficient value to its organisation. High performing staff need an especially high performing board.

10. At the same time, board members have very limited amounts of time and so it is crucial that it is used in the best possible way. Accordingly, I have reviewed the governance systems and processes used by the college to identify ideas for development that both reflect the suggestions of board members and could allow board members to add more value in the time available -

    a) **Make more time for substantive debate by reviewing the purpose of papers coming to board and committee meetings** – especially the board and strategic development committee. A review of papers indicates that there is a significant volume, and a significant number of papers for noting rather than decision. In addition, some of those that are listed for approval, especially the committee minutes on the board agenda, would normally be treated as for noting. Papers for noting would not normally be discussed unless a member specifically requested it. Instead the main business of a board should be agenda items for decision (or approval). The board is the key strategic decision making body of the college and its role can be summarised as
        - Deciding what the college needs to achieve
        - Monitoring whether those goals (short, medium and long term) are being achieved
        - If its goals are not being achieved, understanding why and revisiting the goals and priorities if required.

    The purpose of some of the papers shown as 'for discussion' could also be clarified. It may be that some of the papers for noting or discussion are actually seeking a board decision on whether a particular course of action or level of performance is acceptable – if so, it can help to say so, as this small change can lead to a more useful and substantive debate.

    b) **Use board meetings for more substantive discussions on strategic issues**, **including those relating to the core business of learning and teaching**. It is important that the college gains maximum value from the expertise of board members, by seeking their input at the right stage. In particular, Education Scotland's new Quality Framework expects boards to be able to demonstrate that they are engaged in the continuous improvement of education provision and outcomes for learners. This kind of substantive debate can be supported by
        - Staff bringing more initiatives to the board at an early stage, rather than waiting until they have a worked up proposal. These papers (or presentations) can ask specific questions of board members to harness their

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own wider expertise e.g. *are we identifying all the appropriate opportunities/threats/risks….are there other options we should be considering*
- Staff ensuring that papers designed for monitoring of performance focus on progress against the outcome, avoiding unnecessary information on the activity undertaken to achieve that performance – a strategic board's focus is less on the activity undertaken by staff, and more on whether that activity is achieving the goal
- Board members being asked sometimes to debate and discuss options, remembering that a good board meeting involves board member debate taking up more than 50% of the time.

c) **Review the remit and membership of the Strategic Development Committee** – it is extremely unusual to have a committee which involves around ¾ of board members as this can affect the collective responsibility of a board. It is also notable that the remit of this committee is much vaguer than that of the other committees, with comparatively little clarity on what it is expected to advise the board on. The nature of any committee is that it should exist only if a board feels it needs additional assurance or advice. As such, its remit should be kept under review. It may be that, if the board has more time for substantive debate, it would be preferable to take some papers directly to the board. This would avoid duplication of work for staff. The remit and membership of the committee could then be tightened to be more akin with other committees, and focus more on those particular topics on which the board decides it requires more scrutiny or advice.

d) **Each board member engages directly with staff and students –** board members are busy people but it is a basic principal of good governance that boards have a range of ways of knowing what is happening within their organisation and of gaining perspective on the organisation. This, in turn, enriches board debate. It is therefore good practice that board members plan during the year to spend 1-2 days listening and talking to staff and students, other than those they meet at board and committee meetings. This should be done in a systematic way which includes, for example, members reporting back on their experience to the board or a relevant committee. It should also avoid any suggestion of board members seeking to cut across line management responsibilities. Discussions with board members showed that some already have ideas of how they could do this, and there are lots of examples of how this is achieved across the sector.

e) **Review board member training and development processes to build a new board team and demonstrate a culture of continuous improvement** – there are a number of recently appointed members of this board and there will, of course, be a new chair in due course. Experience indicates that it is important in these situations for the board to take time to get to know one another as people, and to build a new team. A board is much more than a membership committee – it is a group of people who collectively have ownership of and accountability for an organisation. The Code of Good Governance therefore expects that board members will keep their development under review, take part in an annual appraisal process and fulfil certain national training requirements. There is also an expectation in the Code of formal processes for the annual performance review of both the principal and the chair. While some of this is already in place, there are gaps which were noted by some board members, and this would seem to be a good time, with the arrival of a new chair, to review existing processes and ensure the board is taking a lead in promoting its own continuous improvement.

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f) **Keep under review the decision not to adhere to the Code's requirement that a board secretary does not also hold other responsibilities as a member of the senior management team** – the Code requires that a board should notify the SFC immediately if *"for any reason, a board's practice is not consistent with any particular principle of the Code".* The board is aware of this requirement and took the formal decision in relation to the board secretary role, after full consideration, at a recent board meeting. This is therefore a matter for the board, but it may be sensible to keep this decision under review, perhaps annually, to ensure that circumstances have not changed. It is vital that individual board members feel able to rely on the board secretary for advice and information that prioritises the needs of the board and good governance over those of the senior staff or any particular part of the business. Irrespective of the integrity of the post holder concerned, this is especially important when the board secretary is also the Director of Finance.

11. I look forward to discussing these suggestions with board members.

Jan Polley
Polley Solutions Ltd

15th March 2017

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16. Indicative Funding Allocation 2017/18
For Discussion

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

To inform members of the indicative funding allocations for Academic Year (AY) 2017/18 announced by SFC on 10 February 2017.

2. Recommendation

That members note the indicative funding allocations and how this impacts on the College's finances.

3. Background

The SFC announced indicative funding allocations for AY 2017/18 on 10 February 2017.The figures are indicative only and will not be finalised until April 2017. There are a couple of areas SFC are still working which bring additional activity and funding to the College:

- Increased childcare provision
- the £10m flexible workforce development fund

4. FE Sector position

SFC decisions on funding are in line with the Minister for Further Education, Higher Education and Science's Letter of Guidance of 29 September 2016.

The key points in this indicative funding announcement for the FE sector for AY 2017-18 are:
• Student activity targets remain at the same level as AY 2016-17.
• Teaching funding has increased by £10.2 million, an overall increase of 2.5%.
• Student support funding has increased by £1.2 million (1.45%).
• Capital / maintenance funding has increased by £5.2 million compared to the final AY 2016-17

The draft Budget document stated that in 2017-18 the Scottish Government will "*increase our investment in our college sector to ensure that it continues to add real value to our economy and offer opportunities to adults of all ages*". The Scottish Government also re-stated its commitment to "*maintain at least 116,000 full-time equivalent college places*".

The draft Budget document also stated that the Scottish Government will "*provide capital funding to both the college and university sectors to support research and infrastructure investment*". The capital budget for colleges for FY 2017-18 is £47.4 million, with **£21.5 million earmarked for the Forth Valley College new build project.**

Teaching grants to all Colleges have increased by 1.8%. SFC has continued to phase in the new simplified method of calculating college funding. They previously agreed with the sector that no college would see a reduction in funding in the first three years of introducing the new model. Colleges that would have received additional funds from the full introduction of the new model have received an additional uplift in funding up to an additional 1%.

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5. Forth Valley College position

Funding Allocations	17/18 Indicative	16/17 Original	Revisons	16/17 Final	Variance agaisnt 16/17 final	%
GIA	20,700,100	19,964,583	177,902	20,142,485	557,615	2.8%
ESF	535,267	535,267		535,267	0	0.0%
	21,235,367	20,499,850	177,902	20,677,752	557,615	
Student Support	3,984,072	3,551,830	450,000	4,001,830	(17,758)	-0.4%
ESF Student Support	21,469	21,469		21,469	0	0.0%
	4,005,541	3,573,299	450,000	4,023,299	(17,758)	
Capital & Maintenance	1,042,183	783,600	497,274	1,280,874	(238,691)	-18.6%

Grant in Aid Funding (GIA)
Overall GIA funding has increased by 2.8% - 1.8% being the standard increase applied across the sector and an additional 1% in relation to the implementation of the simplified method of funding. While recognising this is a good settlement under the simplified method of funding, Forth Valley is currently underfunded by £312,881. In addition to this the simplified method of funding takes account of historical efficiencies which further reduces FVC's funding by £614,941.

European Social Funding (ESF)
Funding and activity levels remain constant.

Student Support
Student support has decreased by 0.4%. In 2016/17 the College requested additional Student Support of £450k which was funded in full and this has been consolidated into the 2017/18 allocation. [redacted]
On this basis we will believe that the 2017/18 allocation will be sufficient, however if there is any shortfall SFC have held back £2m for in year redistribution which the College could access.

Capital Maintenance

Capital maintenance funding continues to be allocated on the basis of core activity targets. SFC has indicated that in future this may be allocated on a different basis, i.e. one that is more reflective of actual need, and this will be informed by the planned college estate condition survey and consultation with the sector.

While it appears Capital and Maintenance funding is down from 2016/17 levels it should be noted that there was additional one off funding of £497k allocated in year. Ignoring this one off allocation the Capital and Maintenance allocation has increased by £259k. It should be noted that this is line with the minimum level of Capital & Maintenance funding the College requires to support the lifecycle maintenance of all 3 campuses going forward.

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6. Financial Implications

The financial implications have been noted in section 4.

7. Equalities

N/a

8. 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		

The risk in terms of the 2017/18 funding allocation is low. However, as SFC look to realign Extended Learning Support (ELS) the college may face future funding cuts. Also the application of historical efficiencies against core GIA funding means the College is underfunded.

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

9. Other Implications –

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

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

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Table 2: Credit targets and indicative funding allocations 2017-18

College/Region	Final core credit targets 2016-17 *credits*	**Indicative core credit targets 2017-18** ***credits***	Final funding allocation 2016-17 £	Agreed adjustments for 2017-18 £	General uplift in teaching grant (1.8%) £	2017-18 allocations after general uplift and agreed adjustments £	Results from simplified funding model £	Difference between simplified & historic models £	Uplift towards credit funding model £	**2017-18 indicative grants £**	% change from 2016-17 %
Ayrshire College	124,252	**124,252**	32,257,055		580,627	32,837,682	31,721,610	-1,116,071		**32,837,682**	1.8%
Borders College	24,521	**24,521**	7,359,726		132,475	7,492,201	7,464,158	-28,043		**7,492,201**	1.8%
Dumfries & Galloway College	30,067	**30,067**	8,591,317		154,644	8,745,960	8,374,928	-371,032		**8,745,960**	1.8%
Dundee & Angus College	103,232	**103,232**	24,285,355		437,136	24,722,492	24,840,001	117,509	117,509	**24,840,001**	2.3%
Edinburgh College	184,028	**184,028**	40,162,091		722,918	40,885,009	41,497,475	612,466	408,850	**41,293,859**	2.8%
Fife College	129,760	**129,760**	30,689,346	* -175,000	549,258	31,063,604	30,814,602	-249,003		**31,063,604**	1.2%
Forth Valley College	83,984	**83,984**	20,142,485		362,565	20,505,050	21,022,982	517,932	205,050	**20,710,100**	2.8%
Glasgow Region	368,574	**368,574**	79,548,236		1,431,868	80,980,104	82,865,139	1,885,035	809,801	**81,789,905**	2.8%
Highlands & Islands Region	110,967	**110,967**	34,384,121		618,914	35,003,035	35,298,291	295,255	295,255	**35,298,291**	2.7%
Lanarkshire Region	170,967	**170,967**	39,417,850	** 507,091	718,649	40,643,589	40,473,358	-170,232		**40,643,589**	3.1%
Newbattle Abbey College	926	**926**	679,623		12,233	691,856	691,856	0		**691,856**	1.8%
North East Scotland College	134,118	**134,118**	29,231,871		526,174	29,758,044	30,632,455	874,410	297,580	**30,055,625**	2.8%
Sabhal Mòr Ostaig	803	**803**	635,686		11,442	647,128	647,128	0		**647,128**	1.8%
SRUC	22,867	**22,867**	8,384,067	* 350,000	157,213	8,891,280	9,145,990	254,709	88,913	**8,980,193**	7.1%
West College Scotland	159,025	**159,025**	37,860,432		681,488	38,541,920	38,081,536	-460,384		**38,541,920**	1.8%
West Lothian College	42,527	**42,527**	9,535,639		171,642	9,707,281	9,741,588	34,308	34,308	**9,741,588**	2.2%
Scotland	1,690,618	**1,690,618**	403,164,900	682,091	7,269,246	411,116,237	413,313,096	2,196,859	2,257,266	**413,373,504**	2.5%

* *agreed transfer of rural premium from Fife College to SRUC*

** *payment for 2012-13 WSUMs that was previously unfunded*

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Table 3: Indicative Student Support funding allocations 2017-18

College / Region	2016-17 allocation £	2016-17 ESF student support £	2016-17 in-year redistribution £	**Total adjusted 2016-17 allocation £**	Student support (including ESF), adjusted for increase in volume for, 2017-18[1] £	% share of student support %	Total student support 2017-18 £	ESF student support 2017-18 £	**Core student support 2017-18 £**
Ayrshire College	10,364,291	306,939		**10,671,230**	10,671,230	9.2%	10,336,386	306,939	**10,029,447**
Borders College	2,051,169	9,320		**2,060,490**	2,060,490	1.8%	1,995,835	9,320	**1,986,515**
Dumfries & Galloway College	2,096,310	0		**2,096,310**	2,096,310	1.8%	2,030,532	0	**2,030,532**
Dundee & Angus College	6,920,676	75,452	200,000	**7,196,128**	7,196,128	6.2%	6,970,327	75,452	**6,894,874**
Edinburgh College	10,495,590	29,409		**10,524,999**	10,524,999	9.0%	10,194,744	29,409	**10,165,335**
Fife College	8,787,654	44,921	300,000	**9,132,575**	9,132,575	7.8%	8,846,011	44,921	**8,801,090**
Forth Valley College	3,551,830	21,469	562,000	**4,135,299**	4,135,299	3.5%	4,005,541	21,469	**3,984,072**
Glasgow Region	18,751,839	2,611,347	1,114,867	**22,478,053**	22,625,509	19.4%	21,915,562	2,872,640	**19,042,922**
Highlands & Islands Region	8,368,358	192,000	504,478	**9,064,836**	9,064,836	7.8%	8,780,398	192,000	**8,588,398**
Lanarkshire Region	12,295,906	958,135	401,350	**13,655,391**	13,655,391	11.7%	13,226,909	1,086,468	**12,140,441**
Newbattle Abbey College	247,785	0	3,000	**250,785**	250,785	0.2%	242,916	0	**242,916**
North East Scotland College	7,287,638	44,468	1,149,821	**8,481,927**	8,481,927	7.3%	8,215,780	44,468	**8,171,312**
Sabhal Mòr Ostaig	23,818	0		**23,818**	23,818	0.0%	23,071	0	**23,071**
SRUC	1,868,603	0	305,000	**2,173,603**	2,173,603	1.9%	2,105,400	0	**2,105,400**
West College Scotland	10,317,910	742,649	250,000	**11,310,559**	11,310,559	9.7%	10,955,654	742,649	**10,213,005**
West Lothian College	2,800,655	14,086	308,000	**3,122,742**	3,122,742	2.7%	3,024,756	14,086	**3,010,670**
Scotland	106,230,033	5,050,195	5,098,516	**116,378,744**	116,526,201		112,869,821	5,439,821	**107,430,000**

[1]An adjustment has been made to Glasgow Region's student support due to an increase in their total ESF volume (see Table 4).

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Table 4: European Social Funding (ESF) and additional activity targets 2017-18

College/Region	2017-18 ESF activity target *credits*	2017-18 ESF Teaching (credit) funding £	2017-18 ESF Student Support £	**Total ESF funding 2017-18** £
Ayrshire College	1,255	306,939	306,939	**613,878**
Borders College	574	150,285	9,320	**159,605**
Dumfries & Galloway College	0	0	0	**0**
Dundee & Angus College	5,101	1,222,965	75,452	**1,298,417**
Edinburgh College	2,000	476,300	29,409	**505,709**
Fife College	3,005	716,813	44,921	**761,734**
Forth Valley College	2,230	535,267	21,469	**556,736**
Glasgow Region	20,383	4,815,398	2,872,640	**7,688,038**
Highlands & Islands Region (for Perth College) [1]	1,200	298,104	192,000	**490,104**
Lanarkshire Region	14,766	3,044,009	1,086,468	**4,130,477**
Newbattle Abbey College	0	0	0	**0**
North East Scotland College	3,035	716,847	44,468	**761,315**
Sabhal Mòr Ostaig	0	0	0	**0**
SRUC	-	-	-	-
West College Scotland	7,086	1,732,847	742,649	**2,475,496**
West Lothian College	972	224,639	14,086	**238,725**
OVERALL TOTAL	**61,607**	**14,240,413**	**5,439,821**	**19,680,234**

[1] *- Colleges in the Highlands & Islands transitional region (excluding Perth) will be allocated ESF activity / funding through a separate HE grant to the University of the Highlands & Islands (UHI).*

[2] *- SRUC will be allocated ESF activity / funding through HE funding.*

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Table 5: Capital funding 2017-18

Institution/Region	Final core credit targets 2016-17	% share of volume target	**2017-18 Indicative capital grant based on share of volume target £**
Ayrshire College	124,252	7.4%	**1,541,880**
Borders College	24,521	1.5%	**304,288**
Dumfries and Galloway College	30,067	1.8%	**373,114**
Dundee and Angus College	103,232	6.1%	**1,281,037**
Edinburgh College	184,028	10.9%	**2,283,659**
Fife College	129,760	7.7%	**1,610,231**
Forth Valley College	83,984	5.0%	**1,042,183**
Glasgow Region	368,574	21.8%	**4,573,746**
Highlands & Islands Region	110,967	6.6%	**1,377,023**
Lanarkshire Region	170,967	10.1%	**2,121,581**
Newbattle Abbey College[1]			**0**
North East Scotland College	134,118	7.9%	**1,664,311**
Sabhal Mòr Ostaig[1]			**0**
SRUC	22,867	1.4%	**283,763**
West College Scotland	159,025	9.4%	**1,973,389**
West Lothian College[2]	42,527	2.5%	**369,795**
Scotland	1,688,889		**20,800,000**

[1]Newbattle Abbey College and Sabhal Mòr Ostaig do not receive capital / maintenance funding

[2]West Lothian College's Capital funding is adjusted to reflect the repayment of a loan.

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16. Draft Outcome Agreement 2017-20
For Discussion

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

For members to discuss the revised draft version of our Outcome Agreement for 2017-18 to 2019-20.

2. Recommendations

That members discuss the revised draft version of our Outcome Agreement to cover from 2017-18 to 2019-20, and suggest any changes as we move to a final version once final funding allocations are announced by SFC. As final funding allocations haven't been announced this revision remains draft.

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. The most significant change required as part of our revised Outcome Agreement is to include an Access & Inclusion Strategy for the College. This Strategy has been developed to draft, and revised by the Head of Equalities, Mhairi Shillinglaw, and is included as an appendix. The Access & Inclusion Strategy doesn't require to be completed until June 2017, however SFC requested that an early draft was included as part of the submission of our first draft Outcome Agreement in December, and are looking for the latest revision in March.

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.

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• 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 Feedback

Following submission of our draft Outcome Agreement to SFC in December, the College received very positive feedback in February. SFC are happy with the targets we have set through the national performance measures, and have only suggested a number of minor additions/recommendations that could be included within the narrative element of the Outcome Agreement to improve the document, all of which have been considered for this revision. In particular SFC were very complimentary of the draft Access & Inclusion strategy that is being developed by our Head of Equalities. The feedback was that this is the best and most comprehensive draft Access & Inclusion Strategy that has been received from across the sector, which reflected how progressive the College is within this area.

The first draft version of our Outcome Agreement was reviewed by the Strategic Development Committee in February, and below is a summary of the main changes that have been made in this revision, taking consideration from members and from SFC:

- The draft Access & Inclusion Strategy has been further developed.
- Statement added on our promotion of SCQF.
- Section added on Curriculum Review.
- Section added on Governance, including meeting our duties in terms of the Financial Memorandum.
- Section added on the New Quality Arrangements.
- Section added on Corporate Parenting.
- Section added on Gender of Board of Management and Staff.
- Section added on Equal Pay.
- Section added on British Sign Language.
- Draft British Sign Language Action Plan added.
- Section added on Carers.
- Added section on EU Links.
- An addition to Student Engagement to include work being undertaken through the Student Association's Operational Plan.
- Targets for SHEP activity adjusted to remove growth.

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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 Strategic Development Committee	23 February 2017
Outcome Agreement reviewed by SMT	14 March 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. An Equalities Impact Assessment will be undertaken of the Outcome Agreement once it has been finalised.

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

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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

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Forth Valley Region

Forth Valley College Outcome Agreement 2017-20

March 2017

Version 2.1

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Part 2 - Outcomes & Targets Appendix 1

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Introduction

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

This outcome agreement covers the three year period from 2017-20, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

Reporting

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

Executive Summary

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

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2014-15 all of our top level achievement PIs for Full Time FE, Full Time HE, Part Time FE and Part Time HE were higher than comparative sector average achievement rates. In Session 2015-16 we maintained our achievement PIs at high levels. Through this outcome agreement we are aiming to further increase achievement from Full Time FE by two percentage points from our current rate, while maintaining our high full time HE achievement rate.

Whilst we note SFC's static situation for Forth Valley College, which is reflected in our overall activity targets for sessions 2017-18 to 2019-20, we believe, on a regional and national basis, we will have increased demand. That being the case we would wish to review future year activity targets in partnership with SFC.

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Part 1 - Regional context statement

College region Forth Valley

College regional grouping Forth Valley College

Funding
College region Forth Valley will receive £21,256,836 from the Scottish Funding Council for academic year 2017-18 to plan and deliver further and higher education in the region.

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

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

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

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

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Priority Outputs to be delivered in AY 2017-18 – To be updated once Operational Objectives are agreed for 2017-18.

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

1 – Create a superb environment for learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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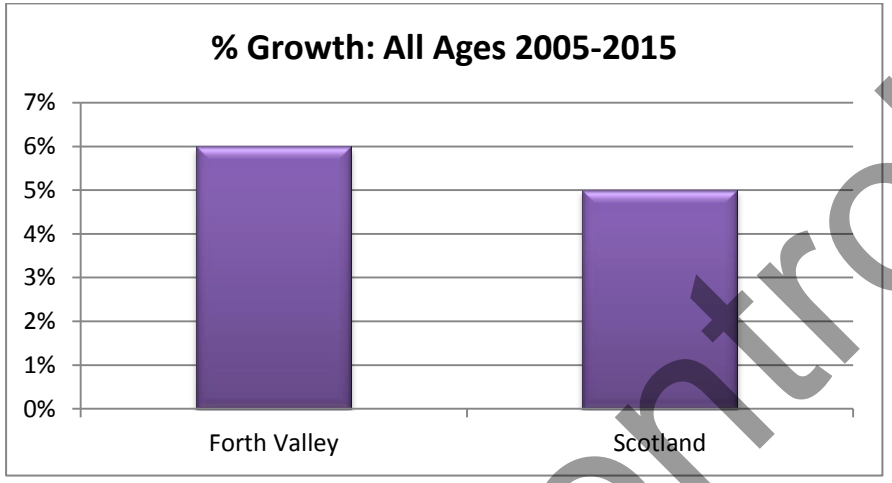
The following section provides the regional context for the ambitions set out in our agreement.

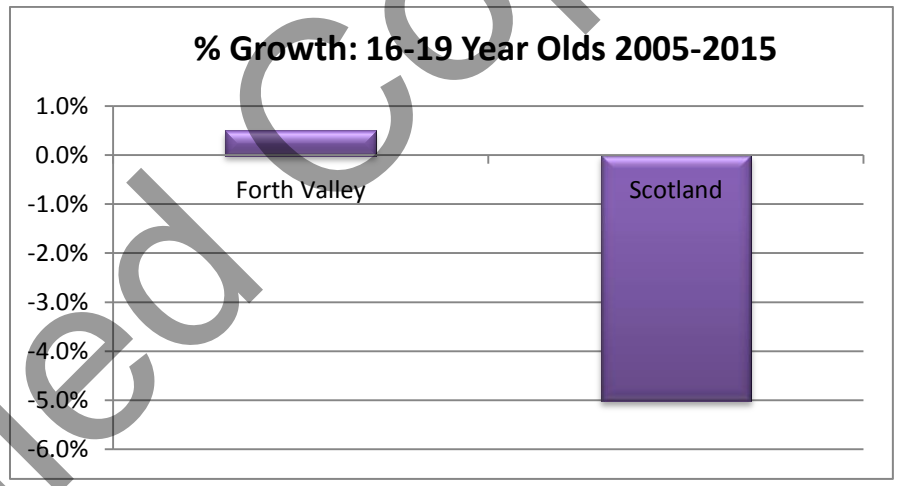
Catchment area profile

Population

The Forth Valley area has a population of just over 300,000 residents, with a demographic profile in line with Scotland, although Forth Valley has witnessed slightly larger population growth compared to Scotland over the period of 2005 to 2015:



Within the 16-19 age group there has been small growth of 0.5% growth in Forth Valley, while there has been a 5% reduction in population in Scotland over the period from 2005 to 2015:



The projected growth in population of Forth Valley from 2014 to 2037 is 9%, which is slightly higher than the 8% projected growth in population of Scotland over the same time period. Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10), with Forth Valley only having 4% of the 10% most deprived data zones in Scotland.

Labour Market

Forth Valley's employment rate for 2015-16 is 73%, which matches both the Scotland and Great Britain rates. Over the past eight years the employment rate of Forth Valley has matched, or been within one percentage point of the rate for Scotland.

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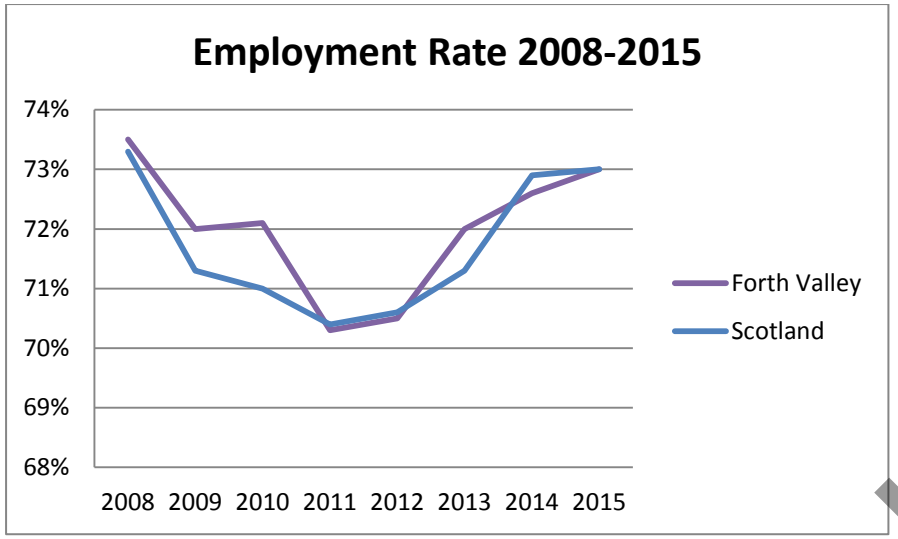
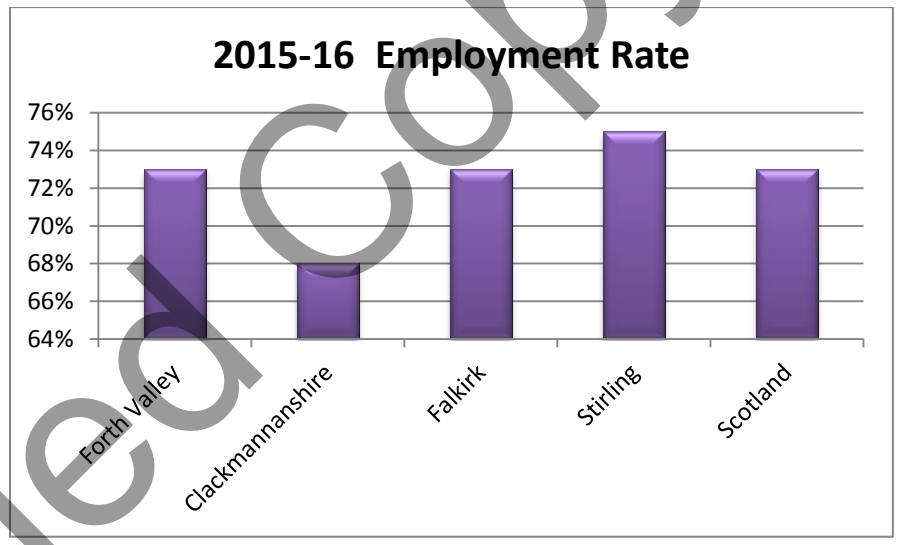


There are 1,000 fewer people in work in the region now compared to 2007, with the majority actively seeking work. Employment rates within Forth Valley's constituent Council Areas have all fallen since 2007, and currently vary, as demonstrated in the following table, with Clackmannanshire having a lower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



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

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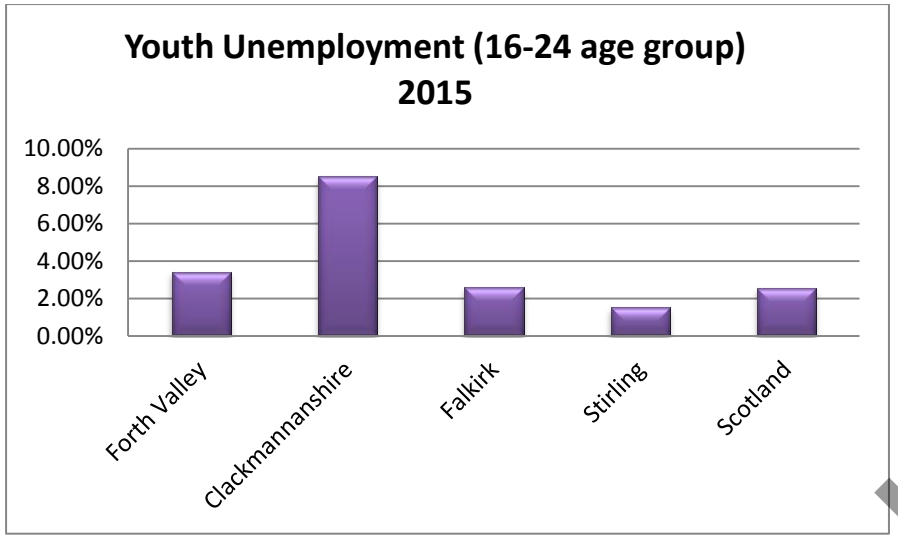

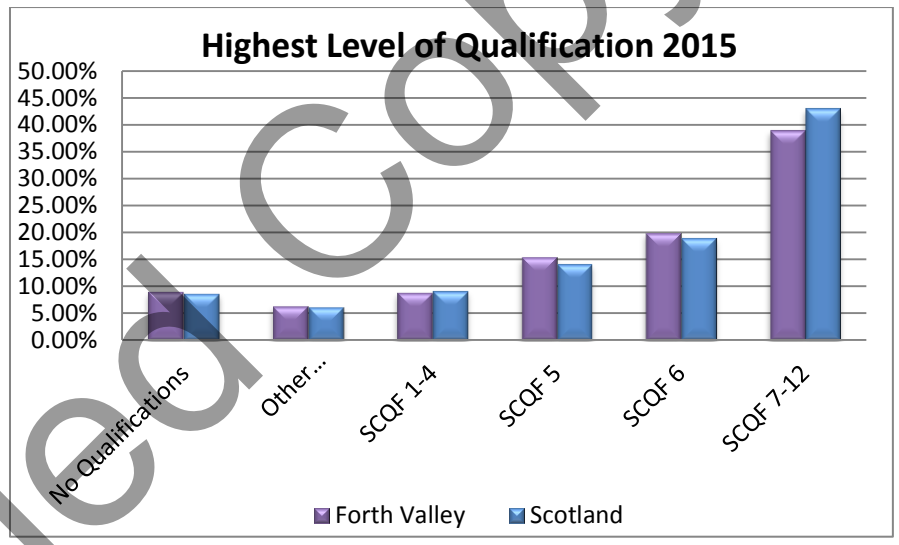

Education and Attainment

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

Post 16 Education & Training

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

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

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

Workforce Profile

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

Industry Sector	2015	
	Forth Valley	Scotland
Health	17%	16%
Production	11%	10%
Retail	10%	10%
Education	9%	8%
Accommodation & food services	8%	8%
Public administration & defence	7%	6%
Construction	6%	5%
Business administration & support	6%	8%
Transport & storage (inc postal)	5%	4%
Professional, scientific & technical	4%	7%
Wholesale	4%	3%
Arts, entertainment, recreation	4%	4%
Financial & insurance	3%	3%
Motor trades	2%	2%
Information & communication	1%	2%
Property	1%	1%
Agriculture, forestry & fishing	0%	3%

The five largest employing sectors, by order, in 2015 were Health, Production, Retail, Education and Accommodation & Food Services. The profile by occupations is shown below for 2015, and compared with 2005. Occupations which have seen the largest growth have been Managers, Directors & Senior Officials, Caring, leisure and other service occupations and Associate Professional & Technical, while the largest declines have been in Administrative and Secretarial , Sales and Customer Service, and Process, plant and machine operatives.

Occupation	2015		Change 2005-2015	
	Forth Valley	Scotland	Forth Valley	Scotland
Managers, Directors & Senior Officials	11%	9%	247%	185%
Professional Occupations	17%	20%	111%	278%
Associate Prof & Tech	14%	13%	141%	163%
Administrative and Secretarial	10%	11%	-258%	-200%
Skilled Trades Occupations	11%	11%	-4%	-74%
Caring, leisure and other service occupation	10%	10%	155%	49%
Sales and Customer Service	8%	9%	-238%	-178%
Process, plant and machine operatives	7%	6%	-200%	-176%
Elementary occupations	12%	11%	58%	-92%

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

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Meeting the needs of learners

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

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

The College's ability to deliver effective learning across the region has been significantly enhanced by new estates developments in Alloa and Stirling. These award winning buildings not only provide sustainable and well equipped campuses for our learners, but also provide excellent civic buildings which are well used by their communities. On the Falkirk campus the College developed specialist provision in science and engineering as well as maintaining a good overall standard of facilities for all learners on this site. A capital grant of £1.2 million to support the expansion of science and engineering facilities for the Oil & Gas sector was invested in Session 2014-15. The beneficiaries are individuals who secure fast access to employment and careers and companies who need a rapid workforce expansion to respond to market demand. Beyond these immediate target groups the benefits of the investment are felt through enhanced school/college activity in STEM subjects and for the wide range of science/engineering full-time learners.

During Session 2015-16 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.

The development of a new Falkirk Campus to provide students with the same opportunities and learning experience that are currently delivered at our Alloa and Stirling campuses remains a priority for the College. With support from Scottish Funding Council and Scottish Futures Trust, the College has completed a Full Business Case for a new Falkirk Campus Headquarters located on the extended Middlefield site in Falkirk. In December 2016, Scottish Government approved the Full Business Case for our new campus, and the project for the Campus is progressing to plan, with construction on site anticipated in September 2017, with an anticipated entry date of October 2019.

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

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offering access and progression to all the main college disciplines. A map of provision across our campuses is shown below:

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

As can be seen from the map of provision, all of our curriculum is mapped to the Scottish Credit and Qualification Framework (SCQF), which is actively promoted through our prospectus and on our website, where you can search our provision by SCQF level. All articulation routes, both internal and with Universities, are also actively promoted to our existing and potential students.

Curriculum Review

Every session the College undertakes a full Curriculum Review to assess how effectively we are meeting the education needs of our region. As part of this review, Departments are asked to use Labour Market Intelligence aligned to college information to identify changes in the curriculum they plan to would like to offer, backed up with evidence to justify these changes or requests.

Creative Learning

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

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

We sought volunteers from across the college to form our first Creative Learning Action Community (CLAC) and thirty staff came

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

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

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

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

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

Close Working with Community Planning Partnerships

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

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

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

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have met the needs of all partners, working closely with our partners to achieve this.

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

The Local Employability Pipeline and Local Provision

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

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

Meeting the Opportunities for All guarantee

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

The College has also developed a portal initially with Falkirk Council and SDS which provides Council and School staff, along with SDS Careers staff, access to real-time College application information for School pupils with the aim of providing enhanced support for school pupils in their application, and also to enable better tracking of young learners to help ensure they secure a positive transition from School. In Session 2016-17 we enabled access to this information to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government, and conversations are on-going with other Colleges to explore knowledge transfer, with one College to date launching their own portal.

Developing the Young Workforce Implementation Plan

The college has well-established partnerships with its key local authority education services and, for many years, has been providing pupils in all 18 Forth Valley secondary schools (8 in Falkirk Council; 7 in the Stirling Council area; and 3 in the Clackmannanshire Council area) with the opportunity to achieve

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vocational qualifications at SCQF levels 4 and 5 as an integral part of their senior phase curriculum. These courses provide progression onto full-time non-advanced college courses.

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

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

Working closely with our three local authority partners, we continue to strive to provide vocational pathways appropriate to the widest range of senior phase school pupils possible.

For young people entering the Senior Phase who are unclear about their choice of vocational area or future pathway and are deemed to be at risk of low achievement and a potential negative destination (including care experienced young people), we continue to offer the jointly delivered School College Opportunities to Succeed (SCOTS) programme for Falkirk schools. The programme is unique, in that all the secondary schools work in close partnership with the College to co-deliver the programme. As well as attending the College tasters, pupils are supported by their schools to undertake an employability award based around their experiences on the College programme. Successful pupils are guaranteed a place on a vocationally specific partnership course (Skills for Work or National Progression Award) the following year and then into an appropriate full-time college course when they leave school.

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

The future of this programme in Stirling is currently under discussion, as a number of the Stirling schools are under intense pressure to raise attainment and therefore retain pupils in school to do additional work with them on National courses. Since the dissolution of the Stirling and Clackmannanshire joint education service, Clackmannanshire pupils are no longer able to be transported to Stirling to participate in the SCOTS programme and, instead, are being served by specific "alternative curriculum" college courses on the Alloa campus.

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

We will continue to offer a broad range of vocational qualifications at SCQF levels 5 and 6, primarily Skills for Work and National Progression Awards. The subject areas in which these are offered align with the college's full-time curriculum and successful completion provides a young person with a ''progression advantage'' onto an appropriate full-time course. Our overall curriculum is reviewed annually to ensure continued fit with the needs of the region's employers and this fit is evidenced by an

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overall 94% rate of progression into positive destinations for our full-time college completers. In line with the definition of Senior Phase Vocational Pathways within the Outcome Agreement guidance, we are progressively moving more of our school programmes to fit with these criteria by replacing SCQF Level 4 Skills for Work courses with Level 5. This did, however, result in a decrease in the successful completion rate for school courses in 2015-16 and we will continue to monitor this to ensure that we have appropriate provision for young people at all levels.

In 2016-17 we successfully tendered to offer four Foundation Apprenticeship programmes - Social Services and Healthcare; Social Services Children and Young People; and Financial Services on the Stirling campus and Engineering on the Falkirk campus. In spite of significant marketing and awareness raising activity, we found these programmes extremely challenging to recruit to. We have proceeded with all four programmes; however two of these have very small group sizes. For 2017-19 we have tendered for a further seven cohorts, will need updated once we have had a response from SDS, however we will be unable to proceed with these programmes unless we can guarantee that minimum numbers will be achieved. We are working hard with SDS, local authority education managers and Head Teachers to promote these opportunities to pupils and parents, however Foundation Apprenticeships remain very challenging to "sell", as their value is not yet recognised; there are not yet concrete progression results to show; there is a significant opportunity cost for a pupil in undertaking a Foundation Apprenticeship, as in most cases it means that the pupil will have to do one of more fewer Highers due to the volume of work involved in the Foundation Apprenticeship; pupils are not keen to be tied in to a two year programme; and the title "Foundation" has negative connotations about the value of the award. Our ability to deliver new Foundation Apprenticeships in 2017-19 also depends on us being able to secure support for the work-based element of the awards from sufficient employers. We will continue to review the demand for and success of Foundation Apprenticeships throughout the life of this Outcome Agreement and, where possible and desirable, further extend the range of Foundation Apprenticeships we offer.

In September 2016 the college was proud to celebrate the success of our first 35 HNC school graduates from across Forth Valley. Onwards progression for the successful HNC graduates was positive – eight took up the offer of articulation into HND year 2 and two progressed into employment (one a Modern Apprenticeship). Almost all of the remainder progressed to university, however, disappointingly, none of these young people were able to articulate to degree study with no loss of time. The college has a specific objective for 2016-17 to secure articulation agreements for these HNC programmes so that future school graduates can benefit from advanced standing. Discussions around this are at an advanced stage in relation to HNC Police Studies and Computing Science. In 2017-18 we plan to continue the HNC offer and expand it by opening the HNC Police Studies, being piloted with two schools in 2016-18, out to all Forth Valley schools.

This implementation plan for 2017-18 and beyond has been jointly developed with our local authority partners and, where appropriate, with Skills Development Scotland (SDS) and employers. All three of the local authority education services, as well as the college, have put in place dedicated staff at an appropriately senior level to facilitate the planning and implementation. Across all three local authorities we have agreed that the college will prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific).

The college continues to prioritise the sharing of knowledge and resources and building capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment. We continue to implement a

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planned programme of CPD for teachers and pupil support staff with visits to college campuses. We are also working with our school partners, SDS and the University of Stirling to provide a range of opportunities for younger pupils to experience the college environment and learn about career options and routes. These activities will have a strong focus on tackling stereotypical vocational choices in relation to gender. We will, where appropriate, target activities at specific gender groups and will make effective use of role models (staff, students, apprentices and other ambassadors) to promote STEM subjects to girls and subjects such as care to boys.

Finally, the college is an active partner in the Forth Valley Developing the Young Workforce Group and is the host employer for the recently appointed Programme Team (a Programme Manager and three Programme Coordinators). The team are already actively working with schools and employers to promote the college's senior phase vocational pathways and to develop and enhance employer engagement with education.

The following tables set out the planned school-college senior phase vocational portfolio for each local authority for 2017-18. This predicts a total of 538 places on Senior Phase Vocational Pathways in 2017-18, as oppose to 417 places (362 actual enrolments) in 2016-17.

Falkirk Senior Phase Vocational Pathways 2017-18	**SCQF Level**	**Places**
Skills for Work Early Education and Childcare	5	16
Skills for Work Construction Crafts	5	24
Skills for Work Sport and Recreation	5	14
Skills for Work Creative Industries	5	16
Skills for Work Engineering Skills	5	12
Foundation Apprenticeship Engineering Year 1	6	12
Foundation Apprenticeship Engineering Year 2	6	11
Foundation Apprenticeship Social Services and Healthcare Year 1	6	14
Foundation Apprenticeship Children and Young People Year 1	6	14
HNC Computing Year 1	7	18
HNC Computing Year 2	7	13
HNC Electrical Engineering Year 1	7	12
HNC Electrical Engineering Year 2	7	12
HNC Sports Coaching Year 1	7	16
HNC Sports Coaching Year 2	7	9
HNC Civil Engineering Year 1	7	16
HNC Civil Engineering Year 2	7	8
HNC Police Studies Year 1	7	20
HNC Police Studies Year 2	7	20
Total Places		**277**

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Clacks Senior Phase Vocational Pathways 2017-18	SCQF Level	Places
Skills for Work Early Education and Childcare National 5	5	16
Skills for Work Construction Crafts National 5	5	24
Skills for Work Engineering Skills National 5	5	12
City & Guilds Make-Up Artistry (SCQF Level 5 equivalent)	5	16
Total Places		**68**

Stirling Senior Phase Vocational Pathways 2017-18	SCQF Level	Places
Foundation Apprenticeship Social Services and Healthcare Level 6 Year 1	6	14
Foundation Apprenticeship Social Services and Healthcare Level 6 Year 2	6	8
Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 1	6	14
Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 2	6	11
Foundation Apprenticeship Financial Services Year 2	6	6
Foundation Apprenticeship Business Skills Year 1	6	14
NPA Sound Production SCQF Level 5	5	14
Skills for Work Early Education and Childcare	5	16
Skills for Work Construction Crafts	5	36
Skills for Work Creative Industries	5	16
Skills for Work Hospitality	5	12
City & Guilds Make-Up Artistry (SCQF Level 5 equivalent)	5	16
HNC Events Management or Hospitality Management Year 1	7	16
Total Places		**193**
Total for 3 Local Authorities		**538**

Other Senior Phase School-College Courses 2017-18 (equivalent to SCQF Level 4)	Places
Falkirk	
Alternative Curriculum	24
School-College Opportunities to Succeed (SCOTS)*	120
City and Guilds Introduction to Hair and Beauty	14
Stirling	
Alternative Curriculum	24
School-College Opportunities to Succeed (SCOTS)*	84
Clackmannanshire	
Alternative Curriculum	48

*Providing LA can continue to contribute to costs.

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SHEP Schools

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

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

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

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CPD Plan

Forth Valley College benefits from a bespoke approach to CPD and staff development as well as work force planning which makes up our People Strategy. We adopt a variety of approaches and tailor our staff development process which benefits the employee, line manager and department. Compliance training as well as role specific training is identified and recorded in the employees' appraisal called the PRD (Personal, Review and Development) which creates a positive impact on the culture and focus towards CPD which is evident in the feedback from employee engagement. A new aspect to the PRD is that it allows staff to record their 'Professional Practice' which covers Reflection on Practice, Experiential Learning, Collaborative Learning and Cognitive Development. These areas are in line with Education Scotland's focus for Career-long Professional Learning (CLPL) and will help to inform the on-going Self Evaluation process.

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

Delivery of talent management programmes aimed at managers and the Senior Management team allows the College to enrich leadership and management skills to deliver the College's mission, vision and values.

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

Articulation

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

In 2015-16, in partnership with the University of Stirling, we delivered four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Conservation Management; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, while they undertake their HND in college, they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of wider student life, most of the students on these programmes stay in the University Halls of Residence and participate fully in student life. Data from the University of Stirling shows that participation from students from MD40 is higher on our integrated programmes compared to other under-graduate provision, evidencing that the integrated degree programmes are widening access.

We also continue to work in partnership with Heriot Watt University on the MEng Chemical Engineering and with the University of

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Strathclyde's Engineering Academy on their BEng Chemical Engineering.

The above provision will lead to an expected 103 successful students achieving HNC/D qualifications in June 2017 and "articulating" with advanced standing to degree courses at our partner institutions in 2016-17.

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

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

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

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

STEM Assured Status

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

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

STEM Assured is an outcomes-based standard developed to recognise high quality cross-curricular science, technology, engineering and maths (STEM) education and delivery. It is unique in the education sector and achievement of the standard emphasises exceptional strengths and capabilities, helping providers enhance engagement and success with learners and employers. The Standard offers an assurance process that builds upon existing standards and quality marks an institution may have achieved. Acknowledged by the government (Department of Business, Innovation and Skills), the National Apprenticeship Service and the UK Commission on Employment and Skills (UKCES), STEM Assured is the ONLY Standard that assures vocational STEM provision.

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

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

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- Significant investment in facilities demonstrates commitment and a strategic approach to the development of its STEM provision.

For Session 2017-18 and beyond, the college has set a target of delivering 30,000 Credits within STEM (as defined by SFC), which equates to 35% of our overall Credit target.

Gaelic Provision

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

Foreign Language

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

Sustainability

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

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

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

The College, through its partnership with the EAUC and re-signing of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating. The college remains on target to reduce t(CO2) levels by 25% from the baseline figure of 2873.35tCO2 by the year 2020. The figures from August 2016 illustrate a cumulative 20% reduction from the baseline year to date.

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

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

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Governance

The College's Board of Management consists of 18 members as follows:

- Chair
- 12 Independent Non-executive members
- 2 Student members
- 2 Staff members
- Principal

There is a clear differentiation in the roles of the Chair of the Board and that of the Principal. Matters reserved to the Board of Management are set out in the Standing Orders and Operating Guidelines, the Scheme of Delegation, and under the Financial Memorandum with the Scottish Funding Council. The Board of Management is responsible for the on-going strategic direction of the College, approval of major developments and the approval of annual budgets.

Members of the Board have a collective responsibility for the proper conduct of the College's affairs. Members have full and timely access to all relevant information to enable them to perform their roles effectively. Members' roles and responsibilities are described in the Code of Good Governance for Scotland's Colleges and the Guide for Board Members in the College Sector.

Board Effectiveness

The Board of Management has adopted the Code of Good Governance for Scotland's Colleges. The code outlines the activity to be undertaken by a Board. The Board of Management has an effective mix of skills in place, supplemented by a comprehensive induction process which is further enhanced by Board training activities such as the provision of equalities training.

There are self-evaluation processes, led by the Chair and an evaluation process for the activity of the Chair led by the Vice-Chair. These offer a mechanism for members to feedback on their perceptions of the Board, their contribution and any future training needs.

Assessment of corporate governance

In the opinion of the Board of Management, we can confirm that corporate governance is exercised in accordance with the principles of the Code of Good Governance for Scotland's Colleges, the Scottish Public Finance Manual (SPFM) and the Financial Memorandum. Our auditors' opinion on regularity states that "In our opinion in all material respects the expenditure and income in the financial statements were incurred or applied in accordance with any applicable enactments and guidance issued by the Scottish Ministers."

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. The College has been working closely with Education Scotland and SFC to establish an engagement calendar for the remainder of 2016-17. A number of information sessions for college managers and staff have been undertaken, facilitated by HMI Karen Corbett, with more planned including Board of Management and Senior Management Team. To date six days of annual enhancement and scrutiny activities have been planned to take place between April and June 2017. These activities will include observation of college evaluation activities, including Listening to Learners Focus Groups and team evaluation discussions. A number of professional discussion opportunities with groups of staff and students are also being arranged. Internally, new processes for the evaluation of learning and teaching and enhanced processes for curriculum team evaluation reporting are being piloted within Block 2.

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European Union Links

The College are participating in the European Erasmus '3Es Youth in VET (Vocational, Employment, Training): Engagement, Empowerment & Employability' project to support disadvantaged people, in particular, disadvantaged young people. The project is being co-ordinated by our Maltese partners from the Malta College of Arts, Science and Technology (MCASt). The other partners in the project are from the Netherlands, England and Germany. The College are primarily participating in the development and teaching of PSD (Personal and Social Development) units based around the delivery of 'pastoral care' and 'communications'.

To date there has been a planning meeting and a week long seminar. The College participated by providing workshops on the subject of 'Attitudes and values to work with vulnerable youths' and 'How lecturers take care of their own emotional and mental wellbeing'. The College will be participating further in the project, the specific focus evolving from the current work.

The College are also currently participating in an international initiative to support people with dementia. Staff within the Department of Care Health and Sport are engaging with a project which is funded through Erasmus+ sharing knowledge of this condition and considering ways in which digital technologies can be used as a supportive tool. The Memory Media Project collaboration, which will be on-going until December 2018, involves Forth Valley working with representatives from Dundee and Angus College, Spain, Sweden and China.

Within the project the College will be working towards outputs centring around the development of resources and materials to support learning in this area. The focus of the project will be to utilise digital technologies which can support individuals and families who are touched my Dementia. As part of this a comparative study of the countries involved will be undertaken to identify the landscape in relation to Dementia and a literature review created to examine current thinking. As the project progresses resources will be developed which could be used for short programmes or independent learning. There is the potential that a digital resource will also be created and trialled within this field for individuals with Dementia.

This project is an exciting opportunity for staff to be part of sharing approaches and thinking with colleagues from a European and International perspective.

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Meeting the needs of employers

Forth Valley College plays a key role in the economic development activity of Forth Valley through working with and supporting local and national employers and our connections with Scottish Enterprise, SDS and the priority sectors. Succession planning and workforce development needs are key to this activity where we provide extensive Modern Apprenticeship provision, work-based learning and up skilling and a range of tailored services for companies and their employees. The College is fully committed to delivering economic regeneration including the STEM national priority, (we have recently been reaccredited with STEM Assured status from NEF), and supporting key sectors including Energy, Creative Industries and Hospitality and Tourism. Furthermore the College delivers significant services for Construction, Business, IT and Health and Social Science.

Modern Apprenticeship

Forth Valley College is one of the largest College providers of Modern Apprenticeship (MA) training and contributes significantly to the achievement of Scottish Government and SDS priorities. Our MA provision directly supports key sectors of the Scottish Economy with significant activity in Engineering, Science, Hospitality and Salon Services, Management, Business Administration and Construction. Our record for successful delivery of MAs has also attracted non-government funded places through key sector bodies such as SECTT, SNIPEF, BEST and Construction Skills. We continue to achieve higher than average attainment rates for learners undertaking MA provision as well as higher than average achievement rates.

Although 2016-17 was a challenging year with the drop in the oil price causing a dip in engineering apprentices we are still confident of maintaining and building our MA provision with a proposed target for direct and indirectly contracted starts of 347 in 2017-18. We have experienced a strong increase in construction MAs and plan to develop this further with additional SDS funded places as well as apprentices from the sector bodies

Through this increase in directly funded starts along with substantial provision in indirectly funded students we still plan to increase our Modern Apprentice provision to over 1,200 students by Session 2017-18.

Graduate Apprenticeship in Engineering – To be updated

Over the past year we have been working towards a Graduate Apprenticeship (GA) model in association with Heriot Watt University. The need identified was for trained technicians as well as industry-ready graduates and this programme was seeking to allow different exit points to meet these requirements. The technician portion of the programme sets the core engineering concepts that can then be built upon towards professional engineering qualifications. In 2015-16 we piloted HND and PEO2 provision alongside work experience and company led project activity. The concept however has evolved further and the drive from SDS is for the graduate apprentice to be employed from day one and to have a substantial proportion of the programme being work based for both the college and the university elements. We subsequently worked with both Heriot Watt and Glasgow Caledonian universities as well as some key employers to develop this further to look at how we can integrate into a work based programme ensuring the employees acquire the skills, knowledge and competence necessary to work and progress in the engineering sector. Development of this was undertaken in 2016-17 with a target to recruit and operate the programme from August 17.

Employer Engagement

Employer engagement is right at the heart of Forth Valley College's business model and our mission of "Making Learning Work" means making learning work for employers, as well as for students. One of our six strategic themes is "Enhancing our position as the business and community partner of choice" and we deliver on this through a whole-college approach to meeting employers' current and future skills needs. Every department has a responsibility to develop effective and mutually beneficial relationships with employers, ranging from partnership working to create opportunities to enhance employability

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skills for full-time students, through to the development of bespoke training courses and facilities for employers. We work with companies from the smallest, local, social enterprise through to multi-national corporations and pride ourselves in meeting their diverse range of needs and challenges.
The College was shortlisted for the TES FE Awards 2016 in the category of Employer Engagement, for the extent and breadth of our engagement with employers, and also in the category of Modern Apprentice Programme of the Year for the bespoke MA and training programme for Building Service Maintenance that we developed alongside FES Facilities Management Ltd.

Forth Valley College has very strong links with industry across our courses in all teaching Departments, with employers having significant input into course designs, and in many cases, courses developed specifically for employers. The Business Development department supports the activities of all the teaching departments and is a liaison and interface for the college, employers and employees as part of our role Business Development provides a client management service to ensure employers fully understand the progression of their employees and the requirements for gaining industry recognised qualifications. Our commitment to working with employers is at the forefront of our teaching departments ensuring we are meeting the needs of the industry sectors in which we operate.
Skills Development Scotland (SDS) are a key stakeholder for the college and we engage at a variety of levels to ensure that we are meeting the skills development needs of local and national employers.
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The main areas of activity and connections fall into three main areas:

- Well-established relationship with the national programme team through our contract for delivery of Modern Apprenticeships (MAs).
- Strong links with the industry sector teams connecting to the Skills Investment Plans and the Regional Skills Assessment for the area. This has supported a number of activities for the college from the development of the computing strategy to the accessing the Energy Skills Challenge Fund to support transitional training in the college.
- Local SDS offices are also a key connection for the college and recent show and tell type events across both teaching and service departments have been very successful in developing relationships and allowing better understanding of college programmes, processes and procedures. Local SDS staff operate out of the college campuses and we are starting to look at the potential of co-location in the new Falkirk campus.

Business Development represent the college in a number of employer engagement forums including:

- The Forth Valley Partnership Action for Continual Improvement (PACE) Steering Group.

  PACE (Partnership Action for Continuing Employment) is the Scottish Government's national strategic partnership framework for responding to redundancy situations.

  Skills Development Scotland (SDS) co-ordinates PACE at a national level and facilitates local level response teams providing tailored help and support for individuals at risk of, or experiencing, redundancy. Forth Valley College play a key role in this group and are currently supporting several local businesses facing closure. An example being Carron Phoenix, where we are supporting individuals gain formal accreditation for roles they have carried out for a number of years, but do not currently have formal qualifications in these areas.

- LEP Employer Engagement Group

  The Stirling and Clackmannanshire and Falkirk Local Employability Partnership exists to facilitate, support and co-ordinate the provision of employability services in Clackmannanshire. Forth Valley College have chaired the Stirling group and are active partners on the Falkirk executive group and as a result we have

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taken a lead on several employer engagement events across the Forth Valley.

The Electrical Instrumentation and Chemical Engineering (EICE) and Applied Science, Maths and Mechanical Engineering (ASMME) departments continue to work with Scottish Power to reflect on-going needs in the sector from craft apprenticeship, adult apprenticeships and higher level awards. Cross departmental working between the client managers in Business Development and the lecturers in both departments ensure that we are adapting and flexing elements of the training programme to ensure the apprentices are work ready and skilled for their progression out into industry. ASMME AND EICE are also working with Alexander Dennis on bespoke training for their Modern Apprentices, this involves the construction of a bus type structure to allow their MA's to handle battery operated hand tools in the same way as in industry to provide skill sets required to assemble a bus on an assembly line rather than in an engineering workshop environment.

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

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

We continue to deliver a number of successful short courses in conjunction with local employers such as Process Optimisation and Safety in Microbiology. The College has also successfully delivered bespoke training relative to fish pathogens. This company had struggled to source this training and the College has support industry by developing the entire training programme which will be delivered by FVC staff predominately on the company's site. Due to the success of this programme further delivery is planned in 2016-17. HND Applied Biological Science, HND Applied Chemistry and HNC/D Chemical Process Technology were reviewed with employers to review course design. There continues to be significant employer engagement with the delivery of the Applied Biological Science Degree that was developed jointly with the University of Stirling.

The College was awarded pathfinder funding to develop Foundation and Graduate apprenticeship programmes in Engineering, and is currently working in partnership with 2 Falkirk High Schools in the delivery for of the Foundation Apprenticeship, and Heriot Watt University for the Graduate Apprenticeship. FA delivery commenced on August 16 with the GLA being delayed until 2017-18.

Following on from the College's successful STEM reaccreditation from The STEM Foundation (NEF), the College held a "Making STEM Work" conference where over a hundred local secondary school pupils attended industry led workshops with key local employers.

A very effective link has been created with the Energy Skills Partnership (ESP) which has created a wide range of opportunities to engage with industry and associated supply chains. With industry partner support ESP have facilitated staff development sessions and provided financial support to develop and deliver elements of curriculum relative to micro energy generation, energy efficiency and energy conservation. ESP also supported the Bloodhound challenge as part of the STEM open day, this involved students from local

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Primary Schools coming into College to race rocket cars that they had designed and built by the Pupils, this was supported by ESP and the Army by contribution of equipment, College staff CPD and attendance at the event. This was an excellent event in encouraging Primary School student involvement in STEM as a fun educational activity.

Within our Business department all of our NQ Administration students undertake a two week work placement as part of their programme. As part of the review of these work placements there are scheduled meetings between college staff and employers, and questionnaires are used to gain feedback on the work readiness of our learners. The information gathered from these sources and the work place supervisor report is used to shape course content for future cohorts, and to provide feedback and personalised support for current learners.

The successful development of our Heritage and Tourism degree programme continues to receive support and advice from industrial contacts including Historic Scotland, Stirling Council Archaeological Services and members of the Scottish Tourism Alliance. As well as this guest speakers and employer representatives from Barrhead Travel, Thomas Cook and others engage regularly with staff and tourism learners across all three campuses.

The department has developed a very productive partnership with Ineos Grangemouth that supports Ineos' internal management development programmes. This involves our students taking part in a series of competency based workshops on site at Ineos as well as guest lectures from Ineos staff on campus.

Within accounting, meetings have taken place between accounting practitioners, examining bodies and college teaching staff to help us ensure that our programmes equip our accounting students with the skills and knowledge needed to help them gain employment and be ready to undertake professional accounting qualifications. In August 2016 the department introduced the Foundation Apprenticeship in Financial Services in partnership with Prudential Stirling, where staff from Prudential and the college worked together through the recruitment, programme design and delivery planning processes and in Session 2016-17 we are running with the first cohort of learners on this programme. Learners alternate between studying on campus at Stirling and undertaking work experience on Prudential premises at Craigforth Stirling.

Our HR and Management qualifications that are accredited by CIPD and CMI allow staff from the college to work with local employers to develop tailored training solutions with a good example of this being the work recently done with ID Systems in developing a CMI Management training programme with blended content and delivery methods tailored to the needs of both the employer and programme participants.

The Department has also developed a bespoke Management Training Programme with FES. Eight FES employees operating in a range of management roles (Project Managers, Operations Managers, Contracts Managers and Supervisors) commenced studying HNC Management and Leadership programme with the College. Regular review meetings between FES and college staff confirms the success and value of the current programme and plans for a second FES cohort to commence August 2017 are underway.

The profile of workforce detailed in the Regional Skills Assessment for the Forth Valley area suggest that concentrations of construction trade related employment is above the national average. The college has seen this reflected in several historic employers reengaging with the department of Construction this year and will reflect this by requesting places in various trades in our 2017-16 SDS MA bid.

The Department of Construction currently delivers programmes at SCQF level 3-8 from all main College Campuses. The programmes delivered are specifically designed to achieve strategic national Education and Training objectives in partnership with local and national employers, sector skills councils and local authorities. As a result of improving Construction Industry activity levels demand for Modern Apprenticeships (MA's) at both Craft and Technician level is developing into one of the main Curriculum drivers for the Department.

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Employer engagement is constantly evolving with the creation of new business development solutions for a growing number of partners and key stakeholders including the Construction Industry Training Board (CITB), Building Engineering Services Association (BESA), Scottish & Northern Ireland Plumbing Employers Federation (SNIPEF), Local Authorities, University Sector and many other organisations. Following effective employer engagement over the period 2013-16 the Department has successfully introduced two new MAs; Building Service Maintenance (FES Facilities Management) and Civil Engineering (CITB) with demand for existing and new Craft and Technician MAs predicted to increase over the period 2016-2019.

In partnership with Stirling based employer - Facilities Management group FES FM a new fully equipped training facility has been created to train Building Service Maintenance MAs over the next five years. The MAs are recruited from throughout the United Kingdom and trained to SVQ level 3 at the Alloa Campus facility. In October 2014 the partnership was awarded the best in "Learning and Career Development" category at the prestigious annual UK British Institute of Facilities Management (BiFM) awards and in September 2016 the partnership gained success in the Scottish Training Federation Awards.

In partnership with key employer partners including; Robertson Construction, Historic Environment Scotland, Scottish Canals and the Civil Engineering Contractors Association the Department has developed a wide range of new vocational and Higher Education programmes in line with industry requirements, the Department has in addition, through effective employer engagement secured work experience for learners and opportunities for college staff to participate in Continuing Professional Development training and events.

The Department works very closely with the Scottish Government funded Energy Skills Partnership (ESP) to develop relevant programmes in line with employer and industry requirements. Recent examples include energy efficiency, renewable energy and Building Information Modelling (BIM).

The department of Access and Progression currently delivers Stage 2 Employability in Construction and Retail at the Falkirk and Alloa campuses. These full-time courses include SQA units and work placements. Our Work Placement Co-ordinator liaises with many employers in Forth Valley to agree work placement opportunities. Students may potentially progress onto an Apprenticeship, employment or further training or study. The department also participates in a wide range of placements with a variety of organisations and agencies to facilitate work placement opportunities for courses including Working with Communities and Employability courses.

The Department of Creative Industries has made significant advances in developing a wide range of employer links recently, with a department-wide realignment of provision ensuring a more adaptable, agile and industry-relevant suite of courses. The media section is developing links for work placements, guest lectures and course development support with a variety of organisations including Scottish Television, the NUJ, Prudential, Eden Consultancy and others. In addition, the Computing area of the department has made significant changes to realign more closely with industry demands, and now offer significant industry-backed additional qualifications to students via vendor-accredited courses, with developing partnerships with a host of organisations including Oracle. In Art and Design, project-led learning ensures that students are preparing for industry-led activity throughout their courses, with a significant series of successful briefs, including work with Stirling Cycle Hub, the Macroberts Arts Centre and Glaxo Smithkline. In Sound Production, students work with employers to learn specific specialist studio techniques, led via visits to studios and employer talks. In addition the team work with industry experts like Mediaspec to promote and develop courses. All students are encouraged to develop vital skills and understanding across the core competencies of industry-specific training; creativity; and enterprise and entrepreneurialism, with PDPs, work placements, visits, guest lectures and other activities all developing industry-relevant links.

Within the Department of Hospitality and Salon Services, employer engagement is at the highest it has ever been. Students have been

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

Within Salon Services all hairdressing students participate in Work Placement one day per week which involves a large number of salons across Central Scotland. Salon Services has three main industry partners – Paul Mitchell Haircare, Eve Taylor Skincare and NSi Nail Systems who work extensively with students to ensure their skills and knowledge are current to industry requirements and current trends. They also offer a wide variety of CPD opportunities to staff. Also, the department worked alongside Job Centre Plus to devise a Sector Based Skills Academy which offers work experience, employability skills and bespoke training to the long-term unemployed.
To ensure that our programmes meet local employer/authority requirements, the Department of Care, Health & Sport is represented on a wide range of collaborative working groups, including Stirling Care Village, Stirling and Clackmannanshire Early Years Workforce Development Group, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, Wallace & Stirling Community Sports Hub, Active Stirling and local voluntary based sporting organisations. Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards. From the nationally recognised PDA awards for the Early Years and Fitness sectors, National Governing Body Awards for Sports Coaching, to customised CPD awards in Health and Social Care; this delivery ensures that the department continues to provide training and services that meet consistently the requirement of learners and employers.

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

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

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

Employability

In Session 2015-16 the College undertook a review and evaluated both the effectiveness and affordability of the Skills Development Scotland Employability Fund courses. The outcome of this review is that the College did not deliver SDS Employability Fund courses in Session 2016-17.

The College recognises that there is a need for this type of provision and delivers under the employability banner in many courses across the college. However the extended work experience element we delivered within the Employability Fund programmes is a crucial support mechanism for the more vulnerable learner and the more we can offer to scaffold transitions to employment the better; as the

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college, the learner and employer will all benefit. As such, two new courses have been developed in Construction and Retail, which run for 18 weeks, and provide learners with an extended 14 week supported work placement. The College offered both courses with three different start dates through Session 2016-17, and plans to continue with this provision going forward.

The learners for this type of programme tend to be young people who are vulnerable and need additional support; they lack self confidence and self esteem, they have struggled in the school environment and tend to be care experienced. As such they do require more support both in college and when they are in the work place. By changing the programme to an 18 week programme opens up the student support services and funding to this group and allows us to recruit on this basis. Furthermore we have strong links with DWP and SDS as well as our LEP partners in identifying and reaching this group of young people.

Employer Engagement Systems Development

A project was initiated within the College to help evidence and provide management information on the many forms of Employer Engagement undertaken by many staff within many areas of College activity. The aims of this project are to define what strands of Employer Engagement we will aim to collect, and how we will centrally collate, report and use this information. The first phase of this development is now live, allowing staff to record their engagement with employers.

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

Work Placements

The College has increased the number of work placements available to our students from our 2013-14 figure of 476 to a target of 600 in Session 2016-17, and we plan to maintain this target over the period of this Outcome Agreement. The main subject areas where this increase will be focused upon are Care, Business and Engineering. The second phase of our Employer Engagement systems development is to introduce a central work placement reporting tool which will allow greater transparency, ease of reporting and monitoring of progress towards this target.

The College takes cognisance of the Work Placement Standard for Colleges, and strives towards all appropriate vocational courses having a meaning work placement in accordance with the Standard.

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

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Access, equality and diversity

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

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

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

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

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

The College is developing an Access and Inclusion Strategy (attached as Appendix 2) which is currently at draft stage. When fully developed this strategy will include the College's Gender Action Plan.

Meeting additional support needs

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for learners with additional support needs. Support is tailored to individual circumstances with the learner at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with learners and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current learners are informed of support available and how to access it – learners are able to disclose support needs at any time during their time at College. Currently, in Session 2016-17, we are currently providing ELS to over 600 students with a wide range of additional support needs from acquired brain injury, short term memory loss, dyslexia or asperger syndrome to mental health difficulties, completing a range of programmes at all levels. Further detail is provided within the College's draft Access and Inclusion Strategy.

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

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

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

Safeguarding

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

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

Corporate Parenting

The College is committed to supporting Care Experienced students, and last session demonstrated this commitment by signing the Who Cares? Scotland Corporate Parent pledge. We are also involved in partnership work with the Centre for Excellence for Looked after Children in Scotland (CELCIS), and we are members of the Care Experienced, Estranged and Carers East Forum (CEECEF), the West of Scotland Care Leaver Forum and Scottish Throughcare and Aftercare Forum (STAF).

The College understands the many barriers that care experienced young people may have to overcome before even considering attending college and beginning their learning journey. Because of this, the College achieved the Buttle UK Quality Mark in respect of support for care experienced young people and confirmed care leavers as a priority group. The achievement of this Quality Mark demonstrated the college's commitment prior to the legal requirement to produce an action plan.

The College is currently writing its Corporate Parenting Plan to cover 2017-20, and this will include a revised and detailed Corporate Parenting Action Plan.

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

Meeting Diverse Needs

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

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

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

The College strives to ensure all learners have access to College courses, evidenced by our target of increasing the proportion of activity delivered to learners from the 10% most deprived postcodes by over 1% to 12% over the three year period, which represents a higher percentage than the 7% of the whole Forth Valley population who reside within the 10% most deprived postcodes. We have also set a target of maintaining enrolments from students from a black or ethnic minority at 3%, which represents a higher percentage than the 2% of residents within Forth Valley who are from a black or ethnic minority.

Gender

The College's overall enrolment figures demonstrate our commitment to gender equality with 48% of all enrolments being from female students in Session 2015-15, which is consistent with the previous session. At subject level there is under-representation of females within STEM subjects, which has been highlighted as a target, however this isn't a quick or easy fix. Further gender targets will be set through the College's Gender Action Plan, which will be developed as part of the Access & Inclusion Strategy. The College has a number of initiatives with one example being our STEM club which is aimed at primary aged pupils, and has attracted more females than males. The purpose of these courses is to spark an enthusiasm of young (predominantly female) learners in STEM subjects. We have also launched Primary Engineers where College Engineering staff are visiting primary school pupils to engage them in Engineering at an early age. For every school visit female engineering staff have been involved to highlight that Engineering is a career path for both sexes.

Our School-College Opportunities to Succeed courses are designed to provide a taster of subjects for school pupils entering their senior phase, and these courses have been deliberately designed to allow both females and males to experience subject areas they may not have experienced before eg females experiencing Construction &

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Engineering, and males experiencing Hairdressing & Care. From its first year of running two males progressed on to Childcare courses from this course.

The College has recently been successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project, which commenced in session 2015-16, and will continue through Session 2016-17. A project team has been established within the College, and as part of the project the team will be setting targets and hope to gain insight and experience from other colleges involved within the projects, and benefit from the experience of staff from within the Equality Challenge Unit.

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

Gender of Board of Management and Staff

There are currently 17 members within our Board of Management, which comprises of eight females (47%) and nine males (53%). There is a 50/50 gender split within the twelve non-executive members, and the same 50/50 gender split between both our student and staff board members.

Within the College's overall headcount the gender balance is 55% female and 45% male. Within the College's Senior Management Team there are four males (57%) and three females (43%).

Equal Pay

The College undertook an Equal Pay Audit assessment on 30 November 2016. The Equal Pay audit is an independent assessment of pay equity. An initial audit was completed in 2009, further updated in 2012 and 2014. The report is conducted by NGA Human Resources who are independent reward consultants utilising tailored software solutions to provide reward consulting services.

The findings were that the College does not have any significant exposure to equal pay challenge. The major job groups which are gender dominant do not present major concern in relation to widespread challenge one role referenced against another.

The College has made some considerable improvements to the pay structure since the previous audit analysis of 2014. Concern was expressed over the application of overlapping incremental steps within the support grade structure. This matter has been addressed with the positive steps taken by the College.

Race and disability were assessed along with gender during the November 2016 audit with no significant pay gap being reported in any equal work group

British Sign Language

Forth Valley College is committed to implementing the British Sign Language (Scotland) Act 2015. The College will take measures to achieve the outcomes of the BSL National Plan for Scotland, where possible to do so. The aim of the legislation is to:

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Promote awareness and the use of BSL; and
Improve access to services for Deaf and Deaf-blind people.

The College has ambition to implement the following measures in order to achieve the aims of the BSL (Scotland) Act 2015:

- To make more College information available in BSL;
- To encourage the use of assistive technology to support BSL users;
- To facilitate the provision of communication support to BSL users; and
- To include BSL actions and outcomes in the up-coming FVC Equality Outcome Agreement and Access & Inclusion Strategy.

In accordance with the legislation Forth Valley College will develop a BSL Authority Plan. In order to attempt to achieve consistency with the BSL National Plan for Scotland, Forth Valley College will consider guidance from: the BSL National Plan for Scotland, the Scottish Funding Council, and the Deaf Sector Partnership. A draft BSL action plan is attached as Appendix 3.

Carers

The College will strive to encourage disclosure from both students and staff of non-education needs such as having carer responsibilities through awareness raising campaigns on the support and potential funding available for carers. In particular we will be part of the Carers Trust 'Going Higher' campaign, and we aim to achieve Carer Positive standard.

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Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-18: Empowering Learners clearly sets out or commitment to increase learner ownership of and control over their own learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as “senior class representatives” and take an enhanced role in leading focus groups and training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students’ Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement.

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

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

Forth Valley Student Association has developed a 2 year Strategic Plan setting out its values of Empowering, Engaging, Approachable, Respectful, Friendly, Innovative and Supportive. A key theme of its Operational Plan for 2016-17 is in shaping the life and work of the College, where working with the College they aim to implement gender neutral bathrooms within the College, alongside a campaign to reduce the stigma surrounding gender identification; working with the College they aim to improve the affordability and accessibility of public transport across the College, particularly within Stirling; working with the College Catering department to promote affordable, healthier options within the refectory; and working with the College to establish and maintain a student position on all relevant College committees.

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Appendix 1: Part 2 - Outcomes & targets

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 to Care Experienced Learners	1,597	1,578	1,613	N/A	1,700	1,800	1,900
	Proportion of Credits delivered to Care Experienced Learners	2%	2%	2%	N/A	2%	2%	2%
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	3,100	3,100	3,100
	Proportion of Credits delivered at HE level to learners from SHEP schools	10%	11%	16%	14%	15%	15%	15%
3)	Volume of Credits delivered to learners enrolled on STEM courses [3]	29,207	27,540	29,197	20,500	30,000	30,000	30,000
	Proportion of Credits delivered to learners enrolled on STEM courses [3]	35%	31%	34%	24%	35%	35%	35%
4a)	Proportion of enrolled students successfully achieving a recognised qualification:							
	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:							
	FE Full Time	65%	65%	72%	N/A	71%	71.5%	72%
	HE Full Time	73%	79%	63%	N/A	68%	71%	75%

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No	Measure	Performance			Current Year Target	Targets		
		2013-14 [1]	2014-15 [1]	2015-16	2016-17	2017-18	2018-19	2019-20
	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	78%	75%	63%	N/A	70%	72%	75%
5)	Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT) [4]	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	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] 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.

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

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Appendix 2 – Draft Access and Inclusion Strategy

Context

FVC is proud of its reputation as an inclusive organisation. Diversity and inclusion matters and we strive to represent and support everyone. We have made excellent progress to date but must continue to do more – we want to build an understanding of inclusion in everything that we do. We want to be accessible to everyone who wishes to study at FVC regardless of age, gender, locality, ability or disability, ethnicity or financial status.

This strategy must be read in conjunction with the Outcome Agreement particularly where there is information on activity which relates to Access and Inclusion, e.g., DYW, Opportunities for All, Corporate Parenting etc. In particular, this Access and Inclusion strategy must be considered alongside our (from April 2017) Equality Outcome work which includes evidence and data on how FVC meets the General and Specific duties of the Equality Act (2010).

The current strategic and policy landscape confirms that access and inclusion is an area of high volume activity for us however, it is 'what we do' and central to our corporate social responsibilities as an education provider. In developing this strategy, our Equality Outcomes work and other key internal strategic development such as our Creative Learning and Technology Strategy, we are attempting to deliver in line with the following:

External

- Scottish Government Digital Inclusion strategy
- Scottish Government STEM strategy development
- Scottish Government Mental Health consultation
- British Sign Language (Scotland) Act 2015
- Scottish Government Race Equality Framework

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Internal

- Equality Outcomes, mainstreaming report, Equal Pay info, EQIA report
- Equalities Policy
- Draft Creative Learning and Information Technology Strategy
- STEM ambitions (in development)
- Gender Action Plan (in development)
- Corporate Parenting Strategy

1. FVC Access and Inclusion Approach to meet the needs of students

Evidence

- Learning Support team
  - Needs-led learning support service – student at centre of process
  - Last 3 years – supporting around 500 students annually
  - Staff experience and qualifications (knowledge/expertise build up over a number of years; PDA Inclusiveness attainment)
  - Robust needs assessment process and comprehensive PLSPs
  - Data on outcomes for ELS (staff and student feedback on service; beginning to look at more comprehensive methods of tracking ELS students within PI data)
  - Robust links with teaching departments
  - SAAS validated assessment centre for Disabled Students Allowance (DSA) applications

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- Supported education programmes:
    - Curriculum review
    - Team-evaluation
    - Listening to Learners
    - Needs-led provision
    - Personal Learning and Support Plans
    - Staff experience and qualifications
    - Creative Learning and cross-college collaboration
    - Local Employability Partnerships
    - Transition information and transition team meetings
    - Collaboration with partner agencies
- Inclusive learning and teaching approaches, e.g., Learning Activity Planning Tool (LAPT)
- Range of Support services:
    - SDS Careers
    - DWP
    - Student counselling service
    - Social work links
    - Learner Advisers
    - Third Sector organisations
    - NHS
    - Forth Valley Student Association
    - Who Cares? Scotland
- Student Funding – evidence of appropriate flexibility (e.g., authorised absences, use of discretionary funding)

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- Marketing and Communications - 'Respect' campaign etc.
- Positive environment for disclosure of ASNs at any time
- LGBT Youth Scotland and Investors in Inclusiveness Chartermarks
- Staff in a range of roles within FVC hold the PDA Inclusiveness

Key learning points about what works well

- ELS approaches embedded across college
- Comprehensive ELS PLSPs
- Collaborative cross-college approaches to support – Learning Support staff; Student Funding; Learner Advisers; LDFs ability to increase Authorised Absences; use of Discretionary funds; links and referrals to external partners
- Usage of Educational Psychologist assessments to support DSA applications
- Commitment to ongoing staff professional development and upskilling where required

2. How we have used ELS Funding to support this approach

Learning Support Service

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for students with additional support needs. Support is tailored to individual circumstances with the student at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with students who tell us they have support needs and the College is an accredited needs assessment centre for Student

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Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current students are informed of support available and how to access it – students are able to disclose support needs at any time during their time at College. In Session 2015-16, support was provided to over 500 students with a wide range of needs from acquired brain injury, short term memory loss, dyslexia or Asperger's to mental health difficulties, completing a range of programmes at all levels.

The team consist of 4 Learning Development Facilitators (or needs assessors) who complete comprehensive needs assessments with students on an individual basis; 5 Learning Mentors who provide 1-1 support to students ranging from study skills, training and guidance in software and equipment and an Assistive Technology Coordinator who leads on the development within the team and wider College of the use of enabling technologies and software to support specific learning difficulties as well consideration of broader digital inclusion approaches. The team also support staff who support students through the provision of advice, guidance, training and staff development. Staff development is via awareness raising and specific training depending on the support needs of the students in the classroom. Training on deaf awareness and autistic spectrum difficulties has been delivered to teaching staff, providing them with the resources and information to work with students with these specific needs. The Learning Support team also provide advice to teaching staff based on the support recommendations they make according to students individual need. A key aspect of working with teaching departments is the strong links that the needs assessors have with the department they are allocated to. In depth knowledge of the course content and demands is fundamental to identifying the individual support that the student will require.

It can be challenging to attempt to quantify the impact of ELS on a student's achievement or progression as there are so many other factors to consider. However, the Learning Support service is evaluated in a number of ways. Annually students are asked for feedback via an online survey on their experiences of the support provided and how this impacted on their learning and teaching. As part of self-evaluation, this information is

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reviewed and evaluated and if required, changes made to processes, procedures and operational targets for the next year. Focus groups with students with additional support needs are also facilitated.

An Equality Impact Assessment (EQIA) on the ELS service in 2014 suggested a number of ways in which the service could be improved, the key one being improving the joined up approach across college to supporting students and getting the message about support available out to all staff holding different roles in college. The service was rebranded as Learning Support service in Session 2015-2016 and there has been an increase in the number of referrals since then.

In Session 2016-17 the team plan to work with students who have had benefit from the service (which helped them stay on course/achieve), and use their experiences to formulate case studies to use in service marketing purposes. The aim is that real people describing their experiences of ELS may encourage others to seek this support. One area where we received excellent feedback from students was in the department of Creative Industries where a project to maximise inclusion using technology to enhance the student experience was developed. As a result of this project students were able to access a dedicated FVC YouTube channel where specific tasks from the NC Sound Production course had been captured and recorded as computer images. This enabled the students to access these resources outside of formal teaching environments – learning at their own pace and resulted in improved competence levels for students as well as up-skilling staff to use technology to create a more inclusive learning experience.

While student feedback is crucial feedback from teaching staff who put arrangements in place for student support and make adjustments is also required. Teaching departments through self-evaluation monitor PIs and this includes students with protected characteristics and those with disabilities often include those who have ELS. The Diversity Coordinator provides guidance to Curriculum Managers to investigate the differences in attainment rates by course level for disabled and non-disabled students (and other characteristics). Processes for analysing

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PI data and information are being reviewed. Approaches to supporting students with mental health difficulties are being developed; there has been a significant rise in the number of students disclosing this need. The approaches involve working more collaboratively with colleagues across Student Support services and up-skilling staff to understand and appropriately support students with mental health difficulties.

Price Group 5 Provision

Supported programmes are funded at price group 5 which means that we offer 'in course' support to these groups. This support can take many forms. For example, curriculum is developed with smaller class sizes and the content of the curriculum is tailored to the additional support needs of student groups. We have Additional Support for Learning Workers who look after our students' wellbeing both in and out of class. In addition, support workers are provided by external agencies to provide 1:1 support to individual students as negotiated with the student and with partner agencies. Teaching staff on supported programmes have a pastoral role with assigned groups to look after any additional support needs and their development. A student's development is identified and measured by the use of Personal Learning and Support Plans. Staff are encouraged to participate and provide CPD opportunities to keep their practice up to date and that of the wider college and partners. We provide bespoke employability courses and opportunities for students who have additional support needs or are far removed from the job market. These courses are supported by a Work Placement Co-ordinator who co-ordinates work placement opportunities in industries in the community. The department delivers a wide range of English for Speakers of Other Languages programmes from SQA Level 2. Staff conduct fortnightly assessments of students' language levels in order to place them in an ESOL class at the appropriate level, to support them in other mainstream courses within the college or to signpost them to appropriate external provision.

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Professional Development

- Range of compliance training available for staff on College VLE for Equality; Health and Safety; Freedom of Information; Safeguarding. This training is available online to all staff throughout the year.
- The college have specific staff development sessions twice a year, February for support staff and August for lecturing staff.
- Staff are encouraged to participate in relevant CPD and this is discussed at regular one to one sessions and Performance, Review and Development (PRD) meetings.
- Within the department of Access and Progression (AP), which delivers Price Group 5 provision, specific staff CPD includes: autism training, Mental Health First Aid, NHS sexual health training, SQA Qualifications Design Team for National levels 1 and 2 and ESOL curriculum development.
- Delivery of the PDA Teaching in Scotland's Colleges to college lecturers. This prepares staff in AP for delivery of:
    - the Duke of Edinburgh Bronze award
    - the Branching Out award in partnership with the Forestry Commission
    - the John Muir Conservator level award
- Staff in specific roles receive additional access and inclusion training which is identified at induction and performance reviews throughout the year.
- A range of staff participated in awareness raising regarding Care Experienced Young people through Who Cares? Scotland and Supporting Student Mental Health and Wellbeing.

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ICT investment

Assistive and enabling technologies

- Established student equipment loan bank for students with a range of support needs, items include laptops, tablets, digital recorders, coloured overlays, reading rulers. Also provide a range of specialised software (both networked and stand alone) for students such as Dragon Naturally Speaking; TextHelp Read and Write Gold; Inspirations.
- Role of Assistive Technology Coordinator developed and in place in early 2016 to develop approaches to the use of tablets and Apps; work with staff to provide information and training on enabling software and equipment; build links with relevant colleagues in the sector and partners such as JISC, College Development Network; work across college to take digital inclusion further; work closely with IT colleagues to provide effective support to students using assistive technologies and equipment.
- AP staff deliver courses for the visually impaired at the Sensory Centre and utilise in particular, the many accessibility features found within Microsoft software and Apple iPads
- AP staff use Board Maker in the delivery of PSD to students with profound and complex support needs

See FVC draft Creative Learning and Technology Strategy for ambitions and direction of travel for 2017-2022

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3. Expected impact Approach will have on PIs

What are the PIs currently for priority access groups, what do we want them to be and by when

- Not enough data at present to set PIs for groups
- Need to establish benchmarks for a range of protected characteristics and priority access groups
- This section will outline FVC aspirations for PIs

The following performance and targets have been extracted from the College's draft Outcome Agreement for 2017-20 to act as an indicative baseline.

Measure	Performance			Current Year Target	Targets		
	2013-14 (1)	2014-15 (1)	2015-16	2016-17	2017-18	2018-19	2019-20
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%

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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 to Care Experienced Learners	1,597	1,578	1,613	N/A	1,700	1,800	1,900
Proportion of Credits delivered to Care Experienced Learners	2%	2%	2%	N/A	2%	2%	2%

4. Impact of Approach on intake and outcomes of Priority Access Groups (PAGs)

We've outlined in point 2 how we currently utilise ELS funds and in point 3 the current outcomes for PAGs. This section outlines our ***ambitions*** for the utilisation of A&I funds to improve outcomes for PAGs

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
Improve student information and data collection for all protected characteristics as well as extended monitoring requirements, e.g., carers; care experienced	• Extend positive declaration environment through use of online systems	• Development of online ASN to include wider PAGs • Linked by student ID to College MIS • Available on all FVC platforms • Develop mechanism for student to agree to their information to be updated throughout time at college	May 17 – Aug 17	IS team EILS
	• Encourage disclosure of non-education	• Awareness raising campaign • Be part of Carers Trust 'Going	May 17 – ongoing	Comms & Marketing

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	needs, e.g., chaotic lifestyle, mental health, carer • Support staff with caring responsibilities • Work with partners to improve transition info	Higher' campaign • Confidence to make and evidence flexible funding decisions for PAGs • Establish clear package of flexible support available for PAGs and communicate to applicants, students and staff • Achieve Carer Positive standard • '2-way' Data portal development • Establish clear package of flexible support available for PAGs and communicate partners	 Dec 17 Ongoing	EILS Student Services Student Funding HR IS team Student Records
Successful outcomes for Care experienced young people	• Create enhanced flexible support package and publicise this • Partnership working • Publish Corporate Parenting plan • Appropriate information sharing	• Awareness raising campaign • Forth Valley College website page including information flyers • Maintain database of contacts who support care experienced young people • Identify care experienced young people via Enquirer in	From April 2017	SMT AP Learner Advisers LDWs

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	pathways developed across different groups of staff e.g., support staff and teaching staff & external partners	order for staff to better support them • Staff training • Improved data usage • Use of reporting by Learning Development Workers and Learner Advisors to CMs and guidance developed on appropriate internal information sharing protocols • Monitor and report on learner destinations • Monitor, evaluate and report on statistics as part of the Outcome Agreement		
FVC digitally inclusive for students and staff	• Implement Creative Learning and Technology Strategy 2017-2022	• Within Equalities and Inclusion team: equipment loan bank enhanced for students with specific learning support needs	2017-2022	All staff
Successful outcomes for students on Price Group 5 courses	• Review Price Group 5 curriculum provision • Review partnership working to improve transitions	• Curriculum review processes	ongoing	Department of Access & Progression
Improve support available for students with mental	• Develop map of information and support services	• Implement externally funded Wellbeing project and action/outcomes plan	March 2017-March 2018	Student Services EILS LDWs

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health needs	across FVC • Develop whole College strategic response to needs of students with MH difficulties • Develop approaches to building resilience in young people in College	• Recruit Wellbeing Officer • Increase counselling service hours • Implement appropriate training for staff • Increase working between Learner Adviser team and LDFs • FVSA training of Mental Health First Aiders • Liaise with Mental Health officers in Clackmannanshire secondary schools • Liaise with external agencies to support our learners with mental health support needs (e.g., Social Work, FDAMH, Central Advocacy Agency) • Monitor students who have MH needs and their retention/achievement/progression • Consider development of Mindfulness pilot project to support students mental wellbeing		SMT TDs

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Gender underrepresentation Improve retention – reduce the number of students who are not retained from 30% to X%	• Extend use of data to examine male and female representation, success, completion/retention across subject and course areas	• Reports on Cognos for curriculum staff • Mandatory analysis and action as part of self-evaluation and curriculum planning • Increase specific information on why students leave – move away from 'reason unknown' by use of LDWs • Clear direction of travel developed to work with regional partners on STEM activity	From April 2017	CMs Teaching departments LDWs
	• Develop Gender Action Plan to improve underrepresentation at subject level		July 2017	CMs
	• Positive action in target setting	• Training/awareness on need for positive action • Training in unconscious bias for staff who interview potential students	From Summer 2017	EILS CMs/TDs
	• Staff – increase usage of staff data, analyse	• Highlight male/female representation at different	From April 2017	HR

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	trends in recruitment and CPD information for male and female employees as per equality duty • BoM representation (Good Governance) • Identify data gaps • Consider intersectionality of PCs	levels in college • Develop HR systems further		
Student employment outcomes – reduce unemployment for specific groups	• Examine outcomes for disabled students and BME students – destinations/employability outcomes • Partners • Transition planning	• College representation on CPPs and LEPs in Falkirk, Stirling and Clackmannanshire to improve CIAG • Work Placement Co-ordinator supports learners on Employability courses at Stage Two • Apply for external funding in order to create a role specific to supporting ASN • Work with the Action Group in Falkirk to support students with ASN to access opportunities • Improve the transition process	ongoing	AP ?

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		for sharing information to better support students in their education, employment or training		
Reduce need for specific adjustments for additional learning needs by 10% in 2017-18	• Teaching Departments increase inclusive learning and teaching approaches • Provide meaningful information/data to Teaching Departments on the profile of their students & their needs	• Teaching departments implement top 5 most commonly recommended adjustments (from Learning Support team) for their programmes as standard practice • Use of Moodle – develop agreed standard of what 'accessible resources' looks like • Increase recording of demonstrations/classes for revision purposes	April 2017 - ongoing	IS EILS Teaching departments C&Q
Gain improved intelligence on future students	• Improve external transition planning processes • Improve internal transition planning processes • Identify mechanisms to report undisclosed/undiagno	• Improved use of data • Develop approaches and resources to analytics • Explore whether SDS data hub for 16-24 year olds can feed information 'back'	From April 2017	SMT IS team Student Records EILS Student Services AP

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	sed needs to partners • Gain information in advance on potential students support requirements			
Decrease number of students who are at risk of not achieving by X %	• Early identification and interventions for students most at risk of not achieving • Consider new ways of approaching student support to meet increasing number of disclosures • Address needs to increase achievement • Review use of remission to conduct ELS work in TDs	• 1-1 support, e.g., from Learning Mentors, continues for specific learning needs within broader inclusive environment • The LDW role will intervene when students are at risk of failing by utilising the Absence Monitoring Policy and procedures and contact the appropriate Curriculum Managers • Utilise appropriate 'flagging' systems to track students who have needs met and measure impact of support on their retention/achievement/progression • Awareness raising for teaching staff on how to use information regarding identification of vulnerable		EILS LDWs TDs IS team

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		students • ELS Facilitators in Teaching Departments log how they utilise their ELS time • Teaching Departments can evidence and use ELS hours for subject support where there is clear need		
Respond to BSL Act (see attached)				
Establish levels of ethnic minority representation in College courses	• Determine requirements of Government Race Equality Framework for Scotland 2016-2030 • Develop appropriate Equality Outcomes for race/ethnicity	• Compare regional data with College data • Review information gathered through review of existing equality outcomes	April 2017 - ongoing	SMT EILS CMs
Improve use of EQIA across College to underpin data analysis and activity in relation to protected characteristic groups and PAGs	• Implement findings of 2016 EQIA project	• Build into self-evaluation process considering new Education Scotland quality framework • develop Human Rights within EQIA approach • develop EQIA practice at BoM/SMT level	April 2017 - ongoing	SMT EILS Heads of Service Heads of TDs

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		• Review FVC policies and practices • CPD for staff		

It is vital that the actions outlined above are embedded within existing strategic and operational planning processes:

- All FVC strategies will link and cross reference each other
- Responsibilities and actions will be assigned and evidenced through teaching department and service area operational plans and self-evaluation processes and team evaluations
- SMT have overall responsibility for Access and Inclusion – must ensure key actions/milestones for access and inclusion plans and Equality activities are monitored regularly
- There is a need to implement a cross-College steering group for Access and Inclusion
- Approval of all strategies by the Board of Management

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Appendix 3

Draft BSL Action Plan

This BSL Action Plan is presented as a draft document. It has been written in anticipation of the publication of the BSL National Plan for Scotland. This draft document outlines Forth Valley College's ambition to achieve the aims of the British Sign Language (Scotland) Act 2015. This draft Action Plan is subject to change.

Introduction

In light of the enactment of the British Sign Language (Scotland) Act 2015, the Scottish Funding Council has committed to implementing the aims of the BSL Act within Scotland's colleges. The Act tasks the Scottish Government to write and publish a BSL National Plan for Scotland, from which listed authorities such as Forth Valley College will take guidance in order to write and publish their own Authority Plan.

The British Sign Language (Scotland) Act 2015 aims to:

(i) Promote awareness and the use of BSL; and

(ii) Improve access to services for Deaf and Deaf-blind people.

Therefore, Forth Valley College will take measures to promote awareness of BSL and the use of BSL, and to improve access to its education and teaching services for Deaf and Deaf-blind persons.

British Sign Language is a recognised language of Scotland; the guidance to the Act acknowledges BSL as a minority language, which means that people whose first or preferred language is BSL may access information and services on the basis of their language, which prevents BSL users from having to declare themselves as disabled under the definition of the Equality Act 2010, where they do not perceive themselves to be disabled.

The guidance states that … "The Bill does not go as far as imposing an explicit statutory requirement on authorities to provide British Sign Language (BSL) interpreters or translation services, nor does it require listed authorities to deliver specific services to BSL users or those wishing to learn BSL." [1] The

[1] British Sign Language (Scotland) Act 2015 [url] http://www.legislation.gov.uk/asp/2015/11/introduction/enacted

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purpose of the Act is "…to promote the use of British Sign Language…", therefore many proposed measures will emphasize the ambition of Forth Valley College to promote awareness of BSL and the use of BSL, and to improve access to information, education and teaching services for BSL users.

Analysis

From Scottish Parliament guidance on the British Sign Language Bill, it is noted that approximately 120 children are born in Scotland every year with a hearing impairment; and there are approximately 1,000 people under the age of 19 in Scotland who have a severe or profound hearing loss (Griffin, 2012).[2] Therefore, across Scotland, there will be demand from BSL users leaving school for support to ensure that they can access information and education at college.

From the 2011 Census, 12,533 people indicated that they used BSL at home – this figure equates to 0.23% of Scotland's total population.[3] Over time, an increase in the use of cochlear implants for children with severe/profound hearing loss may further reduce the number of people using BSL as a first language. Forth Valley College anticipates an increase in its provision of information, teaching and education services to BSL users due to its efforts to achieve the aims of the BSL (Scotland) Act.

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[2] Macpherson, S. (2015) 'SPICe Briefing – British Sign Language (Scotland) Bill', The Scottish Parliament [http://www.parliament.scot/ResearchBriefingsAndFactsheets/S4/SB_15-05_British_Sign_Language_Scotland_Bill.pdf], page 8

[3] (Source: Bezuijen, J. (2016), 'Deafness in Scotland', Deaf Action [url] http://www.deafaction.org.uk/wp-content/uploads/2016/10/Deafness-in-Scotland-A-recent-analysis.pdf at page 10)

	Prevalence rate (%)		Census numbers		Prevalence		
Age group	**Females**	**Males**	**Females**	**Males**	**Females**	**Males**	**Sum**
18 - 30	0.6%	0.1%	464,700	456,300	3,000	500	3,500
31 - 40	1.2%	1.7%	341,500	327,600	4,000	5,500	9,500
41 - 50	3.7%	4.3%	414,300	393,600	15,500	17,000	32,500
51 - 60	5.3%	10.7%	352,600	339,300	18,500	36,500	55,000
61 - 70	13.3%	19.7%	300,200	278,700	40,000	55,000	95,000
71 - 80	38.8%	41.5%	214,700	169,000	83,500	70,000	153,500
Total					**164,000**	**184,500**	**348,500**

Table 1: Expected number of adults with hearing loss in Scotland per age group. Prevalence rate is for hearing loss of at least 35 dB in the better ear. Three right-most columns are rounded to the nearest 500. Source: Ackeroyd et al. (2014).

(Source: Bezuijen, J. (2016), 'Deafness in Scotland', Deaf Action [url] http://www.deafaction.org.uk/wp-content/uploads/2016/10/Deafness-in-Scotland-A-recent-analysis.pdf)

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Proposed measure	Justification for proposed measure (evidence)	Actions required to implement proposed measure	Timescale	How to evaluate effectiveness of implemented measure
To make more College information available in BSL	Data required re. number of Deaf/Deaf-Blind/H-of-H and/or BSL as first/second language persons applying to FVC; plus number of Deaf/Deaf-Blind/H-of-H and/or BSL students who have enrolled on a course (time-frame to reflect Equality Outcome cycle). Student data and general population data (e.g. Scotland Census) detailing the number of Deaf/BSL users in FV area.	• Ascertain good practice guidance for the publication of information in BSL; • Ascertain which FVC website information is 'essential'; • Search for local BSL translators e.g. enquiries via FV SC, NHS Audiology dept., Scottish Association of Sign Language Interpreters; • Engage with BSL communicator who can provide translation services; • Work with FVC Marketing team to write transcripts and record videos of BSL	TBC	• Continue to collect data on applicants and students who disclose Deaf/Deaf-Blind/H-of-H and/or BSL as first/second language – and analyse data e.g. have numbers decreased or increased? • Consult with audiology/BSL/Deaf organisations re. good practice for producing communications in BSL format and ask for written feedback on produced materials[4]

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		communication; • Publish BSL videos and transcripts on the relevant FVC webpages; • To publish a guidance document and video for BSL students on the application process (inc. reference to bringing translation support to interview/alternative interview settings and format, and explain the procedure (consultation with community groups could help to ensure we achieve good practice)		

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To encourage the use of assistive technology to support BSL users	https://www.actiononhearingloss.org.uk/supporting-you/factsheets-and-leaflets/equipment.aspx Student data and general population data (e.g. Scotland Census) detailing the number of Deaf/BSL users in FV area.	• Write and publish transcripts of all College videos (website and Moodle); • Prominently feature the availability of induction loop systems at all campuses (for hearing aid users); • Evaluate existing technology and equipment available to the Learning Support team and consider how to improve access to technology and equipment e.g. availability of accurate speech-to-text apps and portable loops; • Provision of staff training on the use of assistive listening devices and Deaf/H-of-H awareness e.g. good practice for communication:	TBC	• Reception-based induction loop sign-in/sign-out sheet to record usage – has usage increased with increased advertising of the facility? • Record number of staff members attending assistive listening device and/or Deaf/hearing impairment awareness training sessions. • Complete stock-check of equipment and tech. stored in the LS office and evaluate findings [complete -23/02/17].

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		https://www.actiononhearingloss.org.uk/~/media/Files/Factsheets/Communication/pdf/A1249b_CommunicationTips_A5Card_p21.ashx		
To facilitate the provision of communication support to BSL users	Student data and general population data (e.g. Scotland Census) detailing the number of Deaf/BSL users in FV area.	• LDFs to continue to recommend Communication Support Worker support on a needs-led basis to students; • To maintain a list of local BSL translators who would be available to support students on an on-demand-basis; • To commit to producing course materials in Plain English where requested and encourage students to use apps/tech e.g. rewordify	TBC	• Data from Unit-e – referral to Communication Support Worker within PLSP view.

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To increase awareness of Deaf/BSL issues	https://www.actiononhearingloss.org.uk/supporting-you/factsheets-and-leaflets/deaf-awareness.aspx	• Complete Deaf Awareness event with Student Association support – events across all 3 campuses OR work with Student Association to invite third sector groups to Fresher's events.	TBC	• Record attendance of groups/organisations at student-focused College events. Measure engagement e.g. with quiz, record the number completed quizzes; hearing check activity – record number of participants.
To include BSL actions and outcomes in the up-coming FVC Equality Outcome Agreement and Access & Inclusion Strategy			Spring 2017	

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17. Student Association Activity December 2016 to March 2017

For Discussion

23 March 2017

BOARD OF MANAGEMENT

1. Purpose

To update board members on the activity of the Student Association.

2. Recommendation

That members note and comment on the attached report.

3. Key Highlights

Framework Self Evaluation Activity

The SA team will undergo a self-evaluation activity in March. We will review our last evaluation and look at where we need to develop further, in line with The Framework for the Development of Strong and Effective College Students' Associations. Once this is complete we will look to discuss our plan with key stakeholders within the College to develop a plan for development next year. It would be beneficial to include board members in these discussions if possible.

Revised Operational Plan

Please see appendix 1 of the attached report for the revised operational plan. This was reviewed at our December planning away day. The priorities of the Association have been redistributed and some objectives for the year have been removed.

Strategic Plan

The Student Association Strategic Plan was passed at the last Student Council meeting. There are six strategic aims for development, in order to improve the student experience and to build improve the sustainability of the Student Association. Please see appendix 2.

4. Equalities

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

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5. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		**x**
Low	**x**	
Very Low		

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

Risk Owner – Alan Buchan **Action Owner –** Alan Buchan

6. **Other Implications –** NA

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

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

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Forth Valley Student Association

Student Association Update

December 2016 - March 2017

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Last updated on: 16/03/17

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Revised Operational Plan

We held our planning away day in December and have restructured our priorities to minimise the impact of losing an elected officer.

As part of the planning discussions we can now confirm that our VP for Health Wellbeing and Sport Officer is now being paid full time from January, and that we will not be running a by-election.

Student Council

The Student Council Report has now been approved and published. The Student Association Strategic Plan for 2016-2018 was passed at the meetings.

Healthy Body Healthy Mind Committee (HBHM)

The first HBHM Committee meeting took place in January. The committee was made up of staff and students to take things forward in terms of events and planning and to share activity from across different areas of the College. Committee members were allocated actions to complete towards HBHM target from 3 stars or above. Further meetings will be held through the remainder of the year before submission of the report in April.

Framework Self Evaluation Activity

The SA team will undergo a self-evaluation activity in March. We will review our last evaluation and look at where we need to develop further, in line with The Framework for the Development of Strong and Effective College Students' Associations. Once this is complete we will look to discuss our plan with key stakeholders within the College to develop a plan for development next year.

Mental Health First Aid Training

Training to date:

- **285** people signed up in total (13 staff & 270 students)
- **93** people completed the training (80 students & 13 staff)
- **31** students training in progress.
- **0** students have been allocated a training date.
- **161** students have still to be allocated a training date.

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Student Association Events

Re-Freshers Fair

Our film, TV and comic themed Re-Freshers Fair took place week beginning 30th January. During the event, we had 23 separate exhibitors, including internal College departments and external charities/businesses hosting stalls. This included AG Barr (supplying free juice), Remedy Productions (Fifteen to One Show), Stirling University & Associated Clubs & Societies, Xtreme Karting and Stirling Council with their 3D Printers.

We hosted some fundraising stalls with a number of competitions and all proceeds went towards the College's chosen charity – Maggie's. A total of £297.02 was raised.

As well as the main events, Vue Cinema also provided our students with the opportunity to watch a free movie in Stirling on the evening of Thursday 2nd February.

Healthy Body Healthy Mind Event

The HBHM event took place on each of the campuses on the 7th, 8th and 9th of March. The event was organised to provide the student body with information, access to services and also knowledge about events and activities in their local areas with regards to physical and mental health, alcohol, drugs, smoking and how to look after their general wellbeing.

External businesses, charities and organisations attended and helped to provide information and support to encourage our students to participate and seek advice on their health and wellbeing.

The Army also provided a para-fit session that students could try out, as well as a timed fitness test that included rowing and weightlifting.

The student association handed out free festival safety kits at the event and also provided free stress/fidget phone charms and natural bath bombs to students. They also played Guess the date and spot the ball games with students to raise money for Beat, the UK's eating disorder charity and awareness of eating disorders. There was also opportunity for students to take part in free creative therapies, mindfulness sessions and short massage sessions.

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The Student Association ran a Windy Boat Race as part of No Smoking Day's #feellikeawinner campaign and also provided a free lung capacity test to students, stop smoking pledges and a quit quiz where you could win a voucher for the gallery restaurant, hairdressing or a massage. Information on how to stop smoking, the risks, support to stop and services available in the local area was also available to students on the day

Student Association Campaigns

16 Days of Action

Forth Valley Student Association (SA) recently carried out a 16 Days of Action Campaign across the College. Throughout the duration of the campaign the Student Association ran a social media campaign to raise awareness to our students and encourage them to speak out against all forms of abuse.

16th November Care Students Event

Prior to the 16 Days of Action, the SA attended an event organised by the Equalities department. The event was an awareness raising event for students within the care department of the College, and included a presentation on the planned activity of the SA, and an activity based on our 'Hands are not for hurting' campaign.

Stirling Campus

The SA organised a balloon release for the Stirling Campus on the 25th of November to coincide with the launch event for 16 Days in Forth Valley. Students and staff members wrote positive messages against domestic abuse onto luggage tags and attached them to the balloons. SA staff discussed the campaign with students and encouraged them to engage with our social media campaign.

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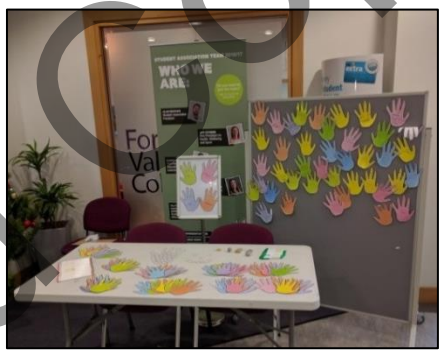
Alloa Campus

On Friday 2nd of December the SA ran a stall on the Alloa campus where staff and students were asked to give a thumb print to our 16 Days Tree. SA staff discussed the campaign with students and encouraged students to engage with our social media campaign. The SA also gave out Festive Safety Kits to students; these contained information on key safety issues over the Christmas period such as alcohol intake, drug use and items such as 'spikies' which fit into bottle tops to prevent drinks being spiked.

Falkirk Campus



On Friday 9th of December the SA ran a stall at the main reception of the Falkirk Campus. Students were invited to write positive messages against domestic abuse on our hands, and to post them on our noticeboard. Again the SA Staff discussed the campaign with students and encouraged students to engage with our social media campaign. The SA also gave out Festive Safety Kits to students; these contained information on key safety issues over the Christmas period such as alcohol intake, drug use and items such as 'spikies' which fit into bottle tops to prevent drinks being spiked.

Christmas Gift Appeal

On 15 December 2016 the Student Association attended the children's ward at Forth Valley Royal Hospital to hand in the donations from the Children's Gift Appeal Campaign that was run across the College.

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Accessible/All Gender Toilets

Gender Neutral signage is now in place on the doors of accessible toilets across the College to tackle stigma for anyone who needs to use a non-gendered or individual toilet. This was passed at student council and has been noted by both students and staff members as a positive change. The SA will be running an information campaign alongside Equalities and the student LGBTQ+ Society on the change of signage; we will hope to have this up and running over the course of March.

Breast Cancer Awareness Campaign

The Student Association have been running a campaign promoting awareness of breast cancer among both female and males within the College. The campaign aims to educate on the importance of checking for breast cancer through posters around the College and shower stickers which show how to check for signs of breast cancer. These were produced by the charity Coppafeel.

New Health & Wellbeing Area for Moodle

In the next month we will be launching a new Health and Wellbeing page within the Student Association Moodle area. This new page contains information on a wide range of issues which affect the wellbeing of our students, and will signpost to external organisations and resources for issues within mental health, nutrition and fitness.

There are links to apps and resources available for free download.

http://healthwellbeingandsport.my-free.website/

LGBT+ History Campaign

February was LGBT+ History Month. The Student Association ran stalls across each campus to promote the national campaign. Students had the opportunity to have rainbow face paint, take part in an LGBT+ quiz, and were given rainbow wristbands.

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Community Champion (Peer Support) Training

The training is being delivered by Scottish Families Affected by Alcohol and Drugs (SFAD). The sessions are running in the College and will consist of participants exploring assets and co-designing interventions to empower the participants of the training to participate in actions that support their lives and that of their peers. This can include recognising what is strong within the College community, setting goals for improvement and supporting unmet needs through empowerment and active participation by working to an asset based community development approach(ABCD), to:

- Build strong supporting peer communities within the College
- Reduce harm and drug related deaths
- Promote active citizenship and social connectedness
- Support the development of recovery friendly peer communities that will address stigma
- Improve the quality and consistency of service planning and delivery

#Socs4Dobby Campaign

As part of our objective to build a sense of community on College campus, we ran a 'Socs for Dobby' campaign during our Re-Freshers events in January. The campaign aimed to encourage students to tell us what Societies (Socs) or Clubs are missing from FVCSA and put students with similar interests in touch.

We ran a stall where students could write down their details and any clubs they would like to see on a paper sock, which was then pinned to our notice board. At the end of the event we gathered the socks in and plan to put students who have similar interests in touch with each other in the hope that they will come together to form the club/society.

Sock it to eating disorders Campaign

Friday the 3rd of March was Silly Sock Day at the Falkirk Campus. Students and staff were encouraged to take a sock selfie with their odd/silly socks. The campaign aimed to raise awareness of the charity Beat, who work to tackle eating disorders.

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Appendices

Appendix 1 – FVSA Strategic Plan

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Forth Valley Student Association

Strategic Plan

2016 - 2018

Last updated on: 16/03/17

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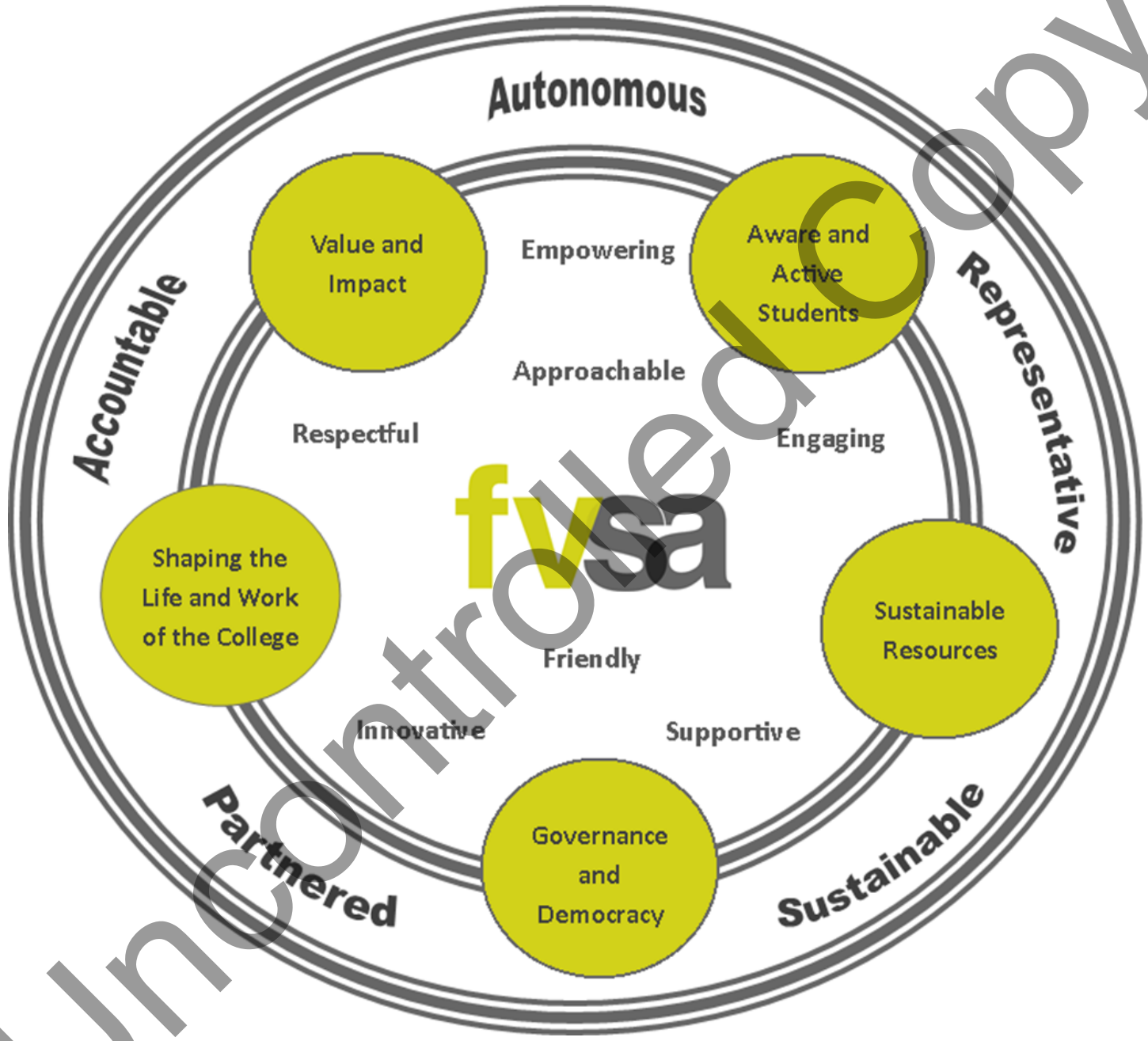

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Our Values

FVSA will always strive to maintain its core values and ensure that these values are represented in any of its actions.

Empowering

FVSA will always endeavour to give students the information required to make decisions on issues affecting student life and ensure that these opinions are taken into account.

Engaging

FVSA will maximise the number of opportunities for students to give feedback, both to the SA and to the College.

Approachable

FVSA will maintain an active presence on every campus and visibly identify themselves to students as often as possible.

Respectful

FVSA will respect the views of our students and will act on behalf of our students where possible.

Friendly

FVSA will always endeavour to have positive communications and good relationships with students and staff within the College.

Innovative

FVSA will maintain a forward thinking approach and work with the College in delivering new initiatives which benefit our students.

Supportive

FVSA will fully support our students when required and if necessary will refer them to support providers when we are unable to assist.

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Strategic Plan 2016 - 2018

The Student Association is currently one of the most fully developed College Student Associations in Scotland. We have won a number of awards in a variety of areas in the past two years however we do feel that there is plenty of room for us to do better for our students. Going forward we will continue to build on these strong foundations and develop to better engage with and represent our students.

We will develop a stronger network of aware and active students via the promotion of student led clubs and societies, sports teams and the promotion of both internal and external volunteer opportunities for students.

We want Forth Valley College to be more than a place people come to for studying, we want students to feel part of the College, and build a strong sense of community across our campuses.

We will expand on our self-reflective processes in order to continue to improve for our students, and we will continue to adapt to any feedback to reduce the impact of any challenges facing our students.

We will maintain our partnership with the college and input to the vision for the College to ensure that it reflects the needs of students via engagement with College committees and feedback through listening to learners and the student council.

We will develop stronger continuity within the SA, via further development of the staff roles and providing stronger support for our elected officers and volunteers.

We will work with the college in order to identify opportunities to generate revenue for the running of the SA, in order to open up new opportunities for us to grow.

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Appendix 2 – FVSA Operational Plan

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Forth Valley Student Association

Operational Plan

Academic Year 2016/17

Last updated on: 16/03/17

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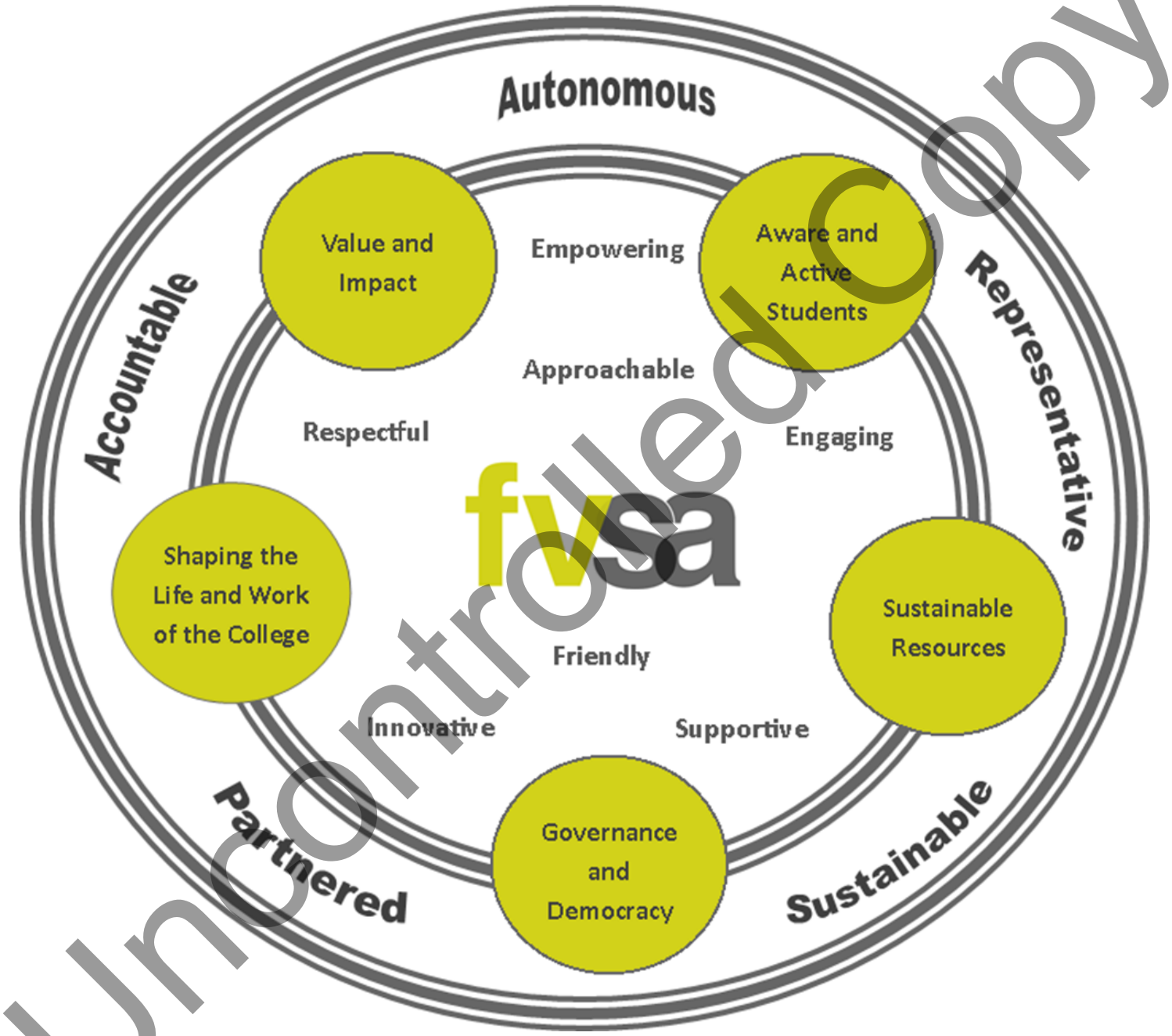

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Operational Plan

Forth Valley Student Association has developed an operational plan for the academic year 2016/17 which aims to maximise effectiveness for students. The plan has factored in a number of key goals, which were identified via student feedback, elected officer manifestos and tying in with the operational and strategic plans of Forth Valley College.

The Student Association aims to provide our students and partners such as the College with a clear identification of our priorities for the year ahead, and will allow the opportunity for our achievements to be measured.

The operational plan will tie into a two year strategic plan, which will set out a vision for the future of the Student Association within Forth Valley College. All plans will retain the core values of the Student Association and will reflect the voice of our students.

The Operational Plan will focus on five key themes which are set out in our Strategic Plan;

- Aware and active students
- Value and impact
- Shaping the life and work of the College
- Sustainable resources
- Governance and democracy

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Aware and Active Students

Objective	Assigned to	Start date	Due Date	Status	Update/Evidence
To introduce the SA to students via engagement at the annual Freshers event and SA attendance at inductions/enrolments.	SA Team	17/8/16	22/9/16	**Complete**	Enrolment Sessions – 10 enrolment sessions over all 4 campuses attended. Inductions – 11 classes attended. Freshers- High levels of engagement at events and increased social media activity. Positive feedback via students, staff and exhibitors. We have generated an unprecedented number of volunteers for the SA, which has further highlighted the success of our induction.
To implement a social media strategy, encouraging a two way communication channel between the SA and Students.	Admin/ President	1/8/16	30/6/17	**Complete**	To be measured continuously throughout the year using FB analytics.
To identify a core sport for students, by conducting various taster sessions and allowing students to decide which sport(s) to take forward.	VP for Health, Wellbeing & Sport	01/09/16	30/05/17	**In progress**	Measure participation levels throughout the year and collate the information. Interview students who attend to get their perspective.
To promote safety and mental wellbeing via a number of safety kits. These kits will be distributed to students throughout the year.	VP for Health, Wellbeing & Sport	1/8/16	30/6/17	**In progress**	Materials for the kits have been identified and a launch date of 20/9/16 has been identified. Mindfulness kit are going to be distributed in Dec. festive kits will be distributed throughout 16 days of action in Nov/Dec.

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Objective	Assigned to	Start date	Due Date	Status	Update/Evidence
To promote mental wellbeing through the delivery of Scottish Mental Health First Aid Training to students and key staff members	VP for Health, Wellbeing & Sport	1/8/16	30/5/17	**In Progress**	Increase on sessions delivered/ number of participants against previous year. The first session has been delivered to SA team.
To promote physical activity and mental wellbeing via a Weekly Walk.	VP for Health, Wellbeing & Sport	01/9/16	30/5/17	**In Progress**	Measure participation levels throughout the year.

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Value and Impact

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
To design a monitoring system in order to assess the impact of our class rep system and to allow for a review of the structure in order to ensure it remains fit for purpose.	VP Education & Learner Engagement/ SLO/President	9/1/17	30/4/17	**Complete**	Gather feedback from class reps and students. Met with C&Q to updated questions on L2L and this is now in place for all students in Block 2.
To carefully manage SA Rotas in order to reduce travel expenses and carbon footprint.	Student Liaison Officer (SLO)	1/7/16	30/6/17	**In Progress**	To be measured by a reduction in travel expenses against previous year.
To carefully manage the SA budget and ensure that expenditure is reviewed on a monthly basis.	SLO/ President	1/8/16	30/6/17	**Complete**	To be measured at the end of the academic year. Monthly meetings are in place for the remainder of the year.

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Shaping the life and work of the College

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
Work with the College to implement gender neutral bathrooms within the College, alongside a campaign to reduce the stigma surrounding gender identification.	President	1/8/16	28/2/17 31/3/17	**In Progress**	Implementation of new signage for accessible bathrooms. Approved at the student council meetings in November. New signage is now in place across all campuses. Campaign materials in progress.
Work with the College in order to improve the affordability and accessibility of public transport across the College, particularly within Stirling	President	1/8/16	30/6/17	**In progress**	First Bus attended the Stirling campus and willing to attend again in Block 2. They have been invited to attend our Student Council meetings also. SA will run an information campaign alongside First Bus promoting the cheapest travel options.
Work with the College Catering department in order to promote affordable, healthier options within the refectory.	President/ VP for Health, Wellbeing & Sport	1/11/16	30/1/17	**Complete**	Secure an agreement and implement a plan on pricing and promotion which improves affordability and promotes healthier options. **New start date of 1/11/16, after class rep training.** Catering attended all student council sessions and explained the reasons behind the pricing, and that healthy options are widely available across each campus.
To develop learning communities within the college, in order to allow students to share similar interests, experiences and to build social networks within the college.	VP Education & Learner Engagement	1/9/16	30/6/17	**In progress**	Facilitating sessions in the beginning and ensure feedback is gathered.

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Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
To implement a seasonal foodbank project, where students and staff can donate to help our students in the form of emergency food packs and relieve pressure on local foodbanks.	VP Education & Learner Engagement	1/9/16	1/3/17	**Complete**	Students will be referred by Student Services and the number of emergency donations will be tracked in order to identify the impact to our students. We are operating with start-up stirling and the emergency donations. This will be reviewed at the end of the year.
To work with the college to establish and maintain a student position on all relevant College committees.	President/SLO	1/7/16	30/6/17	**In Progress**	Review committee activity on a regular basis and request invitations to attend any new working groups or committees.

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Sustainable Resources

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
To reduce the paper output of the SA by moving to paperless meetings where possible in order to promote sustainability and reduce our printing costs.	Administrator	1/7/16	30/6/17	**In Progress**	Reduce the printing of meeting papers where possible.
To attend and contribute (where possible) to the College Sustainability and Fairtrade committees.	SA Team	15/9/16	30/6/17	**In progress**	Review committee activity on a regular basis and continue to raise awareness throughout the year.
To develop a Strategic Plan, in line with that of the College in order to promote the sustainable growth of the Student Association.	SLO/President	1/8/16	23/10/16	**Complete**	Strategic Plan in place and passed by students at the first Student Council meeting. this has now been passed and approved at Student Council in Nov.
To secure long term funding for the SA and officer positions in order to provide a secure foundation for the SA to develop.	SLO/President	1/11/16	1/3/17	**Complete**	Funding up to end of session 17/18 approved by FVC Foundation

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Governance and Democracy

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
To review the election process and implement any identified changes based on student feedback.	SLO/President	9/1/17	~~1/3/17~~ 30/3/17	**In Progress**	Updated process in place ahead of promoting elections. SLO reviewing the process.
To promote the SA elections to all students with the goal of improving engagement with the election process	SLO/Admin	1/3/17	30/4/17	**In Progress**	Success will be measured on number of candidates/number of votes cast.
Seek approval for Strategic Plans at Student Council Meetings in order to ensure any plans are reflective of the views of students.	President	17/11/16	23/11/16	**Complete**	Approval/implement any necessary changes. This has now been passed and approved at Student Council in Nov.
To review the class rep system for non-mainstream students such as apprentices and hold focus groups in order to design a more fit for purpose structure which allows for fairer representation for these students.	President/SLO/ VP Education & Learner Engagement	1/11/16	~~30/1/17~~ 30/5/17	**In Progress**	Implement recommendations made through focus groups for a trial in block 2.Review impact alongside class rep monitoring at end of year. **New start date of 1/11/16 after class rep training**. We are working with C& Q on the Education Scotland Framework and how this might tie in with apprentices. We have updated with L2L.
To complete an impact assessment at the end of the academic year as part of the SA Annual Report.	President/ SLO/ Admin	1/4/17	30/5/17	**Not Started**	Assess improvements based on PI's against previous year.

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Calendar of Events

Block 1 (August - December, 2016)

Event	Date	Campus
Fresher's Fayre	20th September	Falkirk
	21st September	Alloa
	22nd September	Stirling
Senior Class Rep Training	6th October	Falkirk
Class Rep Training	18th – 20th October	Falkirk
	25th – 26th October	Stirling
	27th – 28th October	Alloa
Additional Class Rep Training	2nd November	Falkirk
1st Student Council Meeting	17th November	Alloa
	18th November	Falkirk
	23rd November	Stirling
16 Days of Action	25th November – 10th December	All
Career/Volunteer Event	29th November	Alloa
	30th November	Falkirk
	1st December	Stirling

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Block 2 (January - June, 2017)

Event	Date	Campus
Re-Fresher's Fayre	31st January	Alloa
	1st February	Falkirk
	2nd February	Stirling
Class Rep Training	21st February	Falkirk
	22nd February	Alloa
	23rd February	Stirling
Healthy Body Healthy Mind	7th March	Falkirk
	8th March	Stirling
	9th March	Alloa
No Smoking Day	9th March	All
2nd Student Council Meeting	18th April	Stirling
	19th April	Falkirk
	20th April	Alloa
Student Association Elections	May	All

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Resource Return Q4/2
For Information

23 March 2017
BOARD OF MANAGEMENT

1. Purpose

To inform members of the position relating to the Q4/2 Resource Return for 2016/17, which was submitted to SFC on 15 March 2017 following receipt of Finance Committee approval.

2. Recommendation

That members note the content of the Q4 /2 Resource Return.

3. Background

The college is required to submit a Resource Return on a fiscal year basis. The Q4/2 return covers the period to end February 2017 and should be read in conjunction with the Q4/1 Resource Return paper previously circulated.

4. Resource Return

The Resource Return is attached at Appendix 1. The year-end forecast has not changed since the Q4/1 return, showing a Revenue Resource underspend of £146k i.e. the equivalent of the loan repayment.

Should there be any movement during March 2017 this will managed by adjusting the funding from the ALF to allow the college to fully utilise the resource allocation and ensure the underspend remains at £146k.

Appendix 2 provides a reconciliation of the College's financial results and forecasts at the fiscal year end of 31 March 17.

Appendix 3 provides a reconciliation of the College's projected fiscal year outturn to the Q4/2 Resource Return.

5. Financial Implications

The year to date underspend is currently £420k. This is expected to reverse during March as it is due to the timing of receipts. The year-end forecast remains as per the Q4/1 Resource Return, as an underspend of £146k.

6. Equalities

Assessment in Place? – Yes ☐ No ☒

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

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7. Risk

	Likelihood	Impact
Very High		
High		
Medium		
Low	**x**	**x**
Very Low		

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

8. Other Implications –

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

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

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Appendix 1

	April 16 to Feb 17 £'000		Budget £'000	Q4.2 Forecast £'000	Variance £'000
Income					
SFC Grant Cash & Student Support	23,488		24,303	25,504	1,201
Other income	8,553		9,121	9,093	(28)
Revenue funding from ALFs	343		793	553	(240)
Total Income	**32,384**		**34,217**	**35,150**	**933**
Expenditure					
Wages and salaries	21,889		23,421	23,727	306
Operating costs	7,000		7,071	7,576	505
Student support expenditure	3,075		3,579	3,701	122
Total Expenditure	**31,964**		**34,071**	**35,004**	**933**
Under/(overspend) on Resource Budget	**420**		**146**	**146**	**0**
Capital DEL					
SFC Capital Grants (Negative)	(403)		(403)	(403)	0
Capital additions to non-current assets	330		403	403	0
Total Capital	**(73)**		**0**	**0**	**0**
Ring Fenced RDEL					
Depreciation	1,940		2,123	2,099	(24)
Deferred Capital Grant Release (negative)	(1,383)		(1,515)	(1,491)	24
Total Ring Fenced RDEL	**557**		**608**	**608**	**0**

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Appendix 2

	2016/17 Fiscal year Outturn		
	Apr - Dec 16 Actual	Jan - March Forecast	Total
Income	**£'000**	**£'000**	**£'000**
SFC Grants	15,211	3,903	19,115
Tuition Fees	1,961	1,827	3,788
Commercial Training Income	704	98	801
Modern Apprentice Income	2,036	101	2,137
Catering and Hospitality Income	753	265	1,018
Other Income	385	91	476
	21,050	**6,285**	**27,336**
Expenditure			
Salary Costs	16,002	6,789	22,791
Staff Related Costs	257	87	344
Learning and Teaching Costs	982	284	1,266
Catering and Hospitality Costs	448	169	617
Property and FM Costs	1,226	577	1,803
Marketing, Communication & Print Costs	281	127	408
Finance & Governance Costs	492	138	630
IT and Telecommunication Costs	494	(55)	439
Other Costs	102	38	140
Other Costs	(0)	4	4
Total Expenditure	**20,284**	**8,157**	**28,441**
Ongoing Operations Cash Surplus/(Deficit)	**766**	**(1,871)**	**(1,105)**
New Falkirk Campus			
SFC Revenue Maintenance Grant	497	0	497
New Falkirk Campus	(1,468)	(534)	(2,003)
Grant from ALF	(26)	370	343
	(997)	**(164)**	**(1,162)**
Operational Cash Surplus/(Deficit)	**(231)**	**(2,036)**	**(2,267)**

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Appendix 3

Reconciliation Ledger v Resource Return	Core £'000s	Student Funding £'000s	Total £'000s
Operating Deficit per ledger	(2,267)	0	(2,267)
SFC Accrued Income movement	1,837	0	1,837
ALF	209	0	209
Bad Debt (in year)	(2)	0	(2)
Student Funding surplus	0	369	369
Reversal of switch between GIA / Student Support 15/16	420	(420)	0
Resource Underspend per Resource Return	197	(51)	146

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