

**A203, Alloa Campus at 4.30 pm**  
**(Refreshments available from 4 pm)**

**AGENDA**

1. Apologies for Absence
2. Declarations of interest

**FOR APPROVAL**

3. Minutes of meeting held on 1 December 2016
4. Matters Arising
  - a) S/16/017 Business Development Quarterly Report

**FOR DISCUSSION**

5. Progress on Strategic Plan Development (Verbal) Ken Thomson
  6. Draft Creative Learning and Technologies Strategy David Allison
  7. Business Development Quarterly Report Colette Filippi  
(Paper 7 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.)
  8. Student Association Report and Update on Operational Plan Alan Buchan  
(Elements of paper 8 are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)
  9. Draft Outcome Agreement 2017-20 David Allison
  10. Operational Plan Monitoring David Allison
  11. Student Activity David Allison
  12. Review of Risk
  13. Any Other Competent Business
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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  
Mr Andrew Carver  
Mrs Lorna Dougall  
Mrs Caryn Jack  
Mr Scott Harrison

Apologies: Mr Liam McCabe  
Ms Amy Scobbie, Student Association

In Attendance: Mr David Allison, Associate Principal and Executive Director Information Services and Communication  
Mrs Colette Filippi, Associate Principal and Executive Director Business Development  
Mr Stephen Jarvie, Corporate Governance and Planning Officer

The Chair welcomed Mr Scott Harrison to his first meeting of the Strategic Development Committee. She also noted that Ms Amy Scobbie had been appointed to the Board and would also be a Committee member.

**S/16/013      Declarations of Interest**

None

**S/16/014      Minute of meeting held on 8 September 2016**

The Minute of the meeting of 8 September was accepted as an accurate record.

**S/16/015      Matters arising**

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

The Chair noted that, as requested, the strategy would be going to the upcoming Board of Management meeting for approval.

b) S/16/007 Student Association Plan

The Chair noted that this would be updated under item S/16/018

c) S/16/009 Student Recruitment Monitoring Report

The Chair noted that an update would be provided under S/16/019

d) S/16/012 Any Other Competent Business

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The Chair confirmed that the Foundation Grant request had been circulated electronically to members and that approval had been given.

**S/16/016 Falkirk Council - Representation within the Community Planning Leadership Structure**

The Associate Principal and Executive Director Information Services and Communication presented a request from Falkirk Council for a member of the Board to be nominated for the Community Planning Strategic Board. He noted that the Principal had volunteered to serve on the Executive Board.

He outlined the work of the Community Planning Partnership (CPP) and the relation between the proposed role and the remainder of the management structure. The Chair gave a brief outline of her role within Stirling CPP, stating the positives for the College of involvement,

- a) Members recommended that the College be represented by a Board member.
- b) Members recommended that this item be taken to the full Board of Management to give all members an opportunity to volunteer.
- c) Members requested that, if possible, the paper to the Board include a remit for the strategic group

**S/16/017 Business Development Quarterly Report**

The Associate Principal and Executive Director Business Development presented the first of a series of quarterly reports on the activity of the Business Development function within the College and the contributions made to income targets.

She outlined a number of challenges being faced by the College which included a reduction in Modern Apprenticeship (MA) levels in areas such as Engineering owing to employers not committing to the scheme despite high level of interest from young people to undertake an MA.

She reported that some areas of commercial activity had declined owing to the loss of key staff and outlined the plans to address the shortfall.

She also provided an update on International activity and outlined the areas the College is actively pursuing.

In relation to fundraising she confirmed that, as raised by the Finance Committee, the original target for fundraising had been too ambitious and a more realistic target had now been budgeted for.

Members queried the timelines noted in the paper for work in conjunction with some HE institutions, noting that these seemed to be tight to allow for proper recruitment. The Associate Principal and Executive Director Business Development

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confirmed that the College was aware of this for this year and outlined the plans to mitigate this.

Members also requested, in relation to joint HE activity, that the College ensure that student support mechanisms between the institutions were coordinated. The Associate Principal and Executive Director Business Development confirmed that this would be fed back to SMT for action.

Members queried whether there was a standard contribution level associated with Business Development activity as the figures in the report showed varying levels of contribution.

The Associate Principal and Executive Director Business Development noted that, as Business Development accessed a wide number of funding sources, contribution levels were often dictated by the type of funding, and that some of the fundraising activity, although contributing financially to the College, had significant benefits to our students.

Members requested that future Business Development and Fundraising reports include not only the financial benefits but note the benefits to students, the College and the wider community.

Members queried whether the risk levels in the paper were too high given the level of mitigation outlined. It was noted that the risk would reduce once the mitigating actions had been implemented and their impact assessed.

a) Members noted the content of the report

**S/16/018**

**Student Association Report and Update on Operational Plan**

The Student Association President updated members on the activity of the Student Association since the last meeting of the Committee.

He noted that Karen Williams had resigned from the Student Association and that her activities would be distributed to the other members of the Student Association Exec team.

He informed members that this had had an impact on the Student Association Operating Plan and that an update would be brought to the next meeting.

He outlined other activities including increased student engagement and use of social media by the team. He also highlighted the significant increase in interest in the Mental Health First Aid training offered by Amy Scobbie and that there were currently over 200 people interested in attending a training session.

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He discussed the recent round of Student Council meetings and confirmed that the Student Association Strategic Plan had been approved by members. This plan would be circulated once final collation was complete.

- a) Members noted the content of the report and the significant amount of work undertaken by the team

**S/16/019 Outcome Agreement Self Evaluation 2015-16**

The Associate Principal and Executive Director Information Services and Communication presented the Outcome Agreement Self Evaluation document which had been considered and approved by a subgroup of Committee members. Thanks were given to Fiona Campbell, Alan Buchan and Anne Mearns for their work in reviewing the document.

Members noted the increased numbers in part time learners. Caryn Jack noted that at Finance Committee there had been a discussion on an increase in demand for childcare funding. She confirmed the College were applying for additional funding through in-year re-allocation to meet the level of demand.

- a) Members noted the content of the report

**S/16/020 Outcome Agreement Target Setting**

The Associate Principal and Executive Director Information Services and Communication presented the draft target document. He noted that this had been based of revised guidance received from SFC.

Members asked whether the targets were all set by SFC. The Associate Principal and Executive Director Information Services and Communication responded that the targets were reached as part of a negotiation between the College and SFC, of which the attached document will form a part.

Members queried why some target levels appeared to be lower than previous years. The Associate Principal and Executive Director Information Services and Communication noted that, in previous years, targets had been expressed as wSUMs but were now expressed as Credits. The conversion between these two different types was not straightforward and did make the figures look slightly out of alignment.

- a) Members noted the content of the report
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**S/16/021      Operational Plan Monitoring**

The Associate Principal and Executive Director Information Services and Communication presented an update on the College's progress against Operational Plan targets. He noted that the areas which were not classified as green related to those challenges in Business Development, and pressures on the overall college budget, as covered in the earlier report.

- a)      Members noted the content of the report

**S/16/022      Student Activity**

The Associate Principal and Executive Director Information Services and Communication presented an update on student activity levels. He noted that, after the Credits gap highlighted at the last committee, especially in relation to some HE courses, there had been significant alternative activity undertaken and planned to address the Credits gap.

He confirmed that the overall position was similar to this time last year and that the College was confident of meeting their Credits target.

Members queried the disparity between application figures and enrolments. The Associate Principal and Executive Director Information Services and Communication noted that, for a variety of reasons, not all applications result in interviews or places on courses being undertaken.

Members asked if there was a way to filter the applicants to determine if they are active or not. The Associate Principal and Executive Director Information Services and Communication noted that this measure is used for internal reporting, and would be added as an additional measure in future application reports to the Committee.

- a)      Members noted the content of the report

**S/16/023      Review of Risk**

Risk was highlighted within individual papers.

**S/16/024      Any Other Competent Business**

None

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**1. Purpose**

To seek commentary from members on the Draft Creative Learning and Technologies Strategy 2017-2022.

**2. Recommendation**

That members comment on the draft strategy.

**3. Background**

Forth Valley College's mission of Making Learning Work has been underpinned by a series of clear and comprehensive learning strategies over the last ten years, taking the college on a journey from Listening to Learners, through Engaging Learners and Empowering Learners to the present. These strategies have provided pragmatic blueprints for staff, to ensure that College students have consistently been supported to develop the skills essential for 21st century learning, life and work as part of a creative, engaging and vibrant learning organisation. These strategies have delivered positive outcomes for the college and its students. Learner success and positive destinations have increased; we have been recognised for our creative learning through national awards; and have consistently received very positive Education Scotland external reviews.

For the next stage in our transformational journey, however, we must bring into even sharper focus the pivotal role that digital technologies now have in enabling, enhancing and extending learning and learners.

**4. Key Considerations**

As part of our strategic planning for 2017-2022, the Associate Principals for Learning and Teaching and Information Services are developing a fully integrated Creative Learning and Technologies Strategy which will ensure that the college:

- remains at the forefront with high quality, future focused, creative learning and teaching that provides our students with the best possible preparation for successful working lives;
- makes the best possible use of existing and emerging technologies to enhance learning and support students;
- is in a position to fully capitalise on the benefits of the new Falkirk campus.

The draft strategy is at Appendix 1. This has already been discussed at the Creative Learning Leadership Group, Senior Management Team and Leadership Group with members asked to provide feedback and comments. It is planned that the strategy will be taken to the Board of Management once fully developed, before which time detailed five year delivery plans will be developed for each of the themes.

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**5. Financial Implications**

**Please detail the financial implications of this item** - There will be financial implications, however these will be developed alongside the delivery plans and brought into the forward budgeting process.

**6. Equalities**

**Assessment in Place? – No**

**If No, please explain why** – An Equalities Impact Assessment will be carried out as the strategy is finalised.

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

**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** – The risks associated with the strategy will be identified and assessed alongside the delivery plans.

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

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

**8. Other Implications –**

Please indicate whether there are implications for the areas below.

**Communications** – Yes

**Health and Safety** – No

**Please provide a summary of these implications** - Text

**Paper Author** – Fiona Brown

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



**Creative Learning and Technology Strategy 2017-2022 (draft at 14 December 2016)**

Forth Valley College's mission of Making Learning Work has been underpinned by a series of clear and comprehensive learning strategies over the last ten years, taking the college on a journey from *Listening to Learners*, through *Engaging Learners* and *Empowering Learners* to the present. These strategies have provided pragmatic and visionary blueprints for staff, to ensure that College students have consistently been supported to develop the skills essential for 21<sup>st</sup> century learning, life and work as part of a creative, engaging and vibrant learning organisation. These strategies have delivered positive outcomes for the college and its students. Learner success and positive destinations have increased, we have been recognised for our creative learning through national awards and have consistently received very positive Education Scotland external reviews.

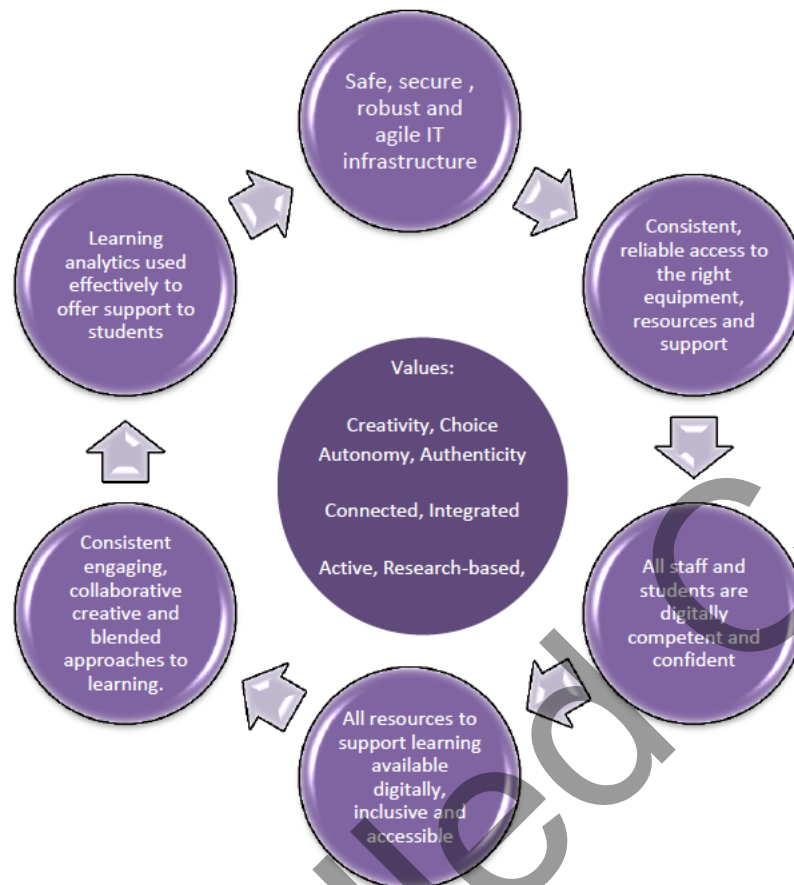
For the next stage in our transformational journey, however, we must bring into even sharper focus the pivotal role that digital technologies now have in enabling, enhancing and extending learning and learners. The effective use of technology in learning is no longer an option. Our student body, increasingly composed of "millennials" who have grown up with digital technologies, expect these to be a central feature of their learning. Our employer stakeholders require their future employees to be digitally skilled, as well as possessing the skills, qualities and attributes that define a proactive, creative and work-ready individual.

We will plan, resource and invest in IT to make technology a key agent for change, and we will give permission, flexibility and freedom to encourage creativity and innovation.

This integrated strategy will ensure that we continue to drive our momentum in creative pedagogies and the development of essential skills, but that we underpin this with a clear and deliverable commitment that all Forth Valley College learning will consistently make the most effective and creative use of digital technologies to benefit our students, staff and stakeholders.

**Our Vision**

- Our IT infrastructure is safe, secure, robust and agile enough to embrace changing needs and practices;
- All of our students and staff have consistent, ready and reliable access to the right IT equipment, connectivity, resources and technical support to enable them to work and study effectively;
- All of our staff and students are digitally competent and confident to make best use of the technologies available;
- All resources to support learning are available digitally in a variety of engaging and inclusive formats and are easily accessible anywhere and any time, from any device;
- All staff consistently facilitate high quality, engaging, inclusive, collaborative and creative approaches to learning, making best use of a range of technologies to enhance and extend learning and empower students;
- We use learning analytics effectively to offer support to our students before they ask for it and improve retention and achievement.



### What Will It Look Like by 2022?

**Our IT infrastructure is safe, secure, robust and agile enough to embrace changing needs and practices;**

- The College's connectivity to the outside world will be at the highest speed available;
- We will have high density wireless access to enable consistency of service to a growing number of users and large groups of users in localised areas;
- Staff will have access to fast and reliable remote access, through which access to all college systems with full functionality is available;
- The College's network will be secure, with users knowledgeable and alive to potential cyber security risks;
- Communication will be enhanced with Skype for Business available on all college devices, static specialised video conferencing equipment will be available in the Boardrooms in all campuses, and we will have effective software to create virtual classrooms;
- We will make use of Office 365 for both staff and students;
- We will plan our investment in IT to upgrade as technology advances.

**All of our students and staff have consistent, ready and reliable access to the right IT equipment, connectivity, resources and technical support to enable them to work and study effectively;**

- To promote mobility and flexible working, teaching staff and others who are not desk-based will be provided with a mobile device;
- All classrooms will be equipped with sufficient portable devices to enable access to online resources for groups of students;

- All classrooms will be equipped with a portable interactive board to promote flexible room layout and student interaction;
- In addition to formal classrooms, flexible learning areas will be provided, equipped with PCs and printing facilities;
- Staff and students will be supported effectively in the use of their own portable devices in college;
- Seamless integration of all core systems for learning and teaching (Moodle, Mahara, My Info, Library Services, Onefile, Office365), supported through pass through of login credentials;
- Support for IT advancements/requests is responded to in a timely, customer focused manner, and is overseen by a SMT led IT Service Management Group;
- Assistive technologies will be embedded across all College devices.

**All of our staff and students are digitally competent and confident to make best use of the technologies available;**

- All students offered a place at college receive high quality and engaging pre-entry information and learning about college technologies;
- All new students receive high quality and timely on site induction training on key learning technologies and are clear about the college's expectations for their use;
- All students can access opportunities to further develop digital literacy skills for learning, life and work (online courses and face to face support through student helpdesk);
- All staff have evaluated their competence and confidence against a framework of clearly identified key digital skills and have received training to ensure that they reach a required baseline competence level;
- All staff have access to an ongoing programme of high quality Career Long Professional Learning (CLPL) opportunities on learning technologies (face to face, on site support, Moodle courses and webinars/VC);
- Peer support initiatives amongst learners (e.g. hardware support, MS Office support; Moodle Student Teachers); and staff (e.g. Moodle Champions) are well-supported by the college.

**All resources to support learning are available digitally in a variety of engaging and inclusive formats and are easily accessible anywhere and any time;**

- All units/subjects have a Moodle course adhering to a minimum standard (template) in terms of content and interactive activities;
- All Moodle courses are actively used by students and staff;
- All teaching that is information/knowledge based is captured digitally and made available in advance through Moodle, to support "flipped" learning and make more effective use of face to face time with students;
- Learning resources are presented in a variety of media and to offer students choice and discourage the printing of document-based materials (for example video; interactive activities; captured classes/demonstrations; animations; virtual reality; learning objects; scaffolded research);
- All learning resources are inclusive and accessible with full functionality from all locations and devices meeting minimum specifications;
- Staff are supported to source, evaluate and embed open digital learning resources and to develop their own resources.

**All staff consistently facilitate high quality, engaging, inclusive, collaborative and creative approaches to learning and support for learning, making best use of a range of technologies to enhance and extend learning and empower students;**

- All students benefit from creative approaches to learning that develop their creative habits of mind (inquisitive, persistent, imaginative, disciplined, collaborative) and wider essential skills;
- All staff who teach are competent and confident in contemporary pedagogies and blended learning to a minimum standard;
- All staff use blended technologies effectively to provide digital resources to support learning; flip learning; communicate with students; encourage active learning and collaboration; manage, mark and provide feedback on formative and summative assessments;
- All staff actively access an ongoing programme of high quality CLPL opportunities to further develop and enhance their professional practice (effective induction; teaching qualifications; peer learning; on-site support; observation/mentoring; Moodle courses; and webinars) (managed through PRD);
- All staff routinely seek further opportunities to enhance and extend learning and empower students (3E framework);

**We use learning analytics effectively to offer support to our students before they ask for it and improve retention and achievement.**

- We will have integrated datasets from a range of College Systems, and from outwith the College, which will provide a rich source of data to allow forensic investigation;
- We will provide College staff with meaningful information which will help identify earlier, students most at risk of withdrawing or not achieving;
- We will provide our students with meaningful information which will show their interaction with the College during their course, compared to their peers;
- We will enable students to rate Moodle sites and content to help improve quality;
- We will continue to develop our systems to be outward facing and to provide meaningful information to our students, staff, employers and stakeholders.

**How Will We Achieve This?**

These six ambitions will each be underpinned by a five year action plan, to be developed in consultation with SMT colleagues, managers, staff and students over the next few months.

1. Purpose

To update the committee about the activities which are currently being undertaken by the Student Association.

2. Recommendation

Contents of this report be noted by Senior Management.

3. 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, see attached updated operational plan (appendix 1).

[REDACTED]

4. Key Highlights

**Re-Freshers Fair**

Re-Freshers Fair took place week beginning 30<sup>th</sup> 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 2<sup>nd</sup> February.

**Class Rep Training**

The next round of Class Rep training will run from the 21<sup>st</sup>-24<sup>th</sup> February, with one session on each campus. These sessions will be used to train January start students and as a catch up for any reps who missed the first sessions.

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### **Mental Health First Aid Training**

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

**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.

### **Healthy Body Healthy Mind Committee (HBHM)**

The first Healthy Body Healthy Mind Committee took place in January. The committee was made up of staff and students to take things forward in terms of events and planning. 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.

### **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

### **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.

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**Accessible/All Gender Bathrooms**

The new signage is now in place across the college, and this has been noted by both students and staff members as a positive change. The SA will be running an information campaign alongside Equalities on the change of signage; we will hope to have this up and running as soon as possible.

**NUS Women’s Committee Visit (Gender Action Plan/Inspire Her Future Campaign)**

On Tuesday 24<sup>th</sup> of January we had a visit from NUS Scotland Women’s officer. We discussed NUS’ work on The Gender Action Plan and their Inspire Her Future Campaign, which both aim to tackle the gender gap in certain areas of study. From this we will be looking to be involved where possible in the College’s Gender Action Plan, and to link this into our strategic objections for the SA in order to promote equality to our students and to support the College in meeting the targets set out by the SFC.

**#Socs4Dobby Campaign**

As part of our objective to build a sense of community across the College we had a ‘Socs for Dobby’ campaign during our Re-Freshers events. The campaign looked to encourage students to tell us about what Societies (Socs) or Clubs are missing from FVC. The students done this by writing 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 will gather the socks in and will put students who have similar interests in touch with each other in the hope that they will come together to form the club/society.

**5. Equalities**

Assessment in Place? – Yes  No  Non-Applicable

**6. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	x	x
Low		
Very Low		

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

**Risk Owner** – Alan Buchan

**Action Owner** – Alan Buchan

7. 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**

**Operational Plan**  
*Academic Year 2016/17*

Last updated on: 16/02/17

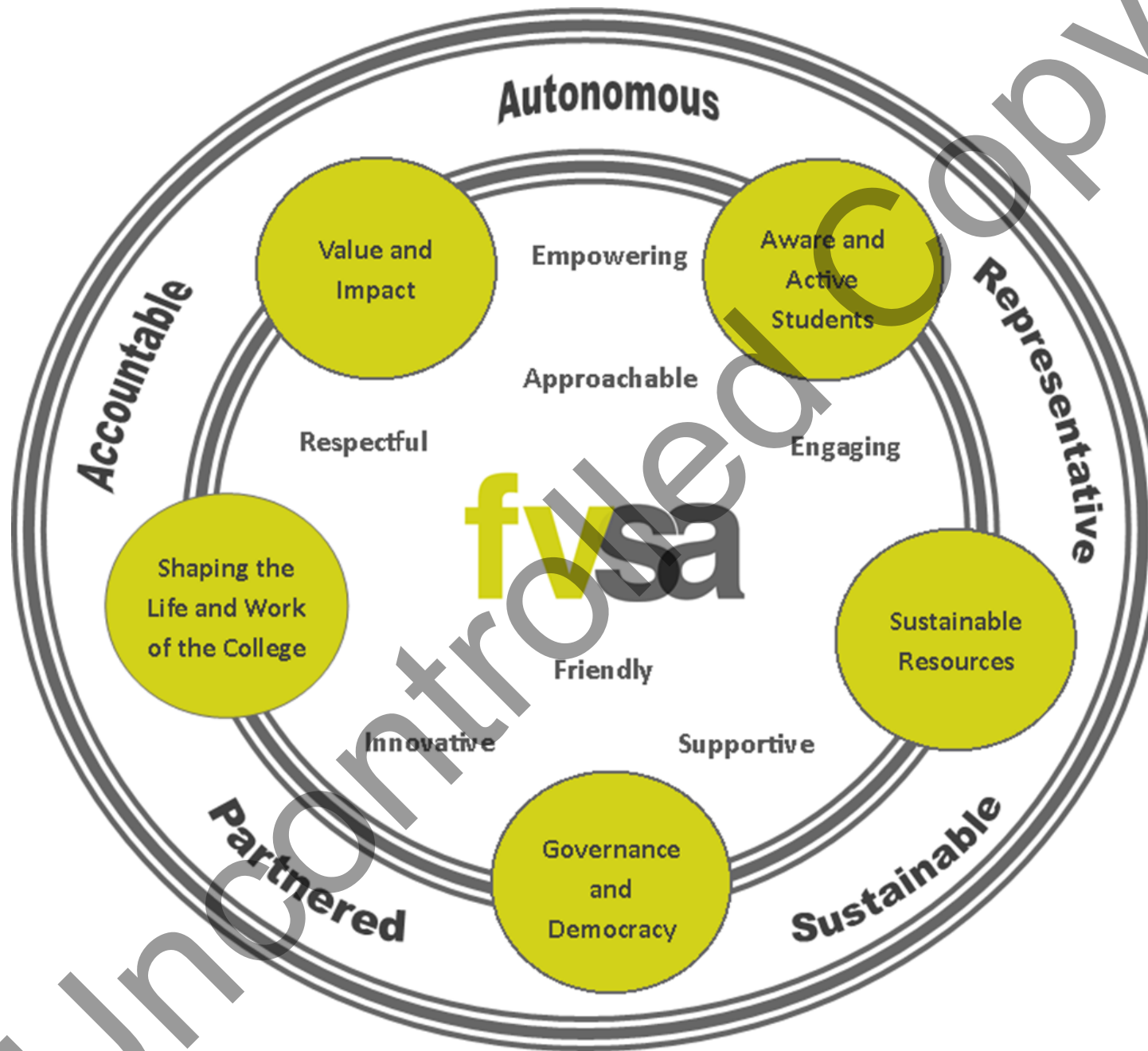
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## **Our Values**

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.

## Operational Plan

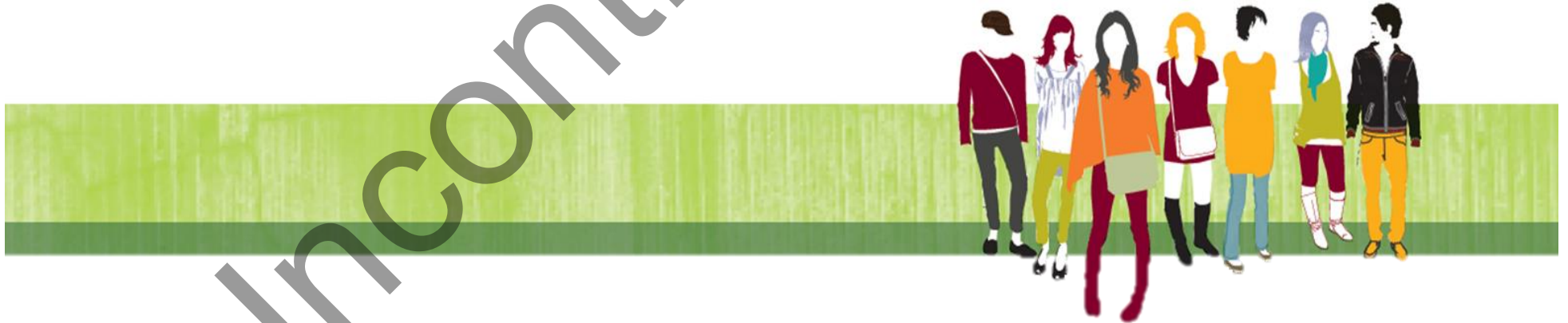
Forth Valley Student Association has developed an operational plan for the academic year 2016/17 which aims to maximise effectiveness for students. The plan has factored in a number of key goals, which were identified via student feedback, elected officer manifestos and tying in with the operational 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



## 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	<p>Enrolment Sessions – 10 enrolment sessions over all 4 campuses attended.</p> <p>Inductions – 11 classes attended.</p> <p>Freshers- High levels of engagement at events and increased social media activity. Positive feedback via students, staff and exhibitors.</p> <p>We have generated an unprecedented number of volunteers for the SA, which has further highlighted the success of our induction.</p>
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	<p>Measure participation levels throughout the year and collate the information.</p> <p>Interview students who attend to get their perspective.</p>
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.

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.

## 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.



## 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	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. <b>New start date of 1/11/16, after class rep training.</b> 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.

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 stirring 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.

## 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	In Progress	Acceptance of business case by the College.

## 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	Not started	Updated process in place ahead of promoting elections.
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	Not started	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	In Progress	Implement recommendations made through focus groups for a trial in block 2. Review impact alongside class rep monitoring at end of year. <b>New start date of 1/11/16 after class rep training.</b> 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.

## 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 – 20 <sup>th</sup> October	Falkirk
	25 <sup>th</sup> – 26 <sup>th</sup> October	Stirling
	27th – 28 <sup>th</sup> October	Alloa
Additional Class Rep Training	2nd November	Falkirk
1 <sup>st</sup> Student Council Meeting	17 <sup>th</sup> November	Alloa
	18th November	Falkirk
	23rd November	Stirling
16 Days of Action	25 <sup>th</sup> November – 10 <sup>th</sup> December	All
Career/Volunteer Event	29 <sup>th</sup> November	Alloa
	30 <sup>th</sup> November	Falkirk
	1 <sup>st</sup> December	Stirling

**Block 2** (January - June, 2017)

<b>Event</b>	<b>Date</b>	<b>Campus</b>
Re-Fresher's Fayre	31st January	Alloa
	1st February	Falkirk
	2nd February	Stirling
Class Rep Training	21 <sup>st</sup> February	Falkirk
	22 <sup>nd</sup> February	Alloa
	23 <sup>rd</sup> February	Stirling
Healthy Body Healthy Mind	7 <sup>th</sup> March	Falkirk
	8 <sup>th</sup> March	Stirling
	9 <sup>th</sup> March	Alloa
No Smoking Day	9 <sup>th</sup> March	All
2 <sup>nd</sup> Student Council Meeting	18 <sup>th</sup> April	Stirling
	19 <sup>th</sup> April	Falkirk
	20 <sup>th</sup> April	Alloa
Student Association Elections	May	All

**1. Purpose**

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

**2. Recommendation**

That members discuss the draft version of our Outcome Agreement to cover from 2017-18 to 2019-20, and suggest any changes before we develop a final version in March 2017.

**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, to include a Gender Action Plan. This Strategy has been developed to draft by Mhairi Shillinglaw, and is included as an appendix. The Access & Inclusion Strategy doesn't require to be completed until June 2017, however SFC have requested that an early draft was included as part of the submission of our draft Outcome Agreement in December.

**4. Key Considerations**

**Outcome Agreement National Performance Measures**

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

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

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

### SFC national aspirations for widening access

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

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

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

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

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

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

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

The Regional Context Statement has been updated throughout for this draft version of our Outcome Agreement, however below is a summary of the main changes:

- Catchment area profile data and charts have been refreshed.
- Developing the Young Workforce Implementation Plan has been re-written by Fiona Brown.
- CPD Plan has been updated by Steve Still.
- Most Heads of Department have provided an update on Employer Engagement.
- A draft Access & Inclusion Strategy has been developed by Mhairi Shillinglaw.

Following submission of our draft Outcome Agreement to SFC in December, the College received very positive feedback last week. SFC are happy with the targets we have set through the

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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 will be considered as we move towards a final version. In particular SFC were very complimentary of the draft Access & Inclusion strategy that is being developed by Mhairi Shillinglaw. 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 indicative Outcome Agreement timeline is shown, for information:

Guidance updated and published	October 2016
Self-evaluation 15-16 report submitted to SFC	31 October 2016
Data sets released to Colleges by SFC	November 2016
Draft targets reviewed by SMT	22 November 2016
Draft targets reviewed by Strategic Development Committee	1 December 2016
First draft outcome agreement submitted to SFC	16 December 2016
Feedback from SFC	January 2017
Indicative funding allocations announced	January 2017
Outcome Agreement reviewed by SMT	14 February 2017
Outcome Agreement reviewed by Strategic Development Committee	23 February 2017
Outcome Agreement reviewed by Board of Management	23 March 2017
Final Outcome Agreement submitted to SFC	31 March 2017
Publication of outcome agreements	April 2017

#### 5. Financial Implications

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

#### 6. Equalities

**Assessment in Place?** – Yes  No

**If No, please explain why** – Through the Outcome Agreement the College sets out and monitors its aspirations for all protected characteristics.

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low		
Very Low	X	

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't 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

Forth Valley Region

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Forth Valley College  
Outcome Agreement  
2017-20

December 2016

Version 1.0

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Part 2 - Outcomes & Targets	Attached Spreadsheet

## 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.

## Part 1 - Regional context statement

**College region** Forth Valley

**College regional grouping** Forth Valley College

### Funding

College region Forth Valley will receive £\_\_\_\_\_ from the Scottish Funding Council for academic year 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**

**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.

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

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

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

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

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

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

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



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

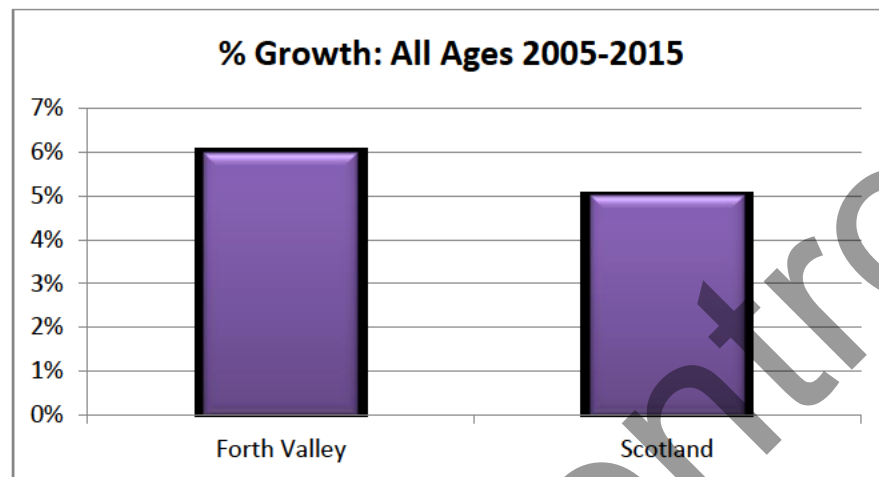
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The following section provides the regional context for the ambitions set out in our agreement.

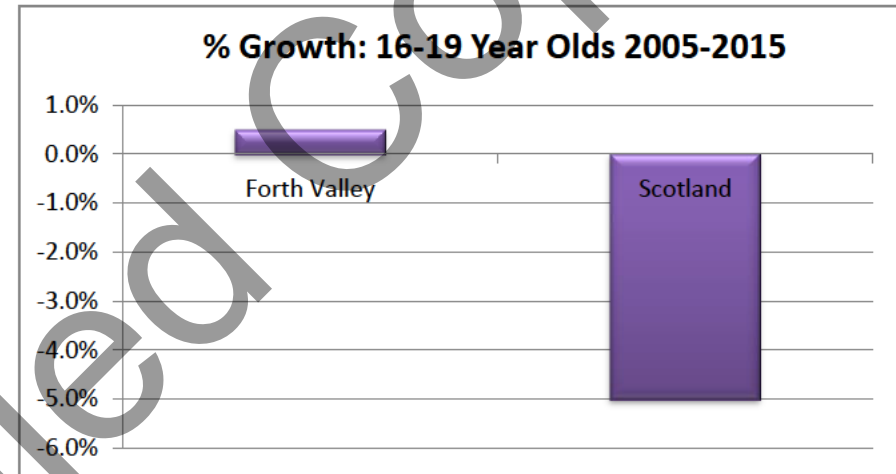
### Catchment area profile

#### Population

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



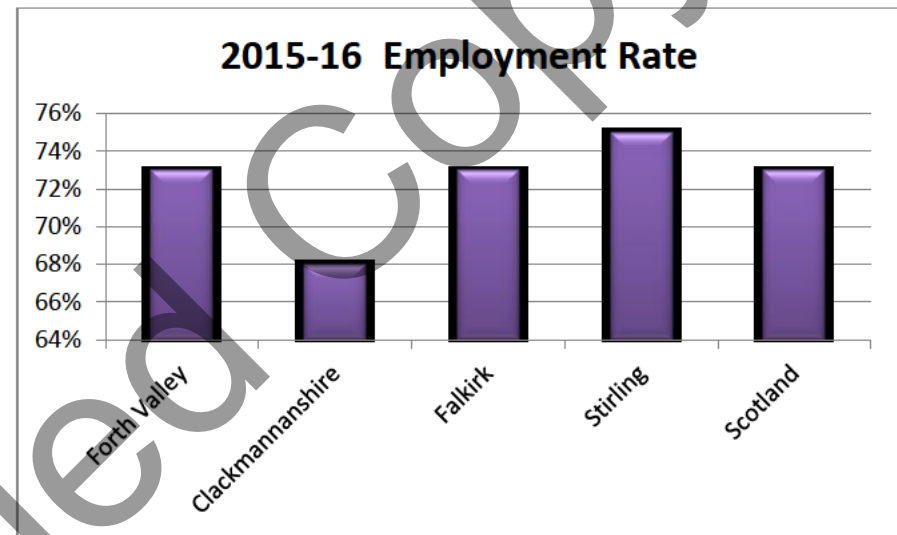
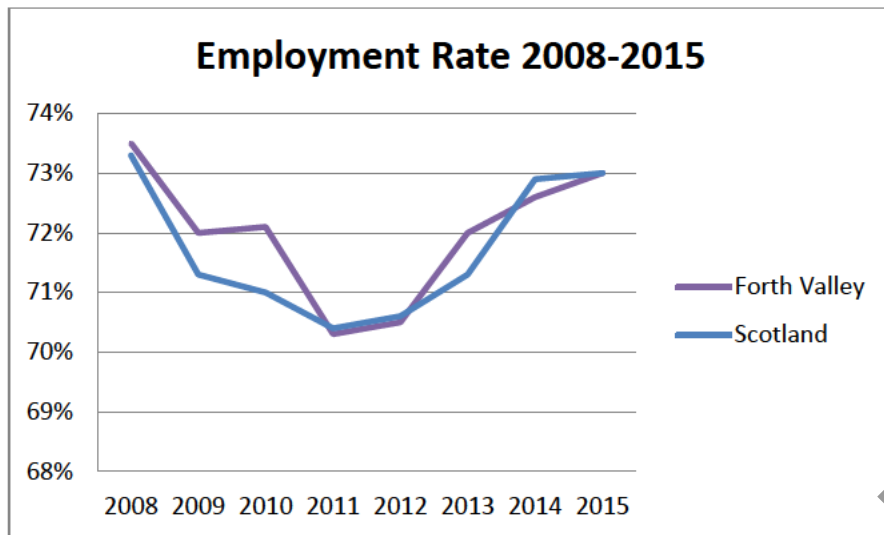
Within the 16-19 age group there has been small growth of 0.5% growth in Forth Valley, while there has been a 5% reduction in population in Scotland over the period from 2005 to 2015:



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.

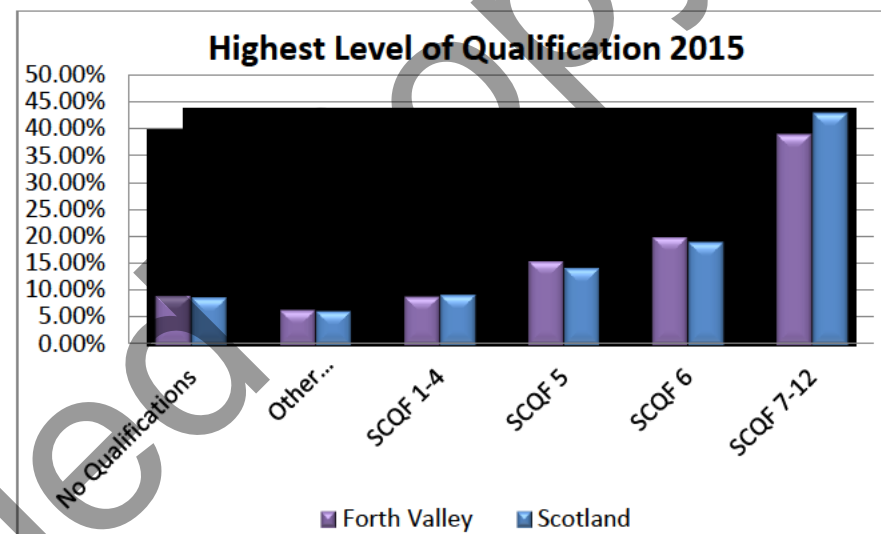
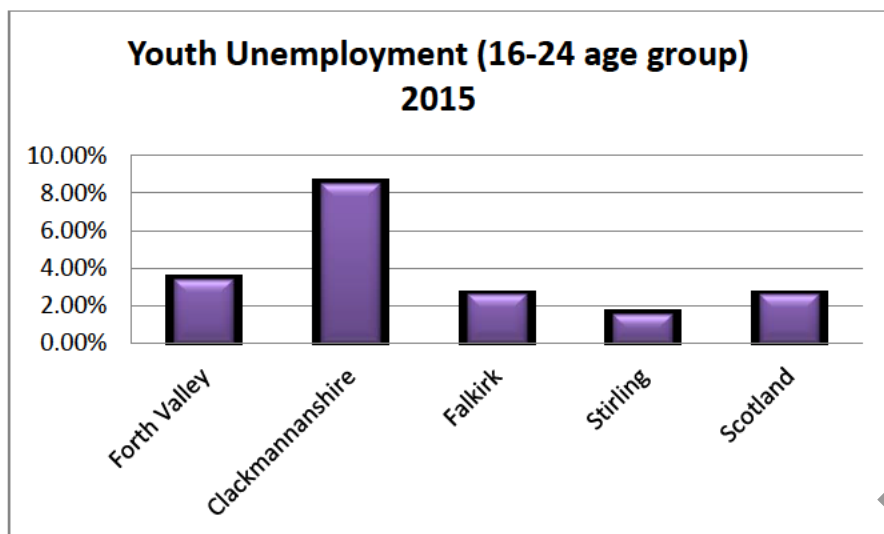
#### Labour Market

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.



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

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



## Education and Attainment

The proportion of school leavers going into HE (including College HE provision) and FE has increased by twelve percentage points over the period of 2007-08 to 2014-15, while the number of school leavers entering employment has fallen by three percentage points. The number of school leavers unemployed has fallen by nine percentage points over the same time period. Forth Valley has fewer 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

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.

## 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

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

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

## Creative Learning

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

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

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

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

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

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

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

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

### **Close Working with Community Planning Partnerships**

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

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

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

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

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

### **The Local Employability Pipeline and Local Provision**

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



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

The College has been supporting the work of the Stirling Local Employability Partnership, raising awareness of its good work and promoting the local positive destinations available. Much of our activities focused on the successful delivery of our first ever annual LEP conference and launch of the [stirling.igintion.org](http://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 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 serve, 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 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 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.

<b>Falkirk Senior Phase Vocational Pathways 2017-18</b>	<b>SCQF Level</b>	<b>Places</b>
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
<b>Total Places</b>		<b>277</b>

<b>Clacks Senior Phase Vocational Pathways 2017-18</b>	<b>SCQF Level</b>	<b>Places</b>
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
<b>Total Places</b>		<b>68</b>

<b>Stirling Senior Phase Vocational Pathways 2017-18</b>	<b>SCQF Level</b>	<b>Places</b>
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
<b>Total Places</b>		<b>193</b>
<b>Total for 3 Local Authorities</b>		<b>538</b>

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

\*Providing LA can continue to contribute to costs.

## **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.

## 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

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.



- 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, Mandarin, Greek, Icelandic, Japanese, Polish, Portuguese and Russian.

### **Sustainability**

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

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

- Learning and Teaching

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

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

## 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 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.

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

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

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.

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.

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's 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.

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).

Within the department of Access and Progression Job Coaching courses are designed and delivered for Stirling Council, which is bespoke provision to help individuals move into a supported environment in the workplace, and were primarily aimed at learners with additional support needs. In partnership with Stirling Council and Job Centre Plus we deliver a bespoke programme to improve employability and increase skills for learners to progress toward employment, primarily for learners with mental health issues. Both programmes were evaluated by the learner and their employer, and helped towards the College being awarded Training Provider of the Year. The department also 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, Alternative Curriculum and more.

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 Macrobarts Arts Centre and Glaxo Smithkline. In Sound Production, students work with employers to learn specific specialist studio techniques, led via visits to studios and employer talks. In addition the team work with industry experts like Mediaspec to promote and develop courses. All students are encouraged to develop vital skills and understanding across the core competencies of industry-specific training; creativity; and enterprise and entrepreneurialism, with PDPs, work placements, visits, guest lectures and other activities all developing industry-relevant links.

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

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

knowledge are current to industry requirements and current trends. They also offer a wide variety of CPD opportunities to staff. Also, the department worked alongside Job Centre Plus to devise a Sector Based Skills Academy which offers work experience, employability skills and bespoke training to the long-term unemployed.

To ensure that our programmes meet local employer/authority requirements, the Department of Care, Health & Sport is represented on a wide range of collaborative working groups, including Stirling Care Village, Stirling and Clackmannanshire Early Years Workforce Development Group, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, Wallace & Stirling Community Sports Hub, Active Stirling and local voluntary based sporting organisations. Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards. From the nationally recognised PDA awards for the Early Years and Fitness sectors, National Governing Body Awards for Sports Coaching, to customised CPD awards in Health and Social Care; this delivery ensures that the department continues to provide training and services that meet consistently the requirement of learners and employers.

Within Health and Social Care we contribute to the Workforce Planning and Training Model being developed by NHS Forth Valley and Stirling Council at both strategic and operational levels. In addition to this HNC Care and Administrative Practice has articulation to Stirling University.

Within Early Education and Childcare we are working collaboratively with Falkirk, Stirling and Clackmannanshire councils to meet a growing demand for trained staff. As part of this collaboration, College staff engages in joint CPD with council staff.

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

## **Employability**

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



## Access, equality and diversity

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

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

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

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

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

The College is developing an Access and Inclusion Strategy (attached as appendix) 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.

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

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

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

The College is committed to supporting Care Experienced students, and last session demonstrated this commitment by signing the Who Cares? Scotland Corporate Parent pledge. To demonstrate our ongoing 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.

## **Safeguarding**

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

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

## **Meeting Diverse Needs**

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

severe and complex needs is delivered within our school link curriculum and some of the learners progress onto our full time Lifestart programme either on a full or part time basis, or onto our Opportunities for Young People course. Our Enable Transitions worker supports learners to secure suitable work placement opportunities. Adults with severe and complex needs access our evening provision which is practical in nature (drama, music, art). The programme of study is accredited with SQA units at Access 1 level.

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

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

The College strives to ensure all learners have access to College courses, evidenced by our target of increasing the proportion of activity delivered to learners from the 10% most deprived postcodes by 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 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 & 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.

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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 our commitment to increase learner ownership of and control over their own learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as “senior class representatives” and take an enhanced role in leading focus groups and training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students’ Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform

our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement.

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

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

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## FVC 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.

Reference should be made to other parts of the Outcome Agreement where there is information on activity which relates to Access and Inclusion, e.g., DYW, Opps for All, Corporate Parenting etc. In particular, this Access and Inclusion strategy should be considered in conjunction with our current and future (from March 2017) Equality Outcome information which includes evidence and data on how FVC meets the General and Specific duties of the Equality Act.

Policy landscape – reflected in/linked to OA/Access and Inclusion Strategy:

### External

- Scottish Government Digital Inclusion strategy
- Scottish Government STEM strategy consultation
- Mental Health consultation
- BSL Act
- Scottish Government Race Equality Framework

### Internal

- Equality Outcomes, mainstreaming report, Equal Pay info, EQIA report
- Equalities Policy
- Creative Learning and Information Technologies Strategy (in development)
- STEM Strategy (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
  - Staff experience and qualifications
  - Robust needs assessment process
  - Data on outcomes for ELS students
  - Links with teaching departments
  - Validated assessment centre for Disabled Students Allowance (DSA) from SAAS
- Supported education programmes
- Inclusive learning and teaching approaches
- Range of Support services (counselling, Student Advisers)
- Student Funding – evidence of flexibility, use of discretionary funding?
- Marketing and communications ‘Respect’ campaign etc.
- Positive environment for disclosure of ASNs

- LGBT, 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

## 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 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 600 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 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 these specific barriers. 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 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 meets with Curriculum Managers to investigate the differences in attainment rates by course level for disabled and non-disabled students. Processes for acting on PI data and information are being enhanced. Approaches to supporting students with mental health difficulties are being developed, there has been a significant rise in the number of students disclosing this. The approaches involve working more collaboratively

with colleagues across Student Support services and up-skilling staff to understand and support students with mental health difficulties.

### *CPD*

- Range of compliance training available for staff on College VLE for Equality; Health and Safety; Freedom of Information; Safeguarding
- Range of staff participated in awareness raising regarding Care Experienced Young people

### *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.

### 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

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#### 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
<p>Improve student information and data collection for all protected characteristics as well as extended monitoring requirements, e.g., carers; care experienced</p>	<ul style="list-style-type: none"> <li>• Extend positive declaration environment through use of online systems</li> <li>• Encourage disclosure of non-education needs, e.g., chaotic lifestyle, mental health, carer</li> <li>• Support staff with caring responsibilities</li> <li>• Work with partners to</li> </ul>	<ul style="list-style-type: none"> <li>• Development of online ASN to include wider PAGs</li> <li>• Linked by student ID to College MIS</li> <li>• Available on all FVC platforms</li> <li>• Awareness raising campaign</li> <li>• Mechanism for student to agree to their information to be updated throughout time at college</li> <li>• Awareness raising campaign</li> <li>• Achieve Carer Positive standard</li> <li>• Be part of Carers Trust 'Going Higher' campaign</li> <li>• Flexible funding decisions for PAGs</li> <li>• Data portal development</li> </ul>	<p>Aug 16 – Aug 17</p> <p>?</p>	<p>IS team EILS HR</p> <p>?</p>

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
	improve transition info	<ul style="list-style-type: none"> <li>Establish clear package of flexible support available for PAGs and communicate to staff</li> </ul>		
Care experienced young people – Improved PIs?	<ul style="list-style-type: none"> <li>Create enhanced flexible support package and publicise this</li> <li>Partnership working</li> <li>Finalise Corporate Parenting Strategy</li> <li>Appropriate information sharing pathways developed across different groups of staff e.g., support staff and teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Awareness raising campaign</li> <li>Improved data usage</li> <li>Use of reporting to CMs and guidance developed on appropriate internal information sharing protocols</li> </ul>		
Digital Inclusion	<ul style="list-style-type: none"> <li>Invest in equipment for staff and students</li> <li>New Falkirk campus IT infrastructure</li> <li>BYOD services for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Staff training</li> <li>Increased use of mobile devices and apps</li> <li>Equipment loan bank enhanced for students with specific learning support needs</li> </ul>		

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
Mental health – better outcomes	<ul style="list-style-type: none"> <li>• Increase support within FVC for students with MH difficulties</li> <li>• Develop map of information and support services across FVC</li> <li>• Whole College strategic response to needs of students with MH difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Implement externally funded Wellbeing project and action/outcomes plan</li> <li>• Recruit Wellbeing Officer</li> <li>• Increase counselling service</li> <li>• Implement appropriate training for staff</li> </ul>		
<p>Gender underrepresentation</p> <p>Improve retention – reduce the number of students who are not retained from 30% to X%</p>	<ul style="list-style-type: none"> <li>• Extend use of data to examine male and female representation, success, completion/retention across subject and course areas</li> <li>• Develop strategy for STEM and Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Reports on Cognos for curriculum staff</li> <li>• Mandatory analysis and action as part of self-evaluation and curriculum planning</li> <li>• Increase specific information on why students leave – move away from ‘reason unknown’ by use of LDWs</li> <li>• Clear direction of travel for work with regional partners</li> </ul>		

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
	<p>Action Plan to improve underrepresentation at subject level</p> <ul style="list-style-type: none"> <li>• Positive action in target setting</li> <li>• Staff – increase usage of staff data, analyse trends in recruitment and CPD information for male and female employees</li> <li>• BoM representation (Good Governance)</li> <li>• Identify data gaps</li> <li>• Consider intersectionality of PCs</li> </ul>	<ul style="list-style-type: none"> <li>• Training/awareness on need for positive action</li> <li>• Training in unconscious bias for staff who interview potential students</li> <li>• Highlight male/female representation at different levels in college</li> </ul>		
Student employment outcomes – reduce unemployment for	<ul style="list-style-type: none"> <li>• Employability strategy (?) support?</li> <li>• Examine outcomes for</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		



What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
specific groups	disabled students and BME students – destinations/employability outcomes <ul style="list-style-type: none"> <li>• Partners – SDS, CPPs?</li> <li>• Transition planning</li> </ul>			
Reduce need for specific adjustments for additional learning needs by X %	<ul style="list-style-type: none"> <li>• TDs increase inclusive learning and teaching approaches</li> <li>• Provide meaningful information/data to TDs on the profile of their students &amp; their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Implement top 5 or 10 most commonly recommended adjustments for their programmes as standard practice</li> <li>• Use of Moodle – agreed standard of what ‘accessible resources’ looks like</li> <li>• Increase recording of demonstrations/classes for revision purposes</li> </ul>		
Gain improved intelligence on future students	<ul style="list-style-type: none"> <li>• Improve external transition planning processes</li> <li>• Improve internal transition planning processes</li> <li>• Identify mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Improved use of data</li> <li>• Develop approaches and resources to analytics</li> <li>• Explore whether SDS data hub for 16-24 year olds can feed information ‘back’</li> </ul>		

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
	to report undisclosed/undiagnosed needs to partners			
Decrease number of students who are at risk of not achieving by X %	<ul style="list-style-type: none"> <li>• Early identification and interventions for students most at risk of not achieving</li> <li>• Address needs to increase achievement</li> <li>• Review use of remission to conduct ELS work in TDs</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 support, e.g., from Learning Mentors, continues for specific learning needs within broader inclusive environment</li> <li>• Explore LDW role to intervene when students at risk of failing</li> <li>• Utilise appropriate 'flagging' systems to track students who have needs met and measure impact of support on their retention/achievement/progression</li> <li>• Awareness raising for teaching staff on how to use information regarding identification of vulnerable students</li> <li>• ELS Facilitators in TDs log how they utilise their ELS time</li> <li>• TDs can evidence and use ELS</li> </ul>		

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
		hours for subject support where there is clear need		
Respond to BSL Act	<ul style="list-style-type: none"> <li>• Review progress to date</li> <li>• Work to identify and reduce barriers for BSL users</li> <li>• Gather data on d/Deaf people and BSL users in FV region</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Enhanced website provision – information available via BSL</li> <li>• Engage with local partners who support d/Deaf people</li> <li>•</li> </ul>		
Establish levels of ethnic minority representation in College courses	<ul style="list-style-type: none"> <li>• Determine requirements of Government Race Equality Framework for Scotland 2016-2030</li> <li>• Develop appropriate Equality Outcomes for race/ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Compare regional data with College data</li> <li>• Review information gathered through review of existing equality outcomes</li> </ul>		
Improve use of EQIA across College	<ul style="list-style-type: none"> <li>• Implement findings from EQIA project</li> </ul>	<ul style="list-style-type: none"> <li>• Built into self-evaluation (consider new ES evaluation framework)</li> <li>• Include Human Rights within</li> </ul>		

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
		EQIA approach <ul style="list-style-type: none"> <li>• Development of EQIA at BoM/SMT</li> <li>• Review of FVC policies and practices</li> <li>• CPD for staff</li> </ul>		

Strategic/operational planning processes:

- College strategies linked and cross referenced to each other
- Responsibilities and actions assigned and evidenced through TD and service area operational plans and self-evaluation processes
- SMT have overall responsibility for access and inclusion – ensure key actions/milestones for access and inclusion plans and activities are monitored regularly
- Consider development of cross College steering group for Access and Inclusion

1. Purpose

To update the Strategic Development Committee on progress towards meeting our objectives set out within the College's Operational Plan for 2016/17.

2. Recommendation

That members note the content of the report.

3. Background

The College has developed a monitoring system to allow active monitoring of progress towards achieving the objectives set out within the College's Operational Plan for 2016/17.

4. Key Considerations

Appendix 1 provides an overview of progress against our 2016/17 objectives. Of our 52 operational plan objectives seven have been completed, and 40 are progressing to target. Four objectives have been rated as having an issue identified, while a further one objective has been identified as progressing with a minor delay. Three of the objectives flagged as having an issue identified relate to concerns over income from commercial activity and fundraising. Commercial activity continues to be a challenge, and this is currently being assessed as part of an overall reforecast exercise for this financial year. Fund raising is supporting additional college activities however the financial contribution will be smaller than originally envisaged. Loss of income has been offset by savings generated in staff costs and operational spend which have been identified through the Quarter 2 reforecast. Objective OP31 has identified an issue with SFC in relation to the funding of lifecycle costs for the new Falkirk Campus, with clarification required from SFC. However, based on 2017/18 indicative allocations the College can support lifecycle costs. For Objective OP46 the completion date of the objective to introduce Service Alerts and Announcements has been pushed back to June 2017 due to a member of staff leaving the organisation.

For information, an update for all objectives for both Sessions is included.

5. Financial Implications

**Please detail the financial implications of this item** – As detailed in section 4, there have been financial challenges this session, and as a result areas of savings and other income sources are being assessed.

6. Equalities

Assessment in Place? – Yes  No

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

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	x	x
Low		
Very Low		

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

**Risks**

The current environment is proving challenging in relation to income targets.

Clarity is sought from SFC on the funding of lifecycle costs in relation to the new Falkirk Campus.

**Mitigating Actions**

Areas of saving and other income sources are being assessed as part of the Quarter 2 reforecast.

Based on 2017/18 indicative allocations, the College can support lifecycle costs.

**Risk Owner** – SMT

**Action Owner** – SMT

**8. Other Implications** –

Please indicate whether there are implications for the areas below.

**Communications** – Yes  No

**Health and Safety** – Yes  No

**Please provide a summary of these implications** – n/a

**Paper Author** – David Allison

**SMT Owner** – David Allison

**Appendix 1: Operational Plan Monitoring for Session 2016/17**

**Creating a superb environment for  
learning**

**Cultivating a vibrant learning  
organisation  
where learners develop skills, achieve  
qualifications valued by industry  
and progress seamlessly**

**Instilling an energy and passion for  
our people,  
celebrating success and innovation**

**Leading as a business that is a  
champion for  
governance, financial control and  
balanced risk taking**

**Enhancing our position as the  
business and  
community partner of choice**

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



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## Objectives with issues identified or delayed

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Manage resources to deliver continued financial security and long term sustainability	<a href="#">OP28</a>	Maximise planned operational surpluses and ensure delivery thereof	Effective allocation and management of resources through budget setting and review process		Issue Identified	Income from Commercial activity and fundraising continues to be a challenge for 2016/17. Significant loss of contribution has been identified. This has been offset by savings generated in staff costs and operational spend which have been identified through the Q2 reforecast.	February 2016
			Increase non Scottish Funding Council income				
			Secure Procurement Savings - Advanced Procurement for Universities and Colleges Benefits Statement				
Support the new Falkirk campus development project	<a href="#">OP31</a>	Manage the financial input into the project	Complete financial model within Full Business Case which demonstrates affordability throughout life of project		Issue Identified	Work continuing on Decision Point 3 submission to SFC with updated funding model. Further discussions required with SFC in relation to the funding of lifecycle cost. Clarification is required around what SFC regard as FVC's "normal" capital & maintenance funding. Based on 17/18 indicative allocation FVC can support the lifecycle costs. Also SFC acknowledge they need to work to find a solution to how reserves can be maintained to support lifecycle costs which are not incurred on a straight line basis.	February 2016
Contribute to the College's long term financial sustainability	<a href="#">OP41</a>	Maintain business and generate new business	Achieve commercial income targets and SDS targets		Issue Identified	Commercial activity continues to be a challenge and this is currently been assessed as part of an overall reforecast exercise for this financial year to ensure that the college is financially sustainable and a planned 5 year commercialisation plan for the college with full evaluation of all commercial activity being undertaken.  SDS activity in relation to MA delivery is delivering well and has achieved additional income and an achievement rate of over 88%.	February 2016
			Adopt revised contribution levels to support the College's financial sustainability				
Contribute to the College's long term financial sustainability	<a href="#">OP42</a>	Source and gain other non SFC funding	Develop, resource and commence the delivery of the Fund-raising and Development Strategy and meet the target set for non SFC income		Issue Identified	This has been noted as an issue as we recognise the challenges to provide contribution from fund raising. It can support additional activities for the college and specific student groups but in terms of the financial contribution this will be significantly smaller than envisaged.  In terms of the fund raising for the new campus a plan is being developed to support activity, equipment, students etc for the new campus and this should bring financial support to enhance delivery, bring new kit or support with the moving of large pieces of kit. A plan will come to SDC next quarter in relation to this.  For other funding sources we will continue to seek support for FA delivery form SDS and	February 2016
			Monitor and report the non SFC income levels to SMT and the Strategic Development Committee				





## Objectives with issues identified or delayed

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Contribute to the College's long term financial sustainability	<a href="#">OP42</a>	Source and gain other non SFC funding			Issue Identified	with SFC for the new Flexible Workforce Development Fund we will continue work with them to ensure the college can access these funds.	February 2016
Efficient and effective use of IT	<a href="#">OP46</a>	Continue to advance the service and support offered by the College's IT Helpdesk	Improve communication through the use of Service Alerts and Announcements		Progressing With Minor Delay	As previously reported the completion date of this objective has been moved to June 2017 as a result of a key member of staff leaving the organisation, and the post remaining unfilled at the current time.	February 2016

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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Deliver a superb learning environment for the Falkirk campus to match the quality of that already in place in Alloa and Stirling	OP1	Complete Full Business Case for the new Falkirk Campus and submit to Scottish Funding Council and Scottish Futures Trust for approval.	Submit FBC for approval Mid-September 2016		Complete	Complete	February 2017
	OP2	Undertake a full internal and external consultation with key stakeholders to maximise community and business awareness and involvement.	Implementation of detailed communication and consultation plan		Progressing To Target	Communication plan continuing on programme, RDS and room layouts continuing to be developed with Technical team.	February 2017
	OP3	Progress procurement phase for single stage Design and Build contract.	Issue OJEU Prepare Gateway 3 documentation for approval Prepare Gateway 4 documentation for approval		Progressing To Target	OJEU issued Gateway 3 document progressing to plan.	February 2017
	OP4	Progress procurement of additional land at Middlefield.	Purchase additional land upon receipt of detailed planning permission		Progressing To Target	Awaiting transfer of funding from ALF, due February/March 2017, before purchase possible	February 2017
	OP5	Agree FF&E for new campus.	Full FF&E documentation to be prepared and approved, incorporating room layouts and room data sheets		Progressing To Target	FF&E documentation linked to RDS and room layout plans. First phase of RDS and room layouts progressing with technical team. Remainder will be prepared by incoming contractor and his team when appointed in September 2017.	February 2017
	OP6	Progress sale of Branshill site.	Progress conditional legal missives for sale of Branshill site		Progressing To Target	Conditional legal missive progressing with one condition cleared to date	February 2017
Utilise building space efficiently, exiting sub-standard areas and maximising the use of the remaining resource to provide a high quality learning environment and services focused on learners	OP7	Develop appropriate revenue and capital works programme ensuring adequate maintenance and maximising funds to the Forth Valley College Foundation.	Approved Revenue/Capital Works 2016/17 delivered on programme and within budget		Progressing To Target	Progressing on target.	February 2017
	OP8	Deliver on agreed sustainability objectives.	Maintain sustainability performance recorded across all 3 campuses		Progressing To Target	Good progress being maintained	February 2017
	OP9	Review car parking at all three campuses	Maximise utilisation of existing resource Reduce Health & Safety risk		Progressing To Target	Travel plan progressing and being linked to new Falkirk Campus	February 2017
	OP10	Procure new outsourced FM maintenance contract.	Identify tendering contractors Issue documentation and appoint contractor		Progressing To Target	Tenders returned on programme and being analysed	February 2017



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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Ensure that we review portfolio effectively to offer a curriculum that meets current and future need of stakeholders and supports progression	OP11	Refine curriculum review processes to ensure that curriculum reflects regional skills needs and delivers on College targets.	Curriculum review processes provide accurate and timely information for curriculum decision making. Employer engagement in curriculum review, development and delivery evidenced in all subject areas; Ensure future curriculum plans reflect SDS regional skills plan and Stirling Skills Strategy;		Progressing To Target	Curriculum Review meetings with individual Heads under way. Focus on maximising Credits for current and next year. Revised Curriculum Conference event being planned for May 2017.	February 2017
	OP12	Active promotion of the DYW agenda to maximise benefits to the College and its stakeholders.	Develop and strengthen Foundation Apprenticeship pathways for senior phase pupils; Effective implementation of College role as host employer for the Forth Valley Regional DYW Group. Increased recruitment and success rates on school-college partnership vocational courses (80% success on 2016-2017 school courses and 90% of school places filled for 2017-2018);		Progressing To Target	Bid process with SDS proved somewhat problematic, as the grant offer SDS made was considerable lower than the amount tendered. This is now being taken up at sector level. FVC accepted the offer for five cohorts, but declined a further two. The 2017-2018 school-college offer is now live on the college website and applications close 31 March. There have, in addition, been a few requests to quote for bespoke courses for individual schools and these are in progress. The FV DYW Group had a very successful Ministerial launch event on 31 January, which was very well attended by local employers and schools.	February 2017
	OP13	Maintain and further develop Higher Education Initiative partnerships to enhance student success and widen access.	Develop additional articulation agreements with guaranteed places secured, with particular focus on routes for school HNC candidates; Increased success and progression on all Associate Student programmes.		Complete	New articulation arrangements in place with Abertay University. Update of existing arrangements with a range of HEIs in progress. Discussions ongoing around articulation from HNC Police Studies for schools with Napier, UWS and GCal. Recruitment to integrated degree programmes going well so far, with applications considerably up for this time of year. Retention on integrated degree programmes also positive so far.	February 2017
Provide engaging and high quality learning experiences that deliver on the aims and outcomes of the Learning and Learner Engagement strategies	OP14	Further develop the engagement of staff and students in initiatives to embed creativity in learning.	Ensure Creative Learning Conference 2016 results in full commitment to the Creative Learning and Learning Technology Strategy from the majority of teaching staff; Positive evaluation of the impact of creative learning initiatives for students and staff.		Progressing To Target	Department updates to December CLLG were very positive, with evidence of significant activity taking place at departmental level. Creative Learning "meet ups" held, however this has paused due to teaching staff cover requirements in creative Industries.	February 2017
	OP15	Develop a Creative Learning and Technology Strategy for 2017-2022.	Consultation with staff, students and stakeholders completed and linked to new campus development; Strategy approved by SMT and BOM.		Progressing To Target	Staff top level strategy discussed at CLLG in December and Leadership Group in January. feedback now received and will be incorporated prior to the strategy going to the Strategic Development Committee for discussion on 23 February.	February 2017
	OP16	Develop and implement action plan in response to the Education Scotland review report (May 2016).	All programme team self-evaluation reports evidence effective evaluation of learning and teaching approaches. Effective strategies in place to ensure that in theory lessons lecturers use teaching approaches that motivate and engage students fully; Ensure an effective observation process provides robust and useful third party evidence for self-evaluation of learning and teaching;		Progressing To Target	Pilot of new Learning and teaching Enhancement Pilot during Block 2 approved by SMT and ready for roll-out. The focus for the pilot will be on theory heavy units (Anne Fowler leading). Work ongoing with HMI Karen Corbett to plan Annual Evaluation and Scrutiny Activity Schedule (AESAS) between now and June 2017. Rob McDermott is leading on the redevelopment of the team evaluation process and recording tools.	February 2017
Build upon our current high levels	OP17	Ensure that programme	All programme team self-evaluation reports identify		Progressing To Target	Sector PIs now published and, while FVC remains above sector average across the board, there is a slight reduction in FE FT success and a larger reduction in FT HE	February 2017



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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
of learner success in attaining qualifications and progressing to positive destinations	<a href="#">OP17</a>	teams implement effective strategies to further increase student success.	and track appropriate actions to increase student success; Ensure student success Pls meet Outcome Agreement targets; Sustained 2015-2016 leaver destination rates with a minimum of 90% return and 94% of leavers moving into positive destinations.		Progressing To Target	success which are currently being investigated. Collection of the SFC College Leaver Data is currently under way (deadline 28 Feb).	February 2017

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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation	<a href="#">OP18</a>	Embed inclusive practice in recruitment, selection and induction of all staff and students	Effective online induction process for staff and students in place and successful  Systematically review structures on a rolling programme		Progressing To Target	Revised Induction Process now in place Revised structures competed	February 2017
	<a href="#">OP19</a>	Successfully roll out Corporate Parenting training across the College.	Collate data on care leavers within the College  Ensure clear processes and guidance in place  Identify 40 key staff and train		Progressing To Target	Staff training is underway in collaboration with Who Cares Scotland. Further training is planned for February Staff development week	February 2017
Value staff and learners by recognising and celebrating success across the College	<a href="#">OP20</a>	Develop and deliver an Employee Learning and Development strategy which identifies and retains talent.	Enhanced induction process and link in corporate strategies to update staff Professional Review & Development (PRD) documents  Ensure Training Needs Analysis is a routine element of PRDs for staff which influences and identifies CPD activity and ties into job roles		Progressing To Target	PRD process and My Employee page has been updated and modified for easier use by all staff. Mandatory training for all staff has been up loaded centrally to ensure compliance. TNA process continues however, this will now be embedded with the People Strategy which is currently being developed	February 2017
	<a href="#">OP21</a>	Promote TQFE	Celebrate and reward success and innovation  Continue to increase number of TQFE trained staff to meet the sector average, currently 77%		Complete	TQFE process is now complete for 16/17 and plans are underway for recruitment to the 17/18 cohort	February 2017
	<a href="#">OP22</a>	Enhance employee support and benefits to value and reward staff	Continue to review remuneration awards and benefit packages for staff		Progressing To Target	The main remuneration rewards for staff are now covered by the National Bargaining process. However, staff benefits continue to be renewed in a regular basis	February 2017
Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals	<a href="#">OP23</a>	Invest in Organisational Development i.e. staff, culture, training.	Review, develop and implement recruitment and selection criteria and training  Undertake a review and evaluation of CPD activity and create a training programme that best fits the aspirations of the staff and organisation		Complete	The recruitment and selection criteria has been successfully reviewed and implemented. However, this continues to be an on-going development to ensure we continue to have best practice in place. Training for recruitment managers is planned for later in the year.  A revamp of CPD activity has ensured that alongside the Creative Learning development we also have in place a clear strategy to ensure all staff undertake mandatory as part of their role. This will be automatically populated in PRD's	November 2016
	<a href="#">OP24</a>	Design and implement listening to employees opportunities	Ensure platforms which encourage open dialogue for staff in place and effective  Prepare and implement the action plan from the 2nd Cultural Engagement Survey		Progressing To Target	Plans are underway to embed the actions from the cultural into the colleges strategic and operational plans. Also to develop key discussions themes which allow face to face interaction with staff  Discussion workshops have now been developed and will be launched after the Easter break	February 2017
	<a href="#">OP25</a>	Ensure a positive approach to the National Bargaining process	Identification of opportunities and mitigation of challenges/risks  Successful implementation of Local Recognition and Procedure Agreement in line with sector developments		Progressing To Target	FVC Local Recognition Procedure Arrangement is now completed and signed by both EIS and Unions following successful negotiation. The LRPA now relates the requirements of both the college and the Unions.  The short Life Working Groups are now competed and a revised document has now been shared with EIS and Management Side NJNC. A meeting is in place for 9 February with both Unions to present the next steps. Although this stage of the process is complete. The next stage will commence Feb/March	February 2017



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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated	
Operate best practice in governance implement and comply with the key principles of good governance	OP26	Implement and comply with the key principles of good governance.	Complete Scottish Public Sector Ombudsman Complaint Handling Returns		Progressing To Target	2016/17 Internal Audit Plan progressing in line with plan. Risk workshop has been rescheduled to September 2017 to allow input from new Chair when appointed. Inductions planned for new members in February 2017. Board Secretary appointed at December 2016 Board meeting.	February 2017	
			Ensure delivery of internal audit plan					
			Ensure induction programme completed for all new members					
			Ensure Scottish Funding Council Certificate of Assurance signed by Principal					
			Maintain Risk Register (presented to Audit Committee/Board of Management)					
			Process Freedom of Information Returns					
			Progress appointment of Board Secretary					
			Receive independent external assurance from internal and external auditors					
Manage resources to deliver continued financial security and long term sustainability	OP27	Deliver robust financial planning and review processes	Present 2016/17 Budget for approval by Board of Management		Progressing To Target	Q2 Reforecast currently being prepared and will be presented to Finance Committee in March.	February 2017	
			Regular Reforecasts presented to Finance Committee					
	OP28	Maximise planned operational surpluses and ensure delivery thereof	Effective allocation and management of resources through budget setting and review process		Issue Identified	Income from Commercial activity and fundraising continues to be a challenge for 2016/17. Significant loss of contribution has been identified. This has been offset by savings generated in staff costs and operational spend which have been identified through the Q2 reforecast.	February 2017	
			Increase non Scottish Funding Council income					
			Secure Procurement Savings - Advanced Procurement for Universities and Colleges Benefits Statement					
	OP29	Effective utilisation of resource budget	Donation to Forth Valley College Foundation		Progressing To Target	Q3 (Dec 16) Resource Return submitted to SFC. College is still on track to fully utilise its resource allocation.	February 2017	
			Ensure Resource Budget is fully utilised					
			Ensure Resource Returns submitted to Scottish Funding Council					
	OP30	Effective management of student funding resources	Completed Scottish Funding Council Resource Return		Progressing To Target	In year redistribution request of £450k was met in full by SFC. College does not anticipate any overspend at July 17.	February 2017	
			Successful External Audit					
	Support the new Falkirk campus development project	OP31	Manage the financial input into the project	Complete financial model within Full Business Case which demonstrates affordability throughout life of project		Issue Identified	Work continuing on Decision Point 3 submission to SFC with updated funding model. Further discussions required with SFC in relation to the funding of lifecycle cost. Clarification is required around what SFC regard as FVC's "normal" capital & maintenance funding. Based on 17/18 indicative allocation FVC can support the lifecycle costs. Also SFC acknowledge they need to work to find a solution to how reserves can be maintained to support lifecycle costs which are not incurred on a straight line basis.	February 2017
OP32		Identify and secure funding for Forth Valley College costs	Deliver planned operational surpluses		Progressing To Target	Meeting of FVC Foundation schedule for 23 February to consider grant application.	February 2017	
			Seek Forth Valley College Foundation Grants where appropriate					
			Seek stakeholders and partners contributions					
OP33	Maximise Forth Valley College existing resources	Obtain Scottish Funding Council approval to retain capital receipts (Alloa and Falkirk)		Complete	Conditions of grant from SFC note that sale proceeds can be retained to support the project. SFC reserves the right to have proceeds in excess of the values in the FVC returned to them.	February 2017		



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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Build and develop mutually successful client relationships with business, employers, learners and key stakeholders	<a href="#">OP34</a>	Develop and maintain strategic partnerships with key organisations connected to the College.	10 strategic partnerships established and being cultivated  5 opportunities created with key organisations for company connections to the College		Progressing To Target	Work continues to develop the strategic relationships across the department and this will be on going through out the year. Progress with HES to develop trainer skills and build the relationship beyond MA delivery. The relationship with Ineos and Petrolneos continues and we are working closely with Ineos to develop strong community engagement links and support for the new campus.	February 2017
	<a href="#">OP35</a>	Target and engage with SMEs across Forth Valley.	Map employer engagement and target to develop relationships		Progressing To Target	Work continues with the SME development looking across the local authority areas and ensuring we are supporting the SME sector. A full analysis exercise is planned for early March.	February 2017
	<a href="#">OP36</a>	Maximise the benefits of the key information systems developed.	Deliver VQMS tracking and reporting VQ delivery  E-portfolio fully operational and embedded across departments allowing efficient use of resources  Employer Engagement System utilised across departments and providing key data to target employers		Progressing To Target	E Portfolio pilot progressing well in engineering with staff training now in process. Companies also seeking to be part of pilot.  VQMS system front end is being modified and this will be piloted in the department in next quarter.	February 2017
	<a href="#">OP37</a>	Create and deliver focused marketing campaigns to raise awareness of College activities across client groups.	Agree and implement priorities with marketing to create the profile and generate opportunities  Ensure new website supports the priorities of business development		Progressing To Target	Marketing and business development campaign tracker in place to fully support the commercial activity.	February 2017
	<a href="#">OP38</a>	Curriculum of College reflects the skills requirements of our local economy and business community.	Curriculum conference developed and linked to commercial/business opportunities locally, nationally and internationally  Regional skills plan developed by SDS and implemented with the support of FVC  Stirling Skills Strategy implemented and supported by FVC with a focus on the digital agenda		Progressing To Target	Continuing to work with SDS and Stirling Skills Summit planned for 9th March to support the development of the skills strategy. Also working with Falkirk Council to support the new economic plan for Grangemouth and skills will play a key part of this.	February 2017
Enhance our understanding and awareness of our key sectors, our local economy and national and international environments to meet the needs of our clients and identify new business opportunities	<a href="#">OP39</a>	Build on the existing links with key industry groups and national groups	Promote College representation at local and national groups (recorded as part of HR system)		Progressing To Target	This is on going as different staff members participate in local national and international groupings.	February 2017
	<a href="#">OP40</a>	Deliver Year 2 of the International Strategy	3 staff and student mobility projects/study trips are operational  Maintain and enhance the strategic relationships formed with other colleges, universities, local authorities and other internationally linked organisations  Secure the income target for international via business engagement/commercial activities and student recruitment (both direct and university linked)		Progressing To Target	International activity is progressing well with a strong foundation now built for international commercial work. A pipeline of activity is being pursued with a variety of sources as noted in the business development report and this is regularly monitored against target. Progress continues to be made with Glasgow Caledonian to deliver joint degrees and allow international students to attend college under university sponsorship.  Staff/student mobility projects are on going with visits to Malta being taken by the Access and progression department.	February 2017
	<a href="#">OP41</a>	Maintain business and generate new business	Achieve commercial income targets and SDS targets  Adopt revised contribution levels to support the College's financial sustainability		Issue Identified	Commercial activity continues to be a challenge and this is currently been assessed as part of an overall reforecast exercise for this financial year to ensure that the college is financially sustainable and a planned 5 year commercialisation plan for the college with full evaluation of all commercial activity being undertaken.  SDS activity in relation to MA delivery is delivering well and has achieved additional income and an achievement rate of over 88%.	February 2017
Contribute to the College's long term financial sustainability	<a href="#">OP42</a>	Source and gain other non SFC funding	Develop, resource and commence the delivery of the Fund-raising and Development Strategy		Issue Identified	This has been noted as an issue as we recognise the challenges to provide contribution from fund raising. It can support additional activities for the college and specific student groups but in terms of the financial contribution this will be significantly smaller than envisaged.	February 2017



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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Contribute to the College's long term financial sustainability	OP42	Source and gain other non SFC funding	and meet the target set for non SFC income		Issue Identified	In terms of the fund raising for the new campus a plan is being developed to support activity, equipment, students etc for the new campus and this should bring financial support to enhance delivery, bring new kit or support with the moving of large pieces of kit. A plan will come to SDC next quarter in relation to this.	February 2017
			Monitor and report the non SFC income levels to SMT and the Strategic Development Committee				

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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Deliver an information infrastructure to meet the developing needs of a vibrant organisation	OP43	Maximise effectiveness of IT through continuous improvement of Network Infrastructure.	Upgrade server rooms from 1Gb to 10Gb Upgrade VM software to latest Microsoft standard		Complete	Connectivity within the server rooms has been upgraded from 1Gb to 10Gb.	February 2017
	OP44	Upgrade our communications systems to secure benefits from unified system.	Deliver Phase 1 implementation of Skype for Business		Progressing To Target	Live rollout of Skype for Business has commenced, starting with the IT Department. Further rollout will take place in February.	February 2017
	OP45	Design and implement suite of IT developments to support Creative Learning to deliver best experience for staff and students.	Scope IT requirements for the new Falkirk Campus ensuring flexibility for advances in technology Work collaboratively to develop and implement a joint Creative Learning and Learning Technology Strategy covering 2017-2022		Progressing To Target	A draft Creative Learning and Technologies Strategy has been developed and shared with the Creative Learning group and the Management Leadership group. The draft strategy is also being taken to the Strategic Development Committee.	February 2017
Efficient and effective use of IT	OP46	Continue to advance the service and support offered by the College's IT Helpdesk	Improve communication through the use of Service Alerts and Announcements		Progressing With Minor Delay	As previously reported the completion date of this objective has been moved to June 2017 as a result of a key member of staff leaving the organisation, and the post remaining unfilled at the current time.	February 2017
	OP47	Enhance Cyber Security through additional technology and staff awareness.	Improve resilience through additional firewall Raise cyber security awareness through development of online courses		Progressing To Target	Development work has commenced on an online cyber security awareness course. Once developed this will become part of our mandatory staff development for all staff.	February 2017
Deliver a programme of continuous improvement to enhance our information systems	OP48	Further develop College systems to enhance services to our students and staff.	Build on the success of the My Info student portal through expanding functionality through phase 2 developments		Progressing To Target	Development work to warehouse information from our key systems overnight has been completed, and scoping work has commenced, with involvement of JISC, to develop initial reports to aid the detailed analysis of retention and achievement information.  A new version of SharePoint has been built within our test environment, with our data transferred, and is currently being tested.	February 2017
			Further develop the College dashboard to pilot using learner analytic information to identify trends within our application, enrolment, retention and attainment data to allow the development of early indicators for future cohorts, to enable earlier interventions				
			Roll-out of our electronic student application approval process to all teaching departments to improve our service to students Upgrade and launch a new version of SharePoint to modernise and take advantage of product developments				
OP49	Further develop College systems to enhance services to our employers and external stakeholders.	Develop and pilot the first phase of a self-service portal to allow employers and external stakeholders to access College information, building on the success of our schools application portal		Progressing To Target	Our new e-Portfolio system (Onefile) is now being used within three Departments, with very positive feedback. It's planned to allow employers to access the system over the next few weeks.  Work has begun on re-engineering our VQ Management system, starting with building a tool to streamline the tracking of VQ Enquiries from employers against our SDS targets.	February 2017	
		Implement an e-portfolio tool to enable more effective tracking and reporting on VQ learners					
		Re-engineer our VQ management system to enable more effective tracking of VQ milestones Roll-out our Employment Engagement System to enable more comprehensive reporting of employer engagement					
Improve the College profile nationally and internationally	OP50	Deliver Year 2 of the Communications and Marketing Strategy.	Launch of new, responsive College website		Complete	Our new responsive website has been launched.	November 2016
	OP51	Encourage greater engagement with former students through the development of a robust alumni strategy	Develop an alumni strategy including further developing case studies and promoting the profile of the College through the success of former students		Progressing To Target	Work is continuing on developing an alumni portal.	February 2017
	OP52	Raise the College profile through development of a robust content strategy for key audience groups.	Effective liaison with College teams to develop content online and offline		Progressing To Target	The marketing team are meeting regularly with College Departments to further enhance both online and offline marketing materials.	February 2017

**1. Purpose**

To update the Strategic Development Committee on Student Activity for Sessions 2015-16 and 2016-17.

**2. Recommendation**

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

**3. Background**

This report provides an overview of student performance for last session, focusing on the recently published PI report from SFC, and also provides an update of progress towards meeting our activity target for Session 2016-17.

**4. Key Considerations**

**Session 2015/16 Sector Performance Indicators**

Scottish Funding Council has recently published Student and Staff Performance Indicator information for Session 2015-16. All Colleges are required to publish their own PI information in a uniform format on their own website, which we have complied with. This document is attached as an appendix. This format presents a robust picture of the College, but does not lend itself well to analysis against other Colleges, or against the Sector as a whole. As such, internally we have manipulated the data, as we did last session, into a format which does allow for comparisons, with reports available through the College Dashboard to allow teaching Departments to incorporate these comparisons into their annual curriculum review, alongside more detailed internal College PI information.

Across all of the headline success PIs (Full Time FE, Full Time HE, Part Time FE and Part Time HE), Forth Valley remains above the sector average, and when you combine all of these we have the highest success PIs in the sector. Our full time PIs have dropped slightly compared to last session, with our FE success rate dropping by one percentage point and our HE success rate by four percentage points, although comparing trend data highlights that Session 2014-15 was an exceptional year, and the overall direction of travel is upwards with our current success rate being two percentage points higher than 2013-14. Digging deeper within our success PIs, show that it's retention that requires further analysis and understanding as our Full Time Retention PIs for both FE and HE are only just above the sector average. Work is on-going to analyse our retention data in more detail to help us identify any underlying trends, and to enable us to identify earlier students who, based on previous cohorts, are more likely to withdraw.

Our Part Time HE success rate has remained the highest in the sector, while our Part Time FE success rate is a close second to SRUC. A summary of top-level PIs for the sector and the College are shown in Figure 1.

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Figure 1 – Success PIs

Scotland Success PIs

	2015-16	2014-15	2013-14
Full Time FE	66%	64%	66%
Full Time HE	72%	71%	71%
Part Time FE	74%	76%	78%
Part Time HE	79%	78%	78%

Forth Valley College Success PIs

	2015-16	2014-15	2013-14
Full Time FE	69%	70%	70%
Full Time HE	75%	79%	73%
Part Time FE	91%	91%	91%
Part Time HE	88%	89%	89%

Our success PIs by any of the reported age-bands is higher than the sector average, and we have the highest success rates for all reported age-bands.

By subject area, within FE we have the highest success rates in four subject areas – Engineering, Art and Design, Business, Management and Administration and Computing and ICT. We have better than sector average success rates in all other subject areas, with the exception of Media, although it's worth noting that we have only 90 enrolments within this subject area at this level. Within HE, we are performing at above the sector average in all subject areas, and we have the best success rates in Engineering and Computing and ICT.

When comparing success by level and gender, we have the highest success rates for Males within both FE and HE, and for Females within FE. Our success rate for Females within HE is 3rd highest. Within Key Groups our success rates are all higher than the sector average, with the exception of where fees are paid by an employer, which is just below the sector average, although both our success rate and the sector success rate are over 80%.

In terms of performance against our Credits target we have met our target, and overall the sector has met its activity target. In Session 2015-16 there are fewer College regions not meeting their activity target.

**Session 2016-17 Credits Target**

As a result of our August intake full time enrolments being short of target, along with students being transferred from credit bearing HND courses to non-credit-bearing HEI courses, we identified early that there would be a Credit shortfall. Progress towards meeting our target is shown in Figure 2, where with over 79,000 Credits accounted for we are 92% towards meeting our activity target. All Heads of Department have reviewed and considered where their Department could deliver additional Credits, which has seen the estimated shortfall reduce significantly to under 1,000 Credits. January recruitment has been robust, and to target. Work is on-going to further close this gap and progress will be monitored and reviewed closely by SMT

and Heads of Department, and will be addressed through the Curriculum Review process currently underway.

**Figure 2 – Progress towards our 2016-17 Activity Target**

Credits Allocation		Total
Core Grant		83,984
ESF		2,230
<b>Credits Target</b>		<b>86,214</b>

Credits Mode of Attendance	Current Credits	Estimated Credits	Total
Full Time	50,599	512	51,111
Part Time	18,829	2,571	21,400
Evening	2,270	189	2,459
Assessment of Work Based Learning	5,318	1,254	6,572
Flexible/Distance Learning	2,083	1,625	3,708
<b>Total</b>	<b>79,099</b>	<b>6,151</b>	<b>85,250</b>
<b>Variance</b>			<b>-964</b>

#### ESF Credits

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

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

coded as FE as the earlier years of the course are delivered at FE level. Re-categorising this highlighted activity as HE has allowed us to meet our overall HE Credits target.

5. Financial Implications

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

6. Equalities

Assessment in Place? – Yes  No

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		x
Low		
Very Low	x	

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

Risk Owner – David Allison

Action Owner – David Allison

8. Other Implications –

Please indicate whether there are implications for the areas below.

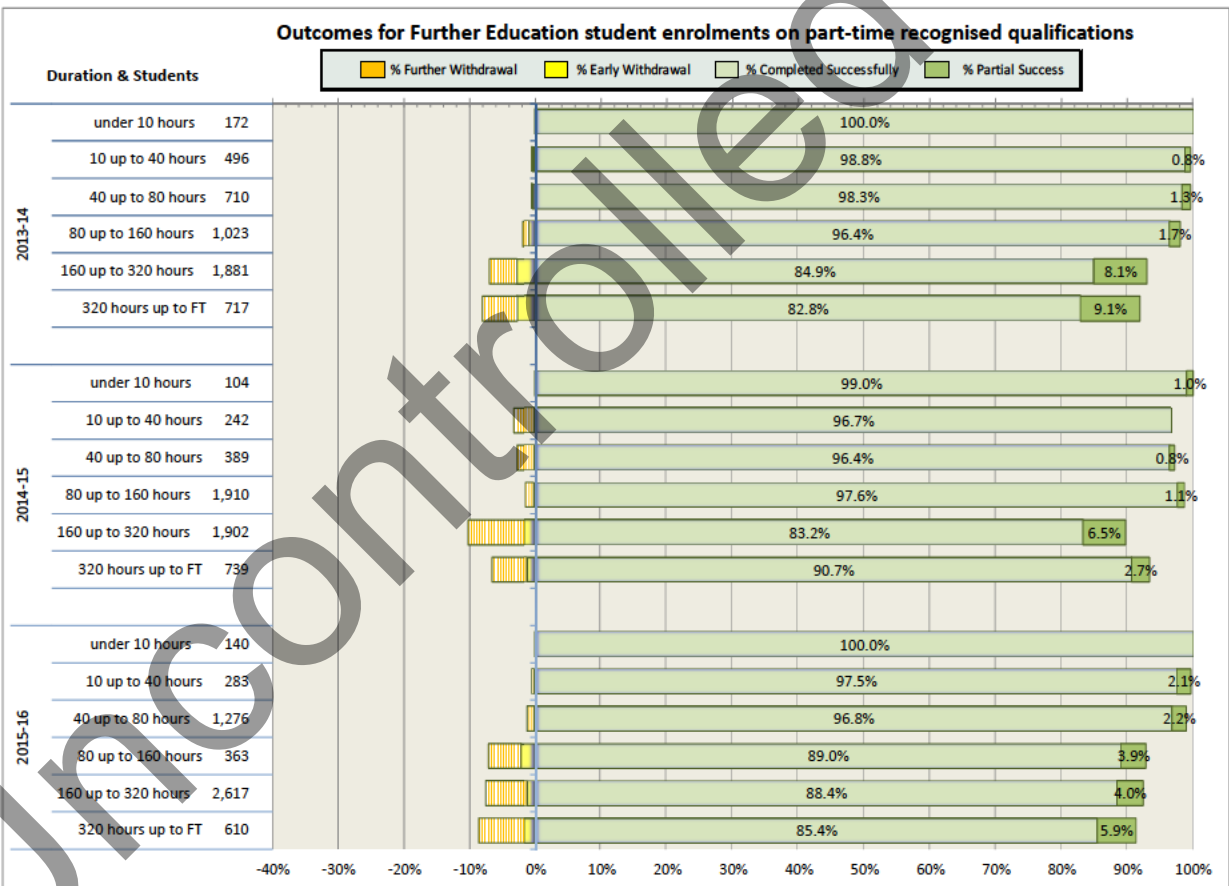
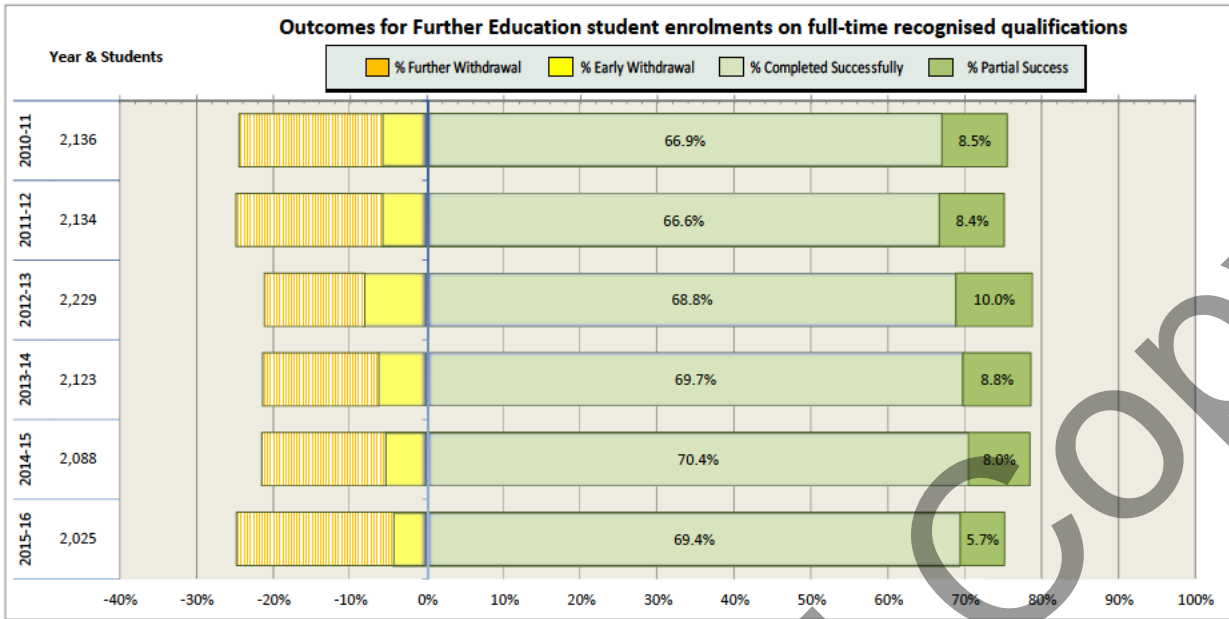
Communications – Yes  No

Health and Safety – Yes  No

Please provide a summary of these implications -

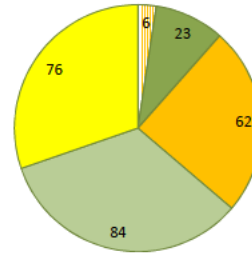
Paper Author – David Allison

SMT Owner – David Allison



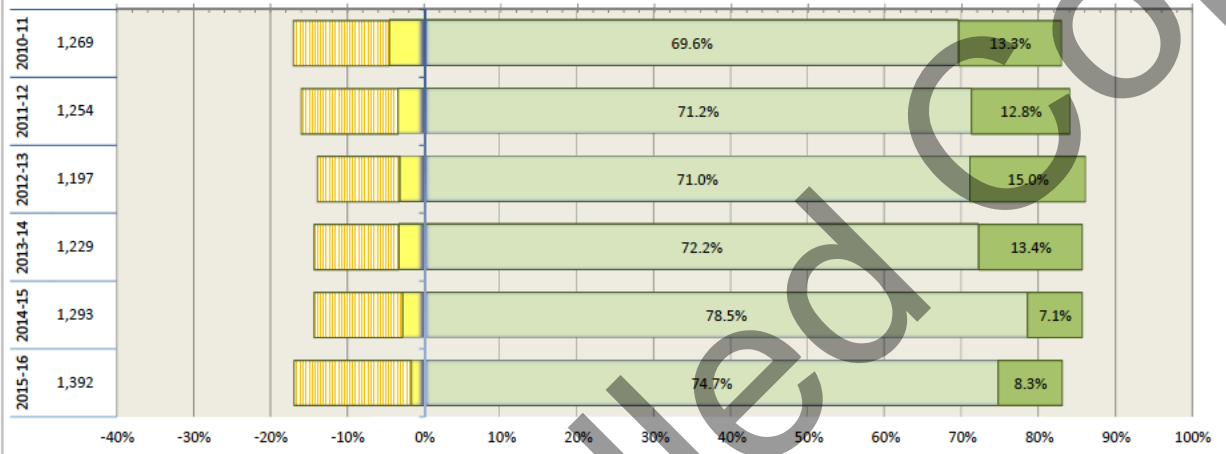
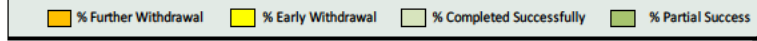
**Level of achievement for students completing an FE course of 160 hours or more who did not achieve 'full' success  
(An overview of the 'completed partial success' group above)**

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units



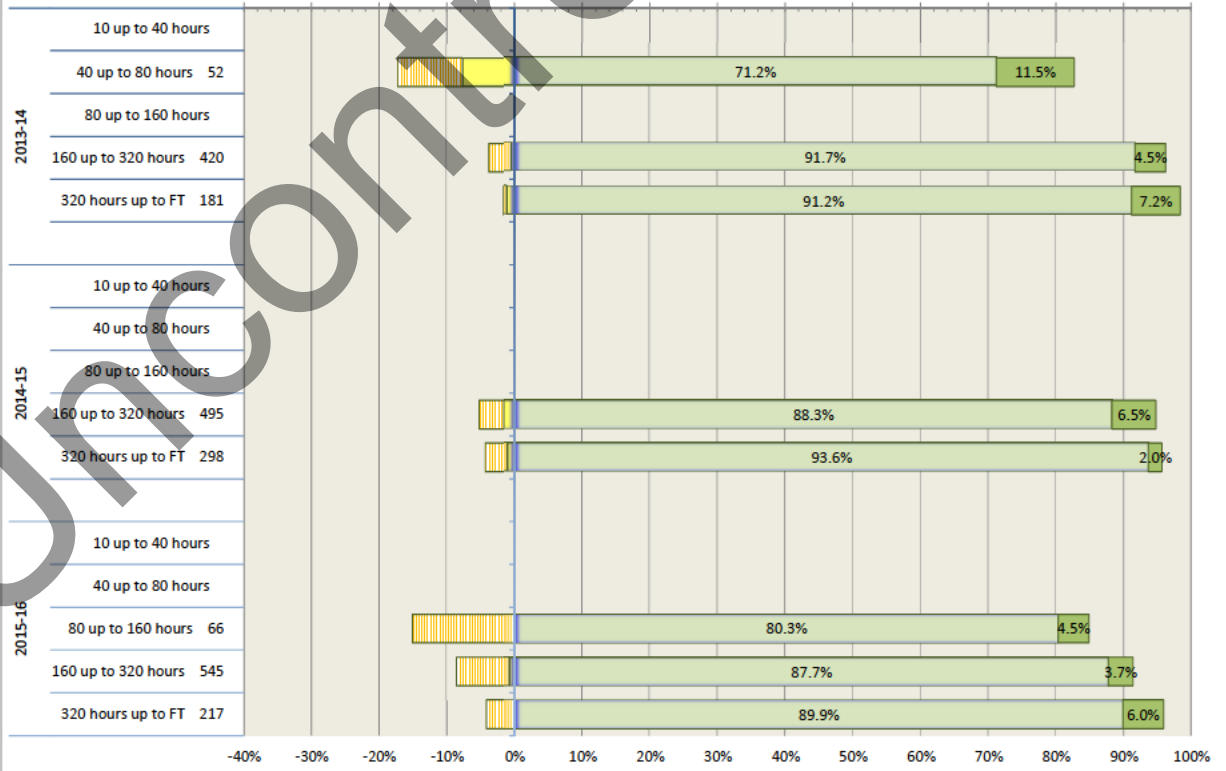
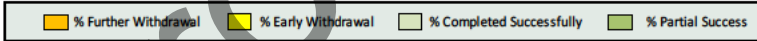
**Outcomes for Higher Education student enrolments on full-time recognised qualifications**

Year & Students



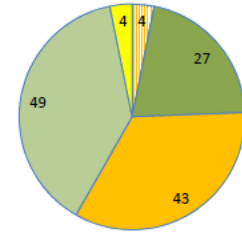
**Outcomes for Higher Education student enrolments on part-time recognised qualifications**

Duration & Students

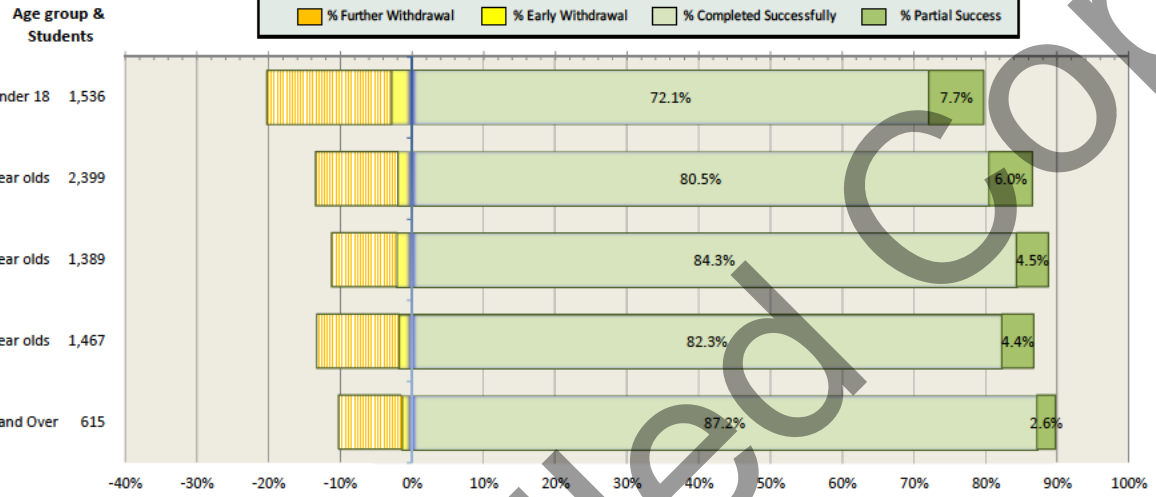


**Level of achievement for students completing an HE course of 160 hours or more who did not achieve 'full' success  
(An overview of the 'completed partial success' group above)**

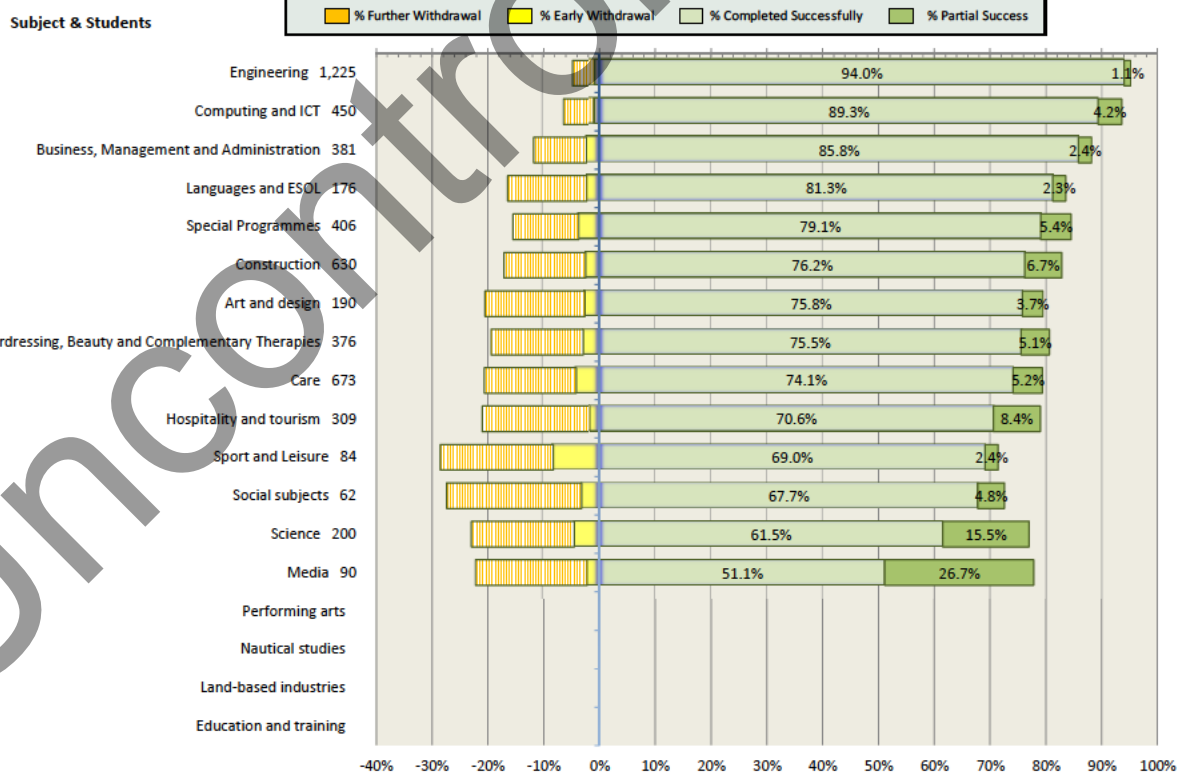
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- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
- Number of students completing their course achieving at least 75% of planned units



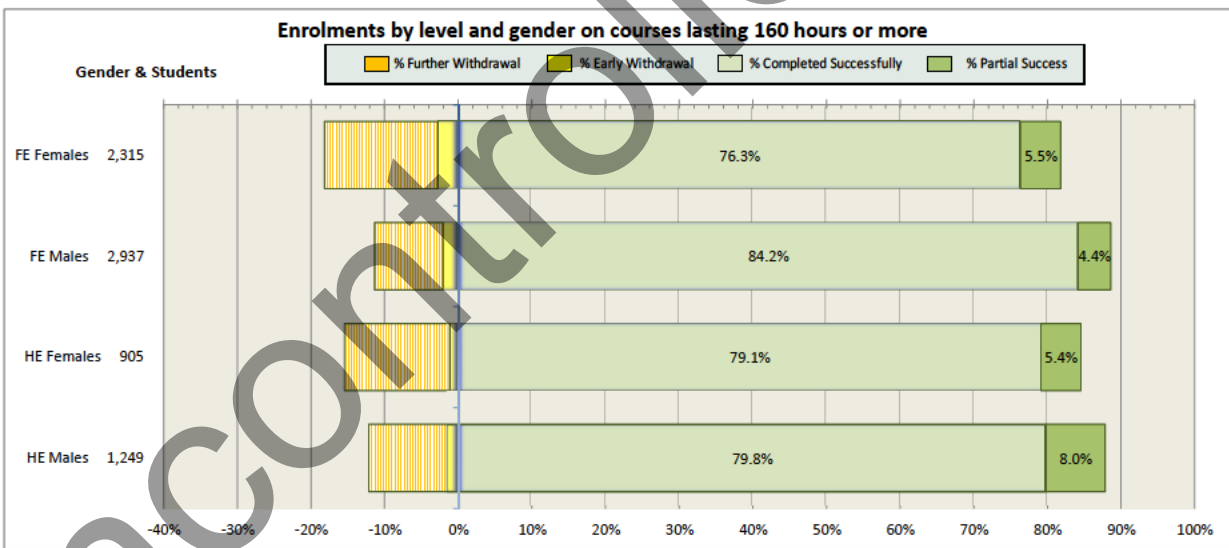
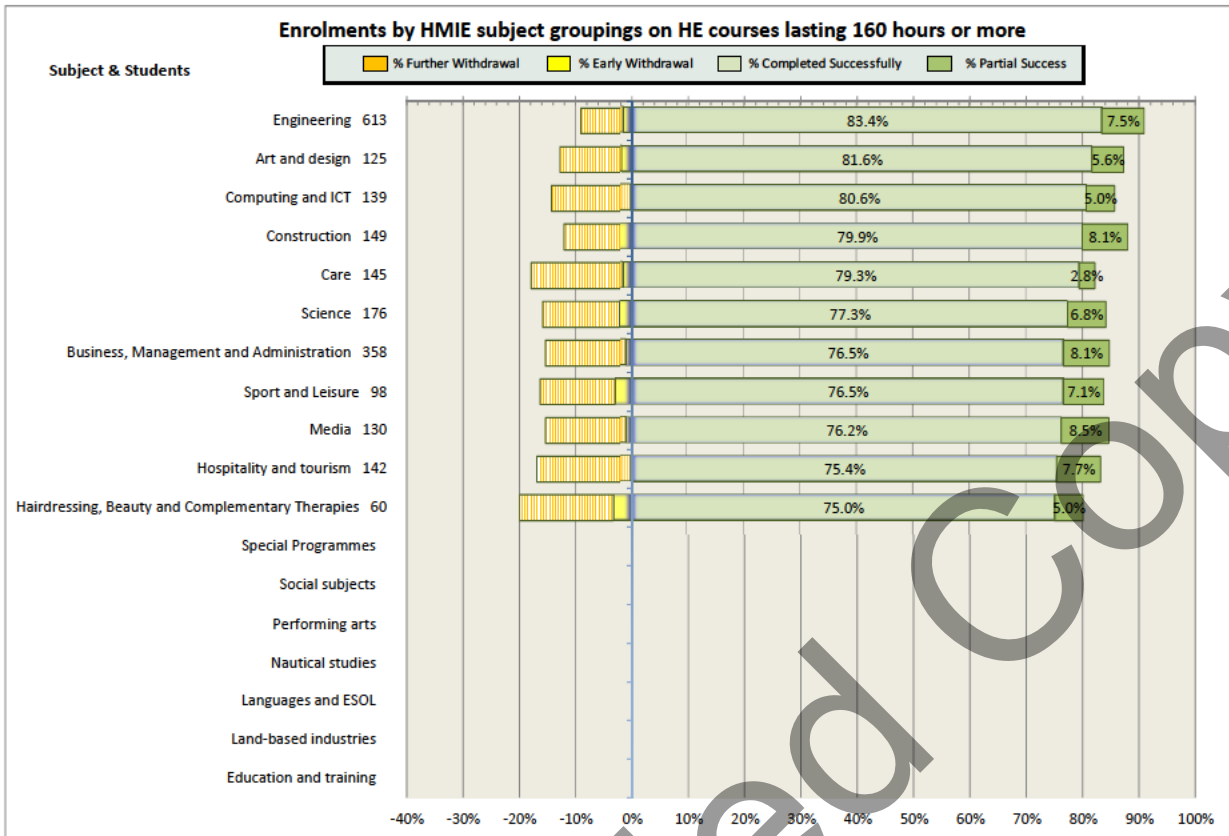
**Enrolments by age group for courses lasting 160 hours or more**



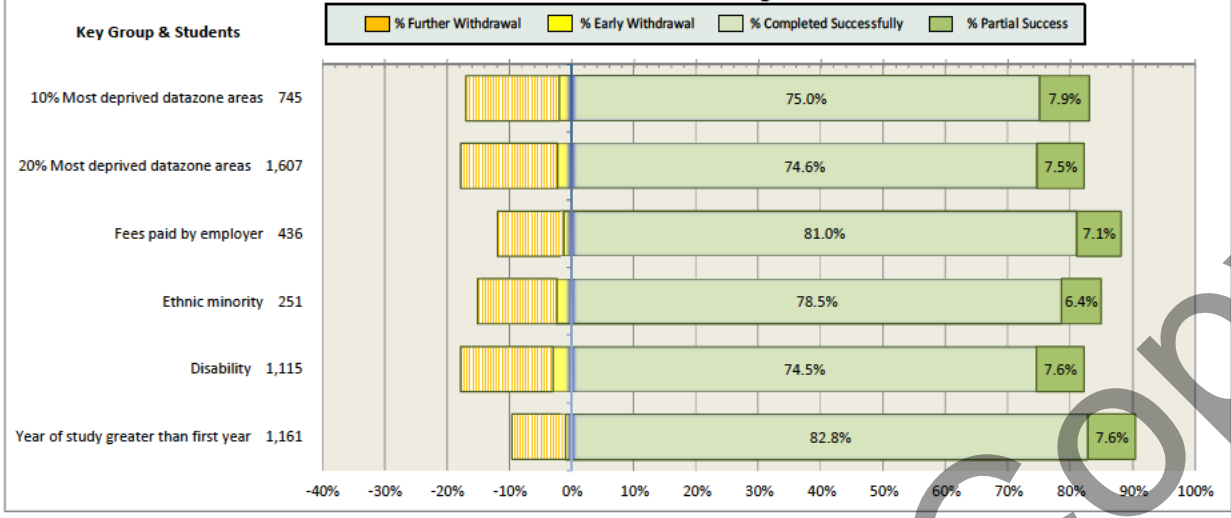
**Enrolments by HMIE subject groupings on FE courses lasting 160 hours or more**



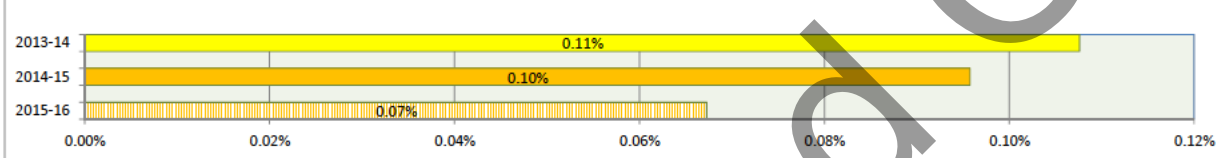




**Outcomes for student enrolments on courses lasting 160 hours or more**



**Performance against activity targets**



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