Forth Valley College

Agenda

8 June 2017
STRATEGIC DEVELOPMENT COMMITTEE

Room S1.18, Stirling 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 23 February 2017

4. Matters Arising

   a) S/16/028 Progress on Strategic Plan Development
   b) S/16/030 Business Development Quarterly Report
   c) S/16/031 Student Association Report and Update on Operational Plan

5. Outcome Agreement 2017-20 — David Allison

(Elements of paper 5 are withheld from publication on the Forth Valley College website under Section 27 Information Intended for Future Publication of the Freedom of Information (Scotland) Act 2002.)

FOR DISCUSSION

6. Student Association Activity Dec 2016 to Mar 2017 — Alan Buchan

7. Forth Valley College Policy Sector Briefing — Ken Thomson

8. Strategic Planning — Ken Thomson

(Elements of paper 8 are withheld from publication on the Forth Valley College website under Section 27 Information Intended for Future Publication of the Freedom of Information (Scotland) Act 2002.)

9. Stirling Workroom Development — David Allison

10. Operational Plan Monitoring — David Allison

11. Student Activity Report — David Allison

12. Review of Risk

13. Any Other Competent Business

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3. Minutes of Meeting
23 February 2017

8 June 2017
STRATEGIC DEVELOPMENT COMMITTEE

Boardroom, Falkirk Campus (commencing at 4.30pm)

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

S/16/025 Declarations of Interest

None

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

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

S/16/027 Matters arising

a) S/16/017 Business Development Quarterly Report

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

b) S/16/016 Falkirk council representation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

S/16/029 Draft Creative Learning and Technologies Strategy

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

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

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

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

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

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

S/16/030 Business Development Quarterly Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

S/16/032 Draft Outcome Agreement 2017-20

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

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

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

a) Members noted the content of the report

S/16/033 Operational Plan Monitoring

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

a) Members noted the content of the report

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S/16/034 **Student Activity**

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

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

a) Members noted the content of the report

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

Risk was highlighted within individual papers.

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

None

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5. Outcome Agreement 2017-20
For Approval

8 June 2017
STRATEGIC DEVELOPMENT COMMITTEE

1. Purpose

For members to approve the final version of our Outcome Agreement for 2017-18 to 2019-20, for recommendation to the Board of Management.

2. Recommendations

That members approve the final version of our Outcome Agreement to cover from 2017-18 to 2019-20, incorporating final funding allocations, and suggest any changes, before seeking approval the Board of Management.

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, and revised by Mhairi Shillinglaw, which has been seen by SMT, and will be included as an appendix to out Outcome Agreement. The Access & Inclusion Strategy doesn't require to be completed until June 2017, however SFC requested that an early draft was included as part of the submission of our draft Outcome Agreement in December, and also received a revised document in March.

4. Key Considerations

SFC Feedback

Following submission of our draft Outcome Agreement to SFC in December, the College received very positive feedback in February. SFC are happy with the targets we have set through the national performance measures, and have only suggested a number of minor additions/recommendations that could be included within the narrative element of the Outcome Agreement to improve the document, all of which were included within the March revision. 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 feedback from our March revised document was excellent, and there are only a few minor changes from that document to this final version. This current revision has also been reviewed by SFC who have confirmed that they are happy with the document.

Below is a summary of the main changes that have been made in this revision:

- The OA has been updated to reflect the final funding allocations.
- Priority Outputs have been updated.

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- The section of Foundation Apprenticeships has been updated following our submission to SDS.
- The section of Graduate Level Apprenticeships has been updated.
- The Student engagement section has been updated to reflect work undertaken by Forth Valley Student Association.

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.

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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 indicative Outcome Agreement timeline is shown, for information:

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

5. Financial Implications

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

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6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

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

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

7. Risk

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

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

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't make satisfactory progress towards meeting its Outcome Agreement commitments.

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

8. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications -

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

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6. Student Association Activity Dec 2016 to Mar 2017
For Discussion

8 June 2017
STRATEGIC DEVELOPMENT COMMITTEE

1. Purpose

To inform members of the Student Associations' recent activity.

2. Recommendation

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

3. Key Highlights

Constitution

The FVSA constitution has been updated to reflect best practice and to include the new FVSA structures. This new structure will improve the sustainability and effectiveness of FVSA in representing members and in empowering them to shape the work of the SA. This was approved by both Student Representative Council and the Board of Management.

There has been excellent support from the College in working to review the Constitution and update our structure. FVSA have also been working closely with our NUS Scotland Development Officer in order to ensure we continue to develop and maintain our position as a strong and effective Student Association.

FVSA Elections

The Elections for the post of President and Vice President are now underway. The campaign runs until 9th of June, with the results announced on the 12th of June. There are two candidates running for president and once for Vice President.

Framework Self Evaluation Activity & Review Group

The SA team carried out a team evaluation, in line with The Framework for the Development of Strong and Effective College Students' Associations. 10 points for action were identified and taken forward to a review group. The members of the review group made comments on the proposed actions and the updated actions will be brought forward by the SA for next year.

One of the key action points is to set up an advisory board for the Student Association. We are currently working with our NUS Development Officer and on the advice from the Framework Review Discussion on setting out the Terms of Reference for this group. From the discussions there will be an opportunity for a member of the Board to join this group.

4. Equalities

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

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5. Risk

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

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

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

Risk Owner – Alan Buchan **Action Owner –** Alan Buchan

6. **Other Implications –** NA

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

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

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Forth Valley Student Association

Student Association Update

March 2017 - May 2017

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Last updated on: 31/05/17

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Constitution

The FVSA constitution has been updated to reflect best practice and to include the new FVSA structures. This new structure will improve the sustainability and effectiveness of FVSA in representing members and in empowering them to shape the work of the SA. This was approved by both Student Representative Council and the Board of Management.

FVSA Elections

The Elections for the post of President and Vice President are now underway. The campaign runs until 9th of June, with the results announced on the 12th of June. There are two candidates running for president and once for Vice President.

Operational Plan

FVSA have been progressing well against our objectives for the year. There have however been a few objectives which have been pushed back into next year for completion, and one which has had to be put on hold due to time constraints. Please see the attached plan for details.

Student Council

The Student Council Report for block 2 is now complete and awaiting approval for publishing. The meeting in the Stirling campus was attended by Brian Peat, Commercial Manager for First Scotland East. Brian was invited to discuss the issues facing students travelling to College by bus. There were some positive results from the discussion, however there is further work needed around student travel to and from the College.

Healthy Body Healthy Mind Report (HBHM)

The HBHM Report is with Scottish Student Sport for review. The announcement of the rating for the College will be made at their annual conference on 12th of June. The HBHM Committee set a target of maintaining their 3 star rating.

Framework Self Evaluation Activity & Review Group

The SA team carried out a team evaluation, in line with The Framework for the Development of Strong and Effective College Students' Associations. 10 points for action were identified and taken forward to a review group. The members of the review group made comments on the proposed actions and the updated actions will be brought forward by the SA for next year.

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Mental Health First Aid Training

Training to date:

- **314** people signed up in total.
- **130** people completed the training.
- **15** students training in progress.
- **30** did not complete the training.
- **139** students have still to be allocated a training date.

Student Association Activities

NUS UK Conference

The President, SLO and Admin assistant all attended the NUS UK Conference in Brighton on 24th-27th of April. The conference elected the new NUS UK President and Vice Presidents, and set out the priorities for NUS UK for the next year. The conference gave the opportunity to network with fellow SA Staff and Officers, and to vote for motions which reflect the needs of our students, including Lobbying the UK Government to prioritise mental health support in Colleges and Universities.

Mental Health Awareness Week

Mental Health Awareness Week took place on the 8th -14th of May and the Mental Health Foundations' theme this year was 'surviving or thriving'. The SA conducted a stress survey on the students to find out what is causing our student population to become stressed and what they would like to help support them with this next year and find out if they truly are 'surviving or thriving'. The VP for Health, Wellbeing and Sport will produce a report based on the findings of this survey and it will shape the work of the SA for the year ahead. The VP also hopes that the findings will be taken forward within the Student Services department in order to shape the work of the Wellbeing and Support Officer.

#Generation Vote

FVSA linked up to NUS UK's #GenerationVote Campaign ahead of the local council elections in order to encourage our students to register to vote, and then to go and vote. The campaign is continuing until the General Election, with a focus on social media posts, events and physical events on campus where students can sign up to vote with the assistance of the FVSA team. The campaign has been a success so far and we are hopeful that this promotes good citizenship within the student population at FVC.

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Appendices

Appendix 1 – FVSA Strategic Plan

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Forth Valley Student Association

Strategic Plan

2016 - 2018

Last updated on: 31/05/17

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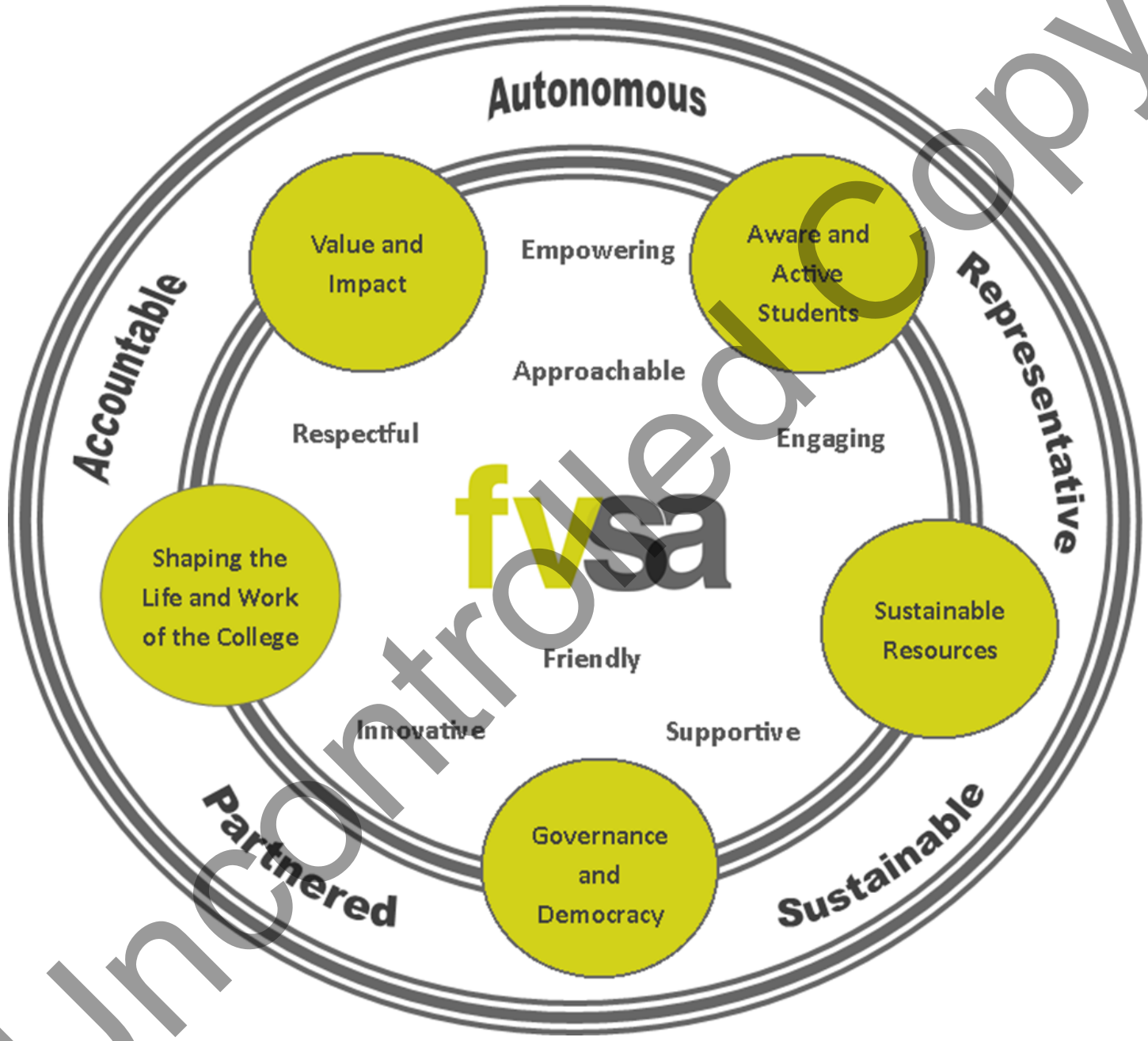

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Our Values

FVSA will always strive to maintain its core values and ensure that these values are represented in any of its actions.

Empowering

FVSA will always endeavour to give students the information required to make decisions on issues affecting student life and ensure that these opinions are taken into account.

Engaging

FVSA will maximise the number of opportunities for students to give feedback, both to the SA and to the College.

Approachable

FVSA will maintain an active presence on every campus and visibly identify themselves to students as often as possible.

Respectful

FVSA will respect the views of our students and will act on behalf of our students where possible.

Friendly

FVSA will always endeavour to have positive communications and good relationships with students and staff within the College.

Innovative

FVSA will maintain a forward thinking approach and work with the College in delivering new initiatives which benefit our students.

Supportive

FVSA will fully support our students when required and if necessary will refer them to support providers when we are unable to assist.

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Strategic Plan 2016 - 2018

The Student Association is currently one of the most fully developed College Student Associations in Scotland. We have won a number of awards in a variety of areas in the past two years however we do feel that there is plenty of room for us to do better for our students. Going forward we will continue to build on these strong foundations and develop to better engage with and represent our students.

We will develop a stronger network of aware and active students via the promotion of student led clubs and societies, sports teams and the promotion of both internal and external volunteer opportunities for students.

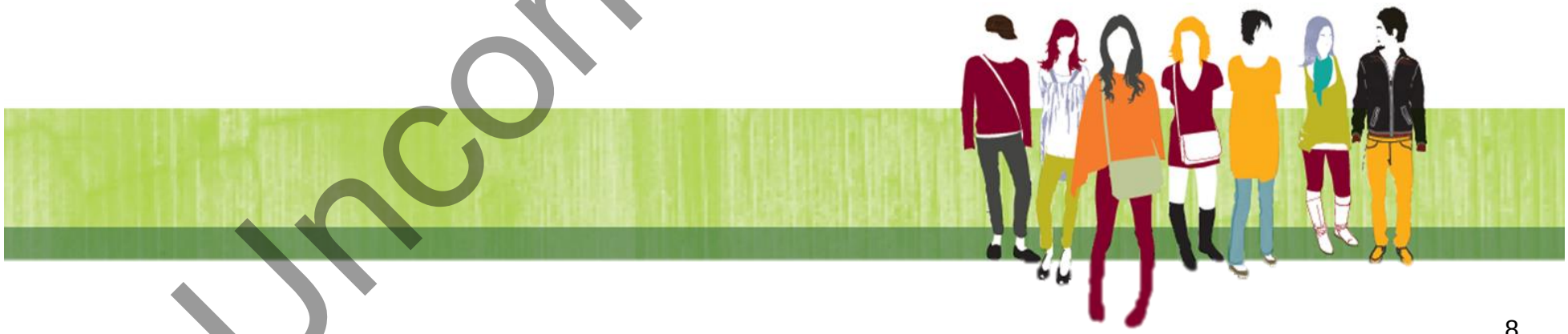
We want Forth Valley College to be more than a place people come to for studying, we want students to feel part of the College, and build a strong sense of community across our campuses.

We will expand on our self-reflective processes in order to continue to improve for our students, and we will continue to adapt to any feedback to reduce the impact of any challenges facing our students.

We will maintain our partnership with the college and input to the vision for the College to ensure that it reflects the needs of students via engagement with College committees and feedback through listening to learners and the student council.

We will develop stronger continuity within the SA, via further development of the staff roles and providing stronger support for our elected officers and volunteers.

We will work with the college in order to identify opportunities to generate revenue for the running of the SA, in order to open up new opportunities for us to grow.



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Appendix 2 – FVSA Operational Plan

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Forth Valley Student Association

Operational Plan

Academic Year 2016/17

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Last updated on: 31/05/17

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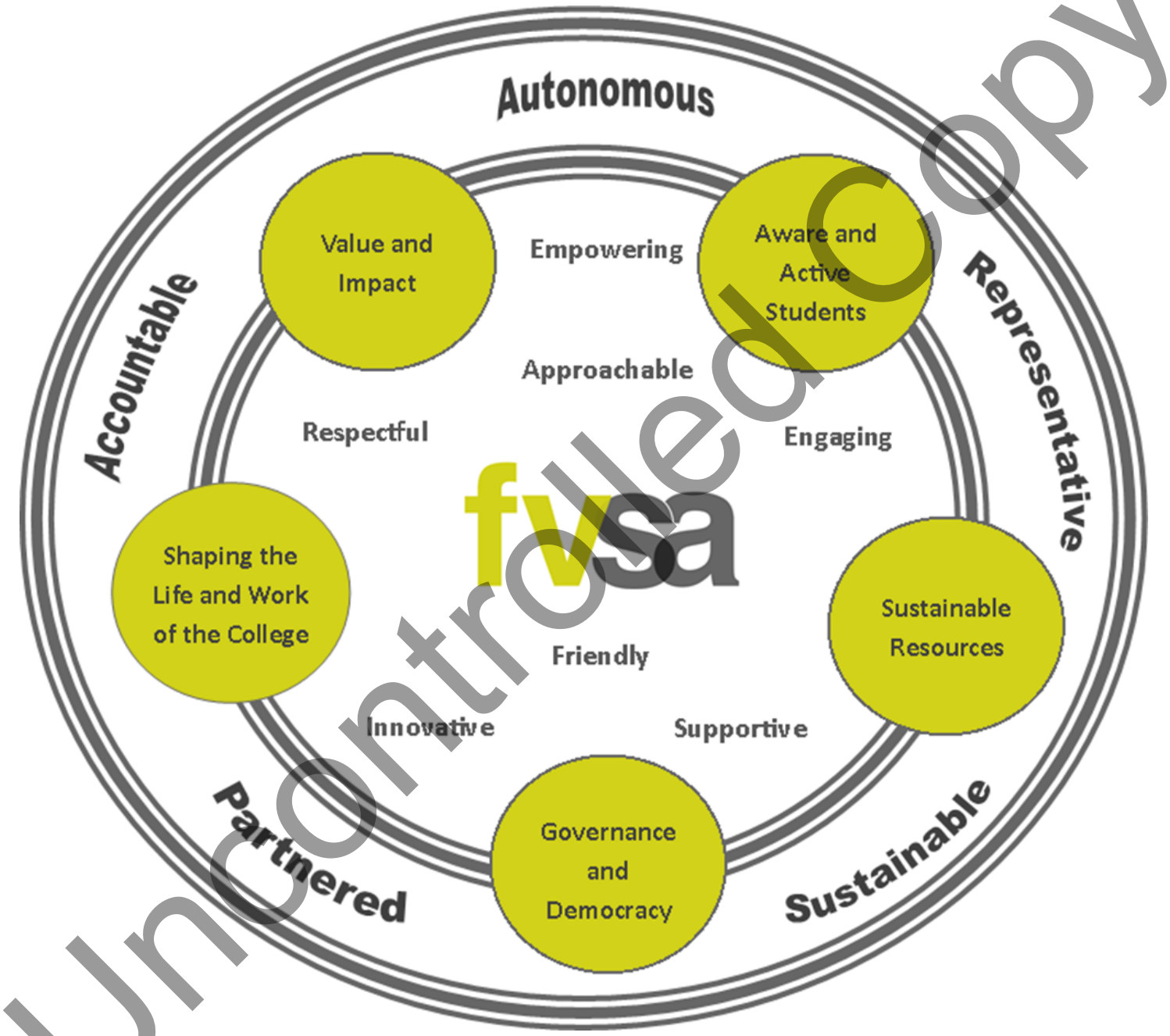

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Friendly

FVSA will always endeavour to have positive communications and good relationships with students and staff within the College.

Innovative

FVSA will maintain a forward thinking approach and work with the College in delivering new initiatives which benefit our students.

Supportive

FVSA will fully support our students when required and if necessary will refer them to support providers when we are unable to assist.

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Operational Plan

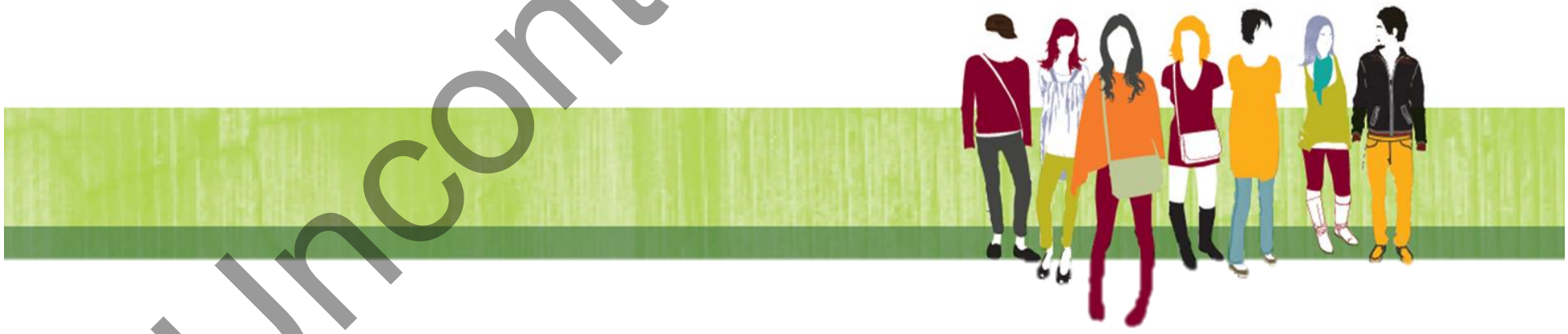
Forth Valley Student Association has developed an operational plan for the academic year 2016/17 which aims to maximise effectiveness for students. The plan has factored in a number of key goals, which were identified via student feedback, elected officer manifestos and tying in with the operational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

The Student Association aims to provide our students and partners such as the College with a clear identification of our priorities for the year ahead, and will allow the opportunity for our achievements to be measured.

The operational plan will tie into a two year strategic plan, which will set out a vision for the future of the Student Association within Forth Valley College. All plans will retain the core values of the Student Association and will reflect the voice of our students.

The Operational Plan will focus on five key themes which are set out in our Strategic Plan;

- Aware and active students
- Value and impact
- Shaping the life and work of the College
- Sustainable resources
- Governance and democracy



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Aware and Active Students

Objective	Assigned to	Start date	Due Date	Status	Update/Evidence
To introduce the SA to students via engagement at the annual Freshers event and SA attendance at inductions/enrolments.	SA Team	17/8/16	22/9/16	**Complete**	Enrolment Sessions – 10 enrolment sessions over all 4 campuses attended. Inductions – 11 classes attended. Freshers- High levels of engagement at events and increased social media activity. Positive feedback via students, staff and exhibitors. We have generated an unprecedented number of volunteers for the SA, which has further highlighted the success of our induction.
To implement a social media strategy, encouraging a two way communication channel between the SA and Students.	Admin/ President	1/8/16	30/6/17	**Complete**	To be measured continuously throughout the year using FB analytics.
To identify a core sport for students, by conducting various taster sessions and allowing students to decide which sport(s) to take forward.	VP for Health, Wellbeing & Sport	01/09/16	~~30/05/17~~ **ongoing**	**In progress**	Measure participation levels throughout the year and collate the information. Interview students who attend to get their perspective. The taster sessions have been poorly attended overall. FVSA will review the sessions offered and the time/locations

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Objective	Assigned to	Start date	Due Date	Status	Update/Evidence
					in order to build on this over the next year.
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	**Complete**	Kits have been distributed and were well received by students. This will be considered for next year.
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. There are two groups currently undertaking training, at the end of these there will be ___ students and ___staff trained.
To promote physical activity and mental wellbeing via a Weekly Walk.	VP for Health, Wellbeing & Sport	01/9/16	30/5/17	**CANCELLED**	This has been put on hold for the year due to demand in SMHFA training.

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Value and Impact

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
To design a monitoring system in order to assess the impact of our class rep system and to allow for a review of the structure in order to ensure it remains fit for purpose.	VP Education & Learner Engagement/ SLO/President	9/1/17	30/4/17	**Complete**	Gather feedback from class reps and students. Met with C&Q to updated questions on L2L and this is now in place for all students in Block 2.
To carefully manage SA Rotas in order to reduce travel expenses and carbon footprint.	Student Liaison Officer (SLO)	1/7/16	~~30/6/17~~ Ongoing	**In Progress**	To be measured by a reduction in travel expenses against previous year.
To carefully manage the SA budget and ensure that expenditure is reviewed on a monthly basis.	SLO/ President	1/8/16	30/6/17	**Complete**	To be measured at the end of the academic year. Monthly meetings are in place for the remainder of the year.

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Shaping the life and work of the College

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
Work with the College to implement gender neutral bathrooms within the College, alongside a campaign to reduce the stigma surrounding gender identification.	President	1/8/16	28/2/17 31/3/17	**Complete**	Implementation of new signage for accessible bathrooms. Approved at the student council meetings in November. New signage is now in place across all campuses. There has been a positive response from students, staff and external partners such as NUS and Stirling University Students Union.
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~~ **Ongoing**	**In progress**	First Bus have attended our block two student council meetings, positive resolutions were found to a few smaller issues however this issue is not yet resolved. This will continue into next years' operational plan.
Work with the College Catering department in order to promote affordable, healthier options within the refectory.	President/ VP for Health, Wellbeing & Sport	1/11/16	30/1/17	**Complete**	Secure an agreement and implement a plan on pricing and promotion which improves affordability and promotes healthier options. **New start date of 1/11/16, after class rep training.** Catering attended all student council sessions and explained the reasons behind the pricing, and that healthy

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Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
					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~~ **Ongoing**	**In progress**	Facilitating sessions in the beginning and ensure feedback is gathered. This will be a continuing project for the SA and will be a key focus for next year.
To implement a seasonal foodbank project, where students and staff can donate to help our students in the form of emergency food packs and relieve pressure on local foodbanks.	VP Education & Learner Engagement	1/9/16	1/3/17	**Complete**	Students will be referred by Student Services and the number of emergency donations will be tracked in order to identify the impact to our students. We are operating with start-up stirling and the emergency donations. This will be reviewed at the end of the year.
To work with the college to establish and maintain a student position on all relevant College committees.	President/SLO	1/7/16	30/6/17	**Complete**	Review committee activity on a regular basis and request invitations to attend any new working groups or committees. This has been successful for this year, with the SA being involved in short life working groups on iLearn and Attendance Monitoring. This will be an annual objective.

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Sustainable Resources

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
To reduce the paper output of the SA by moving to paperless meetings where possible in order to promote sustainability and reduce our printing costs.	Administrator	1/7/16	~~30/6/17~~ Ongoing	**In Progress**	Reduce the printing of meeting papers where possible. There has been a large reduction in printing of meeting papers, however the SA do not have enough iPads to hold fully paperless meetings yet.
To attend and contribute (where possible) to the College Sustainability and Fairtrade committees.	SA Team	15/9/16	~~30/6/17~~ Ongoing	**In progress**	Review committee activity on a regular basis and continue to raise awareness throughout the year. FVSA are providing SMHFA statistics to the Sustainability Committee as part of the Wellbeing Strand of the report, and have to participate in a Fairtrade accreditation pilot program in partnership with the FVC Fairtrade team.
To develop a Strategic Plan, in line with that of the College in order to promote the sustainable growth of the Student Association.	SLO/President	1/8/16	23/10/16	**Complete**	Strategic Plan in place and passed by students at the first Student Council meeting. this has now been passed and approved at Student Council in Nov.
To secure long term funding for the SA and officer positions in order to provide a secure foundation for the SA to develop.	SLO/President	1/11/16	1/3/17	**Complete**	Funding up to end of session 17/18 approved by FVC Foundation

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Governance and Democracy

Objective	Assigned To	Start date	Due Date	Status	Update/Evidence
To review the election process and implement any identified changes based on student feedback.	SLO/President	9/1/17	~~1/3/17~~ **Ongoing**	**In Progress**	Updated process in place ahead of promoting elections. SLO will review this process annually and aim for continuous improvement in election turnouts.
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	**Complete**	Advertisement of elections is complete, this has been promoted via class reps, posters and social media. 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~~ **Ongoing**	**In Progress**	FVSA Have identified a need for a review of the induction materials and process for class reps. This will be carried out in advance of next term and will be reviewed based on feedback after the training.
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~~ 30/6/17	**In Progress**	Annual Report and impact assessment is underway

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Calendar of Events

Block 1 (August - December, 2016)

Event	Date	Campus
Fresher's Fayre	20th September	Falkirk
	21st September	Alloa
	22nd September	Stirling
Senior Class Rep Training	6th October	Falkirk
Class Rep Training	18th – 20th October	Falkirk
	25th – 26th October	Stirling
	27th – 28th October	Alloa
Additional Class Rep Training	2nd November	Falkirk
1st Student Council Meeting	17th November	Alloa
	18th November	Falkirk
	23rd November	Stirling
16 Days of Action	25th November – 10th December	All
Career/Volunteer Event	29th November	Alloa
	30th November	Falkirk
	1st December	Stirling

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Block 2 (January - June, 2017)

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

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7. Forth Valley College Sector Policy Briefing
For Discussion

8 June 2017
STRATEGIC DEVELOPMENT COMMITTEE

1. Purpose

To provide the Strategic Development Committee with a summarised version of the College Scotland briefing document and including Forth Valley College senior management involvement in examples of national policy development

2. Recommendation

That the Committee discuss the detail noted in Appendix 1 and comment on style and future reporting of national policy developments and whether this should include sector wide and Colleges Scotland briefing.

3. Background

The Principal provides an update on College activity and that of the Principal over the three month period between Board meetings however there is no process at the moment for updating members on national policy developments relating to the College sector. Anne Mearns, Acting Chair has suggested using the Colleges Scotland briefing document to its Board as a template and adding Forth valley College senior management involvement. Appendix 1 attached to this paper is a first draft at this type of reporting showing how the sector is responding to two key areas, namely the Enterprise and Skills Review and the Learner Journey 15-24.

4. Proposal

For the Committee to discuss the content of Appendix 1, note the sectoral involvement of Forth Valley College SMT and to suggest improvements for future reporting.

5. Financial Implications

There are no financial implications from this report

6. Equalities

Assessment in Place? – Yes ☐ No ☒

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7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

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

8. Other Implications –

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

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

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Summary of Colleges Scotland Paper presented to their Board of Management and relating to the Enterprise and Skills Review and Learner Journey and Colleges Scotland's engagement. Forth Valley College's representation on each workstream is noted.

1. **Workstream 1 : Data, Performance and Evaluation**

To create an enhanced analytical function to help provide strategic evidence to make effective decisions to improve the outcomes of the Enterprise and Skills system - the improved analytical resources may also be used to improve local intelligence for local decision making.

College's Scotland Position/Actions

- Colleges Scotland participated in the Data Sharing Working Group during 2014 and 2015. The group's remit was to understand the practical benefits of sharing information in support of the learner journey. The group recommended the roll out of the outcomes from the three workstreams and to implement these into standard practice for the sector.
- College ICT infrastructure needs should be assessed alongside the survey of estate condition currently being undertaken by SFC.
- Adequate and additional resources (both capital and revenue) should be provided by Scottish Government to allow investment in college based systems, staff with the relevant skills and staff training on data analytics.

Forth Valley College Position/Actions:

David Allison

FVC participated within these Data Sharing Working Groups and specifically designed, built and implemented an application portal to allow students to view progress of applications of their pupils.

2. **Workstream 2 : Enterprise and Business Support**

To optimise a system of enterprise support designed around, and able to adapt and grow with the needs of businesses.

Objective 2.1 : To consider the most appropriate model of business support in Scotland and how best to take forward the operational delivery of information, advice and assistance to businesses ranging from start-ups to high growth and international firms, as well as community and social enterprises.

Objective 2.2: Maximise economic impact, focussing on business development and growth and significantly increased productivity, as well as social impact through sustainable and inclusive growth.

College's Scotland Position/Actions

- Make use of the leadership skills and intellectual capital within the colleges, especially at delivering greater success at a regional level.
- Focus on what works best regionally, with emphasis on sharing best practice and intelligence.
- Colleges have critical role to play at a regional level in terms of leadership, intellectual and physical assets.
- Stronger and more focussed coordination across the relevant enterprise and skills agencies.

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- Recognition of the importance of skills in delivering the step change required.

- Ensure businesses have access to supply of entrepreneurial and innovative learners, equipped by colleges with the skills, training and appetite to create growing businesses.
- Colleges able to educate entrepreneurs to help develop their potential business concepts, leading to enterprise creation.
- Build on the successful outcomes model approach established in the college sector, and utilise the Regional Outcome Agreements to deliver ambition and strategic policy.
- Ensure a needs lead approach to delivery of provision, with colleges building on their good partnerships with business to develop flexible and tailored solutions.
- Colleges to act as recruitment and skills hubs within a region, and to act as employment brokers where appropriate (given additional resources), as colleges can respond flexibly in a timely manner, and with curriculum design with input from the employer.
- Further investment by the Scottish Government direct to colleges will enable colleges to deliver more work based and apprenticeship learning.

An investment in the college sector brings positive benefits to learners, society and the economy, and allows Scotland's colleges to contribute to Scottish Government strategies and policy direction.

Contribution to a Strong, Sustainable Economy

Colleges contribute towards a strong, vibrant and diverse economy, as well as to sustainable economic growth. They contribute by providing relevant high quality professional and technical education and training to ensure that students acquire the necessary skills to enter the workforce. Colleges contribute to competitiveness by producing people with the right skills who are work-ready and positioned to support businesses, encourage innovation and build entrepreneurialism. Colleges help produce a workforce of greater productivity and skill, allowing more people, from all backgrounds, to participate in the labour market. Courses and curriculum are designed to take account of the skills needs that are identified on a regional basis, so that there is increased certainty that students will have the appropriate skills to move into jobs. Colleges also have the flexibility and adaptability to respond to the needs of businesses in relation to training to address skills gaps and help businesses to remain competitive through an efficient, skilled workforce.

Contribution to the Student and the Learning Experience

Colleges are in a strong position to help deliver on the Scottish Government's Youth Employment Strategy – Developing the Young Workforce1 and to provide retraining and upskilling for adult learners. The current focus of ensuring our young people have the necessary work skills is supported by the college sector, both in the expansion of the links between schools and colleges and in the vital role colleges' play in developing engagement between employers and education in their regions. Colleges also provide a vital element of learning throughout life, helping those who need to update their skills before returning to the workforce, or those who have been made redundant to retrain and upskill in order to return to the workforce.

Contribution to Strengthening our Communities

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Colleges empower individuals and help strengthen communities. Working closely with businesses, communities and local agencies, colleges are at the centre of economic development and regeneration in Scotland. They play a critical and valuable role in delivering the skills, competencies and learning that fuels the economy and enables students to train, retrain and contribute.

The learning provision offered by colleges enables individuals and families to get out of poverty, and increases a person's life chances. Colleges offer particular opportunities to women returning to the workforce. Reaching out to disadvantaged hard-to-reach groups within their communities, not only leads to a steady supply of students for higher-level qualification-based study but also supports colleges wider role in promoting the wellbeing and cohesion of their communities.

Contribution to a Stronger and Fairer Scotland

Colleges promote fairness, offering people life chances and equality of opportunity to learn. Enrolling in college helps those furthest away from the labour market to move towards employment and supports those with few or no qualifications to achieve a better education.

As part of the sector's commitment to DYW, through stronger school-college engagement and provision, colleges are well placed to make a real difference to attainment levels and encourage young people to develop the skills the nation needs. Colleges also assist adults in retraining and upskilling, hence allowing students to benefit from lifelong learning and to have the skills to access work.

Forth Valley College Position/Actions

Fiona Brown

- Fiona was lead in setting up the Invest In Youth Group for Forth Valley involving employers and schools. The College is now host employer for the DYW Employer Regional Group. Fiona is Board member and lead with the DYW school and University partnerships.

3. Workstream 3: Governance

To create a single board for Scotland's enterprise and skills agencies.

Objective: To drive hard alignment of services and strategic goals in order to tackle Scotland's long-term economic challenges and deliver on all 4 pillars of Scotland's Economic Strategy.

College's Scotland Position/Actions

- Colleges Scotland believes that there would be great benefit in more coherent and consistent strategies across skills, education, careers advice and employability in Scotland.
- We suggest the creation of an Enterprise and Skills Board for Scotland, to act as a new Scotland-wide overarching board, which should be chaired by the Cabinet Secretary for Education and Skills, and included amongst its membership chairs of the agencies and representatives from colleges, universities, business and local government.
- We would see the removal of individual agency boards as detrimental to good governance.
- Good governance must lie at the heart of the college sector to build public trust and deliver vital services to students, employers and communities.

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- There has already been a sea-change in the way that colleges are governed and the sector itself has embraced the need to focus on achieving the highest standards of governance. A Code of Good Governance for Scotland's Colleges has been developed and the sector's Good Governance Steering Group continues to meet to oversee its implementation and review.
- In light of recent announcements on governance in relation to the Enterprise and Skills Review, policies are to be developed on areas such as leadership, role of civil service, culture, funding decisions etc, including college representation on the overarching board. Scotland participated in the Data Sharing Working Group during 2014 and 2015. The group's remit was to understand the practical benefits of sharing information in support of the learner journey. The group recommended the roll out of the outcomes from the three workstreams and to implement these into standard practice for the sector.
- College ICT infrastructure needs should be assessed alongside the survey of estate condition currently being undertaken by SFC.
- Adequate and additional resources (both capital and revenue) should be provided by Scottish Government to allow investment in college based systems, staff with the relevant skills and staff training on data analytics.

Forth Valley College Position/Actions

- **Alison Stewart Lead**

4. <u>Workstream 4 : Innovation</u>

To map and analyse the innovation support ecosystem in Scotland, to gather evidence on how (and how well) it helps businesses to innovate.

Objective 4.1 : role of public sector in stimulating and supporting innovation

Objective 4.2 : How the private sector and colleges and universities stimulate and support innovation with companies

<u>College's Scotland Position/Actions</u>

Colleges are vital to the Scottish Government's policy initiatives to stimulate and support innovation in Scotland's business and industry.

Scotland's colleges have a key role to play in encouraging and supporting an innovative economy, facilitating knowledge transfer of skills for innovation within the economy, providing business incubator space and ensuring access to resource to aid start-up of ventures.

College innovation is focused on skills and process innovation i.e. delivery and design, industry engagement, networking, bespoke and transitional training, transfer of skills and knowledge exchange. The effective working relationships and knowledge between colleges and SMEs within a region means that colleges are ideally placed to support SMEs in relation to innovation, including acting in partnership with universities and innovation centres.

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Investment by the Scottish Government to support innovation in colleges will encourage the development of talent and ideas which will add value to the economy and complement the innovation funding currently provided to universities and employers.

- work with universities and innovation centres
- support innovation
- roll out business incubator space
- ensure access to resource to aid start-up of ventures

Work with Universities and Innovation Centres

The Innovation Centres, based at Scottish universities, are delivering business-led innovation across some of Scotland's economic sectors. Some colleges have already had engagements with those Innovation Centres where they have shared interests around particular industries and sectors.

Given the links between innovation, skills and entrepreneurship, the college sector wishes to actively engage in the work of the Innovation Centres, by offering leadership, management and skill type courses for relevant leaders.

Support Innovation

Colleges across Scotland work closely with local businesses in their own geographic area as well as those for whom a college can provide specialist advice and support. Engagement with the SFC / SDS Skills Committee is also taking place. Employer engagement is two-way and mutually beneficial and includes:

- Workforce planning
- Employee training and skills development
- Business process improvements
- Product development
- Development of work placement opportunities for college students
- 'Live' projects for students
- Development and shaping of curriculum
- Skills/vocational academies
- Job brokering
- Digital development.

Establish and Promote Business Incubator Space

Business start-ups are important to the economic health of a community and are recognised as such through the advice and practical help that they can access through Scottish Enterprise and other agencies committed to enterprise support.

- Colleges should be funded to allow the establishment of business incubator spaces that are co-located with a local college campus, thus providing a supportive environment in which business start-ups could flourish, offering guidance and resources. Having a local business incubator is also

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beneficial to colleges and universities in the region. Incubators often include technology Colleges Scotland participated in the Data Sharing Working Group during 2014 and 2015. The group's remit was to understand the practical benefits of sharing information in support of the learner journey. The group recommended the roll out of the outcomes from the three workstreams and to implement these into standard practice for the sector.

- College ICT infrastructure needs should be assessed alongside the survey of estate condition currently being undertaken by SFC.
- Adequate and additional resources (both capital and revenue) should be provided by Scottish Government to allow investment in college based systems, staff with the relevant skills and staff training on data analytics.

Forth Valley College Position/Actions

Ken Thomson

Ken is a member of the National Innovation Working Group hosted by SFC to develop a sector wide strategic approach to College Innovation as recommended in the Reid Report.

At Forth Valley College Ken has engaged with four of the eight innovation centres in Construction, Aquaculture, Digital Health and Industrial Biotechnology to look at future opportunities including use of innovation vouchers, HN qualification and upskilling for industry.

5. Workstream 5 : International

To increase focus on co-ordination of international economic activity across the public sector alongside academia.

Objective: Deliver a stronger focus to co-ordinate international activity across the public and academic sectors to deliver maximum benefit for Scotland

To maximise the benefit from Scotland's wide range of international assets and strengths, including the SDI network.

To maximise the expertise and reach of VisitScotland and networks such as Connected Scotland and GlobalScots; as well as universities' global reputation, teaching and research reach alongside overseas footprint.

Develop innovation and investment Hubs in London, Dublin, Brussels and Berlin.

College's Scotland Position/Actions

Internationalisation

Colleges in Scotland have a history of attracting staff and students from around the world and leading on key overseas projects, and we want to maintain this work and relationships with our international partners at all levels.

Colleges across the country are proud to employ talented staff from around the world whose skills and experience enrich the college experience for all.

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International students from around the world enrich the experience of Scottish learners by providing a more diverse pool of learners, with a broader global perspective. The cultural exchange benefits everyone as well as helping to promote Scotland. International students also make financial contributions to our economy.

The College sector will seek to increase outward mobility of Scottish students to enhance experience and learning, while simultaneously attempting to recruit international students and inward mobility through exchange.

Overall the college sector will seek to establish a supportive environment for international initiatives and to work with Colleges Scotland, Scottish Government, Scottish Enterprise and the Scottish Funding Council to ensure sector-wide recognition of opportunity and expertise, opportunities, potential and appropriate analysis of risk.

Framework for the Future of Internationalisation

A Framework for the Future of Internationalisation has been established, founded on a number of key principles, and which set a standard for the college sector as a whole. The establishment of a college sector framework will ensure that international activities are undertaken in a context of recognising the core purpose of colleges and ensuring those activities do not detract from that core purpose, but are aligned and complimentary in terms of business and educational benefits. The framework promotes clarity in respect of risk assessment, business and educational justification in order to provide the necessary platform to assure government, other stakeholders and the public generally that the college sector takes internationalisation seriously and responsibly, whilst also seeking to encourage entrepreneurial initiative. The principles that underpin this framework are outlined in Annex 2 of this paper.

Post-study Work Visas

Colleges Scotland wishes to see the re-introduction of the post-study work visa, which were abolished by the UK Government in 2012. These visas allowed recent graduates to work or set up businesses in the UK for 24 months, which retained skilled and educated graduates as part of the labour force. The post–study work visa encouraged international students to come to Scotland as the ability to stay, and work, is an important factor when choosing a place to study.

Innovation and Investment Hubs

Individual colleges may seek to develop off-site provision in identified areas of expertise and in some instances, may wish to establish overseas campuses.

Impact of Brexit

The Scottish Government to provide adequate and additional funds to replace all EU funding, including maintaining exchange programmes, in order to safeguard the achievement of targets set by the Scottish Government.

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Supporting Businesses

Colleges are key player, particularly amongst the SMEs within a region, to work with businesses and other key stakeholders to see the potential for growth in international markets, and to maximize inward investment opportunities.

Colleges are linking to the SMEs in the region to ascertain if they have considered any potential international opportunities.

Colleges provide training and appropriate skills provision to businesses to allow them to operate internationally. Colleges Scotland participated in the Data Sharing Working Group during 2014 and 2015. The group's remit was to understand the practical benefits of sharing information in support of the learner journey. The group recommended the roll out of the outcomes from the three workstreams and to implement these into standard practice for the sector.

- College ICT infrastructure needs should be assessed alongside the survey of estate condition currently being undertaken by SFC.
- Adequate and additional resources (both capital and revenue) should be provided by Scottish Government to allow investment in college based systems, staff with the relevant skills and staff training on data analytics.

Forth Valley College Position/Actions

Ken Thomson Lead

Ken is involved with Colleges Scotland in this policy development through the Colleges Principals Group. Andrew Campbell, Forth Valley College's International Manager is a member of the International Managers Group.

Forth Valley College has an International Strategy, led by Andrew and has seen success in Oil and Gas and Hospitality related developments in Russia, China, Dubai and Ghana with potential work being developed in Senegal. The successes will be further developed through the new Strategic Plan to be published later this year. Andrew has developed excellent relationships with SDI and British Council co-funding a number of study visits.

6. Workstream 6: Regional Partnerships

To consider how regional partnerships can stimulate local economies and build inclusive growth.

Objective 6.1 : The Scottish Government working with key stakeholders will build on emerging regional partnerships, identifying opportunities across coherent economic geographies to:

• Identify and understand regional economic and social needs to support Scotland's Economic Strategy.

Objective 6.2 : Develop and act on a shared vision that is locally owned and focused on interventions to drive inclusive growth through a place based approach

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Objective 6.3 : Use at least one pathfinder to develop and test a clear integrated regional model supporting inclusive growth which offers strong governance and leadership to ensure assets and resources, including digital services are harnessed to deliver maximum impact

College's Scotland Position/Actions

The strategy is based on two key pillars: increasing competitiveness and tackling inequality. Underpinning the twin pillars are four key priorities of investment, innovation, inclusive growth and internationalisation.

Competitiveness

Colleges contribute to competitiveness by producing students with the right skills, who are work-ready and are then positioned to support companies, encourage innovation and build entrepreneurialism. Colleges help produce a workforce of greater productivity and skill, allowing more people, from all backgrounds, to participate in the labour market.

Reduce Inequality

Colleges are well positioned to address inequality, and to educate people from some of the most deprived areas of Scotland. This helps deliver the government priorities of widening access and reducing the attainment gap. The Sutton Trust report, published in May 2016, highlights the vital role that the college sector has played in widening access, stating that 'The improved access for disadvantaged students in Scotland … has been met almost entirely by the expansion of sub-degree programmes in Scottish colleges. Since 2006, 90 per cent of all the growth in entry into Scottish higher education by disadvantaged students has been through sub-degree courses in colleges.'

Investment

Adequate vocational education provision is a basic element of investment in the future for a nation, to enable investment of human capital into business and to build the key relationship with businesses and industry in order to provide the appropriate pipeline of work-ready individuals. The investment, both in students and capital, helps drive the economy.

Innovation

Colleges help to provide work ready staff for business, industry, the public services and the third sector. Colleges act as hubs for developing the young workforce, with the government and the college sector investing in various approaches to ensure productive employer engagement.

The Scotland CAN DO Framework2, presents a vision of Scotland as a world-leading entrepreneurial and innovative nation – a CAN DO place for business. The framework recognises that the reformed college sector has a key role to play in accelerating entrepreneurship and innovation across Scotland.

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Inclusive Growth

Colleges are in a unique position to ensure that the contribution to growing the economy is undertaken in such a way that the benefits are delivered in an inclusive and fair way as possible. Colleges tackle inequality through a wide variety of means, including:

- widening access to people from across the socio-economic spectrum
- working towards improved gender balance
- working in partnership with many organisations from across the public, partner and third sector
- signed up to a living wage commitment as employers.

Internationalisation

The college sector has the huge potential to contribute to this agenda by bringing benefit to the Scottish economy, through inward investment from abroad, and by providing opportunities for global learning and connectivity.

International students enrich the experience of Scottish students by providing a more diverse pool of students, with a broader global perspective. The cultural exchange benefits everyone as well as helping to promote Scotland internationally. Support from the Scottish Government for the re-introduction of a post-study work visa, which the UK Government ended in 2012, would attract overseas students thus enriching the college experience for all, whilst retaining skilled graduates who contribute to our economy.

Colleges Scotland is keen to see the development of a collaborative leadership model, where a common approach and consistent policy implementation is seen between key stakeholders who support and deliver across the education and skills landscape. If this model was adopted that encompasses schools, colleges, universities, local authorities, SDS, employers and Community Planning Partnership, this could provide the much needed joined up approach.

Scottish Government should consider aligning the collaborative leadership model with the 13 college regions, this would provide greater opportunity for partnership working and introduce better collaboration between schools, colleges, universities and employers. However, what is vital to make this work, is the acceptance of the concept of collaboration and therefore Colleges Scotland would be open to different geographical structures.

The potential role of this model would be to:

• develop a collaborative vision for post-compulsory education (including senior phase education in schools) for that region

• maximise the number of young people progressing to further and higher education

• increase the proportion of disadvantaged learners progressing to higher levels and sustainable positive destinations

• improve the employability of all learners

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• implement standardised articulation routes

• diversify the choice of courses available to learners in schools

• streamline and personalise learner journeys

• establish common applications processes

• eliminate duplication

• use resources more cost-effectively e.g. consider shared services where appropriate

• share data amongst relevant institutions

• improve career advice and planning.

It is more important that the focus is on joint planning and collaborative action. In particular, where head teachers are provided with more autonomy and/or direct resources to enable them to take decisions based on local circumstances, with a view to giving all children and young people the best chance of success, then this should be established in such a way as to still allow partnership working.

The Scottish Government to provide adequate and additional funds to increase consistency and college infrastructure, in the role of lead partners.

Colleges are confident that participation in appropriate pathfinders would actively contribute to collaboration amongst all partners and provide a clearer understanding of the key role colleges will play

Forth Valley College Position/Actions

Ken Thomson

Ken is a member of the Innovation Working Group hosted by SFC to develop a sector wide strategic approach to College Innovation as recommended in the Reid Report.

David Allison Lead

David is a member of the SFC Access and Inclusion Strategy Group with a particular interest in Outcome Agreements and the Gender Action Plan.

7. Workstream 7 : Skills Alignment

To align the functions of SFC and SDS.

Objective 7.1 : To work with the SFC and SDS to align their functions to allow a more coherent view of how further and higher education and skills are planned to provide better outcomes for learners and employers

Objective 7.2 : To work with the SFC and SDS to allow greater consideration of the effectiveness of our investment in further and higher education and skills to ensure we have the right balance of provision

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across age groups and sectors to provide clearer routes for learners into employment or further study and to maximise its contribution to productivity and inclusive growth.

8. The Learner Journey Review

The first meeting of the Scottish Government's Learner Journey Review Group took place on Tuesday 28 March 2017. The review is being conducted in two stages, with Stage One focusing on the evidence base and design of policy propositions for Scottish Ministers. Stage One is due to report in September 2017. The Scottish Government is using the review to develop ideas about how to increase the efficiency of the learning system, whilst enhancing the quality and access for learners.

The Learner Journey review will consider the current offer across school, college, university and training from a learner perspective. The aim is to further improve the system to ensure that learners are supported to make well informed choices, have equal opportunities to access the right options for them and can move through the system and towards employment easily, with no duplication of learning. The review will build upon the key policies framing the education system (e.g. GIRFEC, CfE and Developing the Young Workforce Programme).

The review will consider five key areas to be progressed with outputs over the lifetime of this Parliament:

- Careers guidance
- Transitions
- Access
- Progression
- Funding
- Provision

A range of regional stakeholder engagement events are currently in the process of being planned by Scottish Government. There is opportunity for stakeholders to engage in strategic debate and contribute to the review process.

Forth Valley College Position/Actions

Ken Thomson

Is a member of the Learner Journey Review Group representing the College Principals Group (CPG) and Colleges Scotland. Ken is also a member of the Progression Working Group. A stakeholder meeting was to be held in Stirling Campus but was cancelled due to the industrial dispute.

David Allison

The national applications process for Colleges is again being reviewed as a workstream of the 15-24 Learner Journey. The Applications portal produced by FVC through the Data, Performance and Evaluation Working Group is being recommended as a possible solution for the sector.

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8. Strategic Planning
For Discussion

8 June 2017
STRATEGIC DEVELOPMENT COMMITTEE

1. Purpose

To present members with the draft Strategic Plan 2017-2022 for review and discussion.

2. Recommendation

Following the Principal's presentation, members consider the content of the draft Strategic Plan.

3. Background

The current 2014-2018 Strategic Plan has been a successful and key visioning and planning document both in maintaining the strategic direction of the College and in promoting the College's vision of 'Making Learning Work' to staff, students and other stakeholders.

Progress against the current strategic plan has been very positive, with many of the objectives outlined within the plan now complete and in place with annual College operational plans progressing the detail of the strategy.

As Principal, and with the agreement of the Strategic Development Committee and the Board, I felt that it was a good time to refresh the College Strategic Plan with new objectives and aspirations for the 2017-2022 period.

4. Consultation Process

The development of the draft Strategic Plan 2017-2022 has been driven by extensive engagement with a wide range of students, staff and other stakeholders. Feedback throughout the process has been used by the Senior Management Team to refine the draft plan to its current state.

5. Financial Implications

Please detail the financial implications of this item – There are no direct financial implications from this draft. Moving forward, work on particular objectives will be subject to normal College budgeting processes where appropriate.

6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

If No, please explain why – There are no equalities issues arising from the overall draft plan. Developments which arise from implementation of the plan will be subject to equalities assessments where appropriate.

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

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7. Risk

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

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

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

The current strategic plan for 2014-2018 has been a valuable tool for driving change within the College and in our relationships with College users. As most of the objectives have been achieved, there is a risk that the momentum associated with changes and the positive impressions of the College could be lost. Mitigating actions will come from the review and approval of a new five year strategic plan

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

8. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications – Not applicable at this time

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

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9. Stirling Workroom Development
For Discussion

8 June 2017
HR Nominations Committee

1. Purpose

To present members with an overview of the progress on the development of Stirling Workrooms

2. Recommendation

That members discuss and note the progress on the development of the Stirling Workroom pilot.

3. Background

As part of Forth Valley College's overall estates developments, and in preparation of the new Falkirk Campus, the Senior Management Team approved the pilot programme to develop, in the first instance, both staff workrooms in the Stirling Campus. The development will allow us to pilot the proposed staff workroom structure to be implemented in the new Falkirk campus in a live working environment.

This development includes a refurbishment of the existing arrangement within the workrooms and the creation of flexible working areas within the refectory.

A small working group was set up to lead the pilot and meeting were held with staff to launch the pilot and to begin the consultation process. An initial meeting with staff was held and attended by approximately 60 members of staff. This meeting allowed staff to:

1. Gain un understanding of the pilot and reasons for undertaking it as this time
2. Raise question on how the refurbishment of the staff workroom would impact on them
3. Commit to the consultation process throughout the pilot year.

4. Consultation Process

The consultation process, which was launched on 30 March 2017 invited staff to view the draft plans for the Stirling Campus workrooms and for them to offer suggestions on the proposed development. Initial drawing were also presented to allow staff to see first-hand the design and layout of the workrooms and our vision to create a flexible working environment which will enhance the health and wellbeing of staff and students. (Appendix 1)

All staff were encouraged to voice their opinion on the development to ensure we captured all areas of concern, challenge, and suggested amendments. Every member of staff who submitted a question or questions was given a direct response and all questions captured within the Frequently Asked Questions (FAQ) which are updated on a regular basis and are available to all staff.(Appendix 2)

All tender documentation has now been issued and decisions in regards to the contractor and the furniture supplier are expected to be reached next week.

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The focus will then be on clearing desks and workstations in order to allow building work to commence on Monday 3 July 2017. The dates have been chosen to ensure the development work does not interfere with the end of term and to allow time for all work to be completed prior to the start of the next academic year.

Staff will be provided with a storage box for items they would like to keep. In addition, black bags will be available for disposing of documents no longer required, with secure shredding facilities available for confidential materials.

A key element of the new developments will be the provision of flexible IT resources, primarily through the provision of Microsoft Surface 4 devices. The roll out of the Microsoft Surface Pro 4 devices will also commence shortly. Every member of staff being issued with a Surface Pro 4 will receive instructor led training comprising of 3 micro training sessions (45 minutes). The first sessions took place on Tuesday 30 May and Wednesday 31 May. Staff were issued with their device after their first training session.

Once the room layout changes have been completed, the furniture fit out will be carried out w/c Monday 31 July and IT work will take place w/c Monday 7 August. The new workrooms will be ready for staff returning from the summer break.

Further information on progress to date is highlighted in appendix 3

5. Financial Implications

A budget of £500k has been top sliced from the capital & maintenance grant from SFC. The costs for Stirling are currently:

Building works	£50k
Furniture	£130k
IT equipment	£130k

The remaining budget will be utilised to buy portable mobile screens for classrooms, as a pilot ahead of wider adoption within the new Falkirk Campus, and Surface Pro 4 for the Alloa campus and for groups of staff based within the Falkirk Campus. It is intended that the Alloa workrooms will be refurbished following an evaluation of the Stirling campus. The new IT equipment for Alloa will be introduced in 17/18 with the refurbishment of workrooms likely to be the summer of 2018.

6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

If No, please explain why – There are no equalities implications from development of the Staff Workrooms in Stirling.

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

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7. Risk

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

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

Please describe any risks associated with this paper and associated mitigating actions Risk Owner – Ken Thomson **Action Owner –** Andrew Lawson

8. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications –
The design of the workrooms have been assessed to ensure DSE compliance

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

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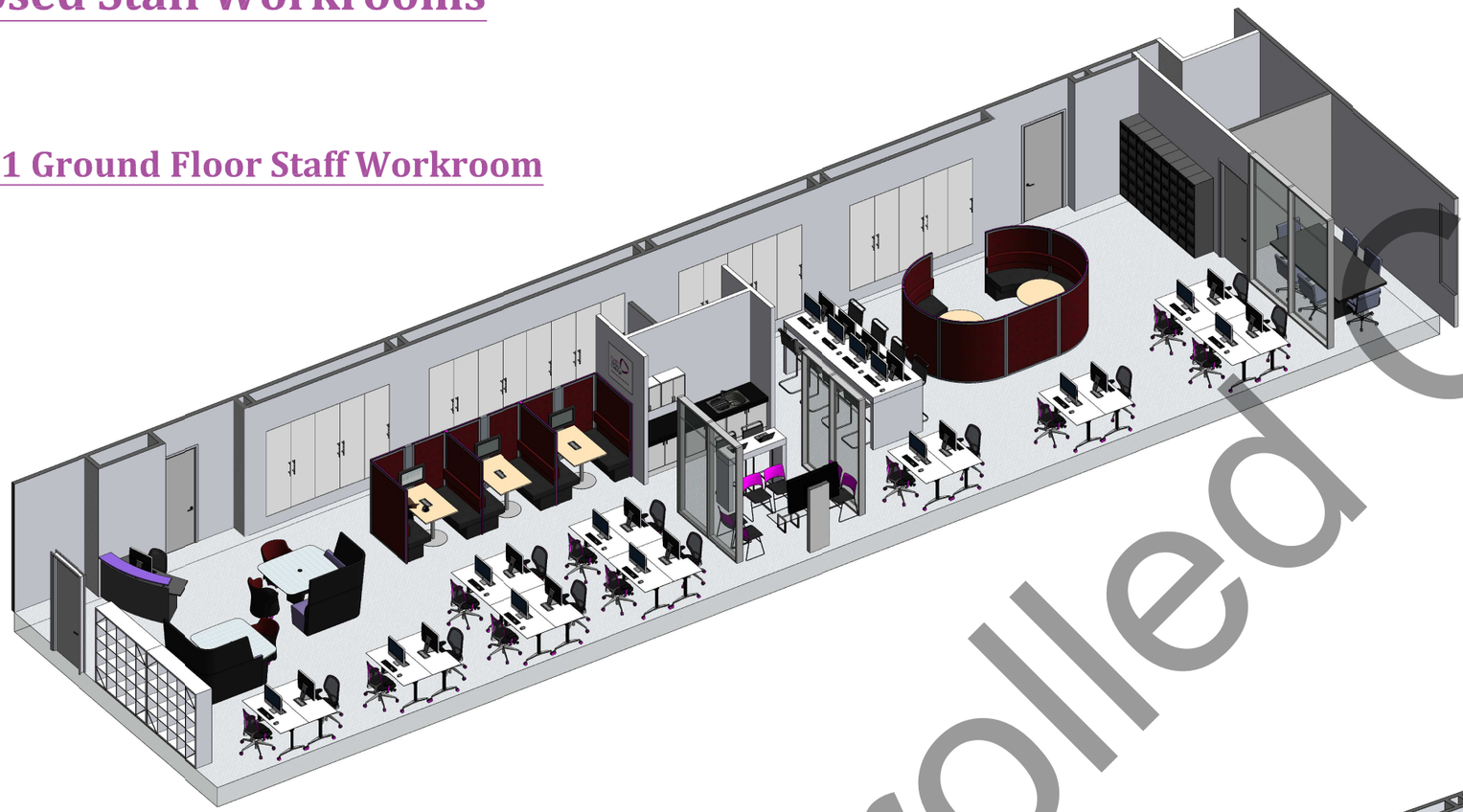
Proposed Staff Workrooms

S0.131 Ground Floor Staff Workroom



S0.02 Ground Floor Staff Workroom

S1.058 1st Floor Staff Workroom

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Frequently Asked Questions

Q. How has the Stirling Staff Workroom pilot come about?

The Stirling Staff Workroom Pilot Project has been developed to enhance the working environment for our staff. The aim of the pilot is to embed a new flexible way of working and to gather feedback from Stirling based staff on the new working environment design.

We hope that the new design and layout will be rolled out in Alloa next year and also embedded in our plans for the new Falkirk Campus.

Q. What does the Stirling Staff Workroom Pilot involve?

The Stirling Staff Workroom pilot will involve a reconfiguration of staff workrooms. The aim is to offer a modern, flexible working space for staff on our Stirling Campus supported by new and enhanced IT equipment and a range of new furniture.

Click here to view our draft plans.

Q. When will the work begin?

Work will be undertaken over the summer break and will be completed for the return of teaching staff in August 2017.

Room layout changes will commence w/c Monday 3 July and the furniture fit out will commence w/c Monday 31 July 2017. IT work will be carried out w/c Monday 7 August 2017.

Q. How will staff be involved in the new Stirling Pilot?

We will be asking staff to provide feedback through-out the process and participate in discussion groups. The pilot will be led by Associate Principal, Andrew Lawson.

Q. How will staff be affected by the pilot?

Staff that are not on leave during the period of work will be temporarily relocated within the Stirling Campus. This information will be provided by your line manager in due course.

Q. Will I receive new IT equipment?

All lecturers, and any other member of staff with a role which requires them to be mobile, will be provided with a suitable IT device. This decision will be made through consultation with staff and line managers. Familiarisation training on the use of new mobile devices will be provided.

The new devices will be issued to staff prior to the summer break.

Q. Will there be monitors and keyboard at all workstations?

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Each workstation will include a keyboard, monitor and docking cable for your device.

Your device will charge whilst attached to the docking cable.

Q. Will the re-design reduce storage for staff?

No, all departmental storage will remain the same and staff members will also be provided with a personal secure locker within the workroom.

Personal lockers are likely to be allocated in the workroom you are currently based in – however there will also be spare lockers available for general use in each workroom so staff are not restricted to any one workroom.

Lockers will be approx. 400mm x 400mm.

Storage will be reviewed on an ongoing basis to ensure it is fit-for-purpose and where possible additional storage will be incorporated into the plans for both workrooms.

Q. Will I have my own desk within the re-designed workroom?

No, the purpose of the new design is to move away from our old methods of working by offering a range of different work areas and meeting spaces. This will include presentations areas, soft seating, pod seating, breakfast bar style seating and booths. The only exception will be for administration staff and curriculum managers who will have a dedicated work station.

Q. Will there be any changes to room access?

Yes, the workrooms will have access control to offer enhance security.

An electronic card system is likely to be used for access.

Q. Will there be tea prep facilities in the workrooms?

Yes, there will be a tea prep area in both workrooms including a fridge.

Q. What will happen with telephone extension numbers?

Telephone extension numbers will remain the same. In addition, staff will be able to make and receive calls using their mobile IT device, once this functionality is enabled.

Members of staff with a fixed desk will still have a desktop phone handset.

There will also be telephone handsets in campus workrooms.

Q. How can you guarantee this will work, especially in regards to IT?

Everything possible will be done to ensure a smooth transition. The work will be completed over the summer break. This will allow time for testing and for any issues to be dealt with quickly.

Q. How is the project at this stage without staff being consulted?

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A cross-college staff workroom group has been exploring new, flexible ways of working as part of the planning process for the new Falkirk Campus.

This group met three times and undertook a variety of site visits to external organisations to find out more about different working environments. This has informed plans for the pilot of a new workroom design and layout in the Stirling Campus.

The feedback from Stirling based staff will be extremely valuable when developing plans for the staff workrooms in our Alloa Campus and the new Falkirk Campus. Staff will be invited to take part in discussion groups throughout the pilot and can also provide feedback, either individually or as part of a group response, by sending an email directly to newfalkirkcampus@forthvalley.ac.uk by 18 July 2017. Further consultation/feedback will take place following the refurbishment.

Q. Will the new design and layout be restrictive?

The workroom has been designed to offer a new flexible way of working which better meets the needs of our staff and students.

Q. Where will we keep students work?

Student work should be stored digitally where possible. Throughout the pilot there will be support for staff to migrate to digital storage of student work and to ensure that this is stored securely and appropriately. Where digital storage is not possible, student work can be stored in the departmental storage – there will be no changes to this storage space as part of the pilot project.

If there are any items which are too large to be stored in the departmental storage, please contact your Head of Department in order to find a solution.

Storage will be reviewed on an ongoing basis to ensure it is fit-for-purpose and where possible additional storage will be incorporated into the plans for both workrooms.

We are currently looking at investing in software to check for academic malpractice.

Q. How will we ensure assessment material is secure?

As above, assessment material should be stored digitally where possible. Throughout the pilot there will be support for staff to migrate to digital storage of assessment material and to ensure that this is stored securely and appropriately. A secure storage unit will be allocated for assessment materials unable to be stored digitally in either the staff workroom or an alternative secure location.

Q. Will staff have a secure place for personal belongings?

Staff will be provided with a personal secure locker within the workroom. These lockers will be large enough to store your mobile IT device, handbag and coat.

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Coat hooks will also be available in the staff workrooms.

There will also be additional lockers which can be accessed by staff who are not normally based at the Stirling Campus.

Q. Who will have fixed desks?

Members of staff who are desk-based for most or all of the day will have a fixed desk. This includes Department Administrators and may also include Curriculum Managers. However this is under discussion.

Q. Will I have a desk pedestal?

Members of staff with a permanent desk will have a desk pedestal. Permanent desks may also be slightly larger to reflect the working space required for these roles.

Q. Will the same be happening to the Senior Management Office in the new Falkirk Campus?

Yes. The Senior Management Office in the new Falkirk Campus will also be a flexible working space with no individual offices or fixed desks.

Q. I have specific requirements in regards to my work station due to medical issues – will reasonable adjustments be made?

Yes, we will continue to make reasonable adjustments for staff as required.

Q. I need a specialist chair – how can you ensure this will be available for me?

Specialist chairs will still be made available in the workrooms for all those who require one. All requests for specialist seating are subject to an inclusive risk assessment. All our seating is DSE compliant.

Q. I'm based at another campus – however I need to work at the Stirling Campus. Will I still be given a device?

Any member of staff with a role which requires them to work at the Stirling Campus regularly will be provided with a suitable IT device. This decision will be made through consultation with staff and line managers.

All other staff will be able to borrow a device from reception if required.

Q. Why are we changing something that works already?

The current workrooms met our needs at the launch of our new Stirling Campus. However, the campus has now been in operation for nearly five years and they are no longer fit-for-purpose. A utilisation survey showed that staff workrooms were sometimes only at 20% capacity.

The new design and layout will offer a more modern, flexible working environment. It will also promote further cross-college collaboration and maximise the use of technology.

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Q. How easy will it be to transport the device across campuses?

The mobile IT devices provided will work across all campuses. They are also light weight and easy to carry.

Q. What if you lose you device what happens? Is there insurance to cover this?

Every effort should be taken to ensure your device is safe and secure; however you should contact the IT Team if you lose or damage your device. The device is college property and would be covered by any relevant insurance policies.

You would be offered a temporary device whilst the issue was being resolved.

Q. Are we being encouraged to work in another space like café or home?

Staff are being encouraged to work flexibly throughout the campus.

Q. How will students find us if we don't have a set desk or workspace?

Students will be able to contact you via telephone, email or Moodle – and they can also use these channels to request a face to face meeting where necessary. The new workroom layouts also offer dedicated spaces for meeting with students.

Any paperwork can be dropped off to the department administrator or the main reception.

We are currently exploring the procedure for tracking and storing work which has been handed in.

Q. Is there not a concern that we may lose the feeling of working as a team if we are not sitting with our department?

No - the flexible working spaces have been designed to encourage collaboration both within teams and also cross college.

Q. Will the new workrooms be noisy?

The range of different working areas available will offer both quiet work space and meeting spaces for 1:1 and group discussion.

Q. If the feedback is negative, will the pilot be abandoned?

We are committed to offering a more flexible working environment; and will progress with plans to re-design the workrooms. However we will listen to the feedback from staff and consider suggestions for improvements to the plans.

Q. What if a staff member is off sick and contacts us to let us know the paperwork for the class is at side of desk? Will this not cause an issue not having a desk?

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Classwork should be stored on Moodle to ensure it is accessible.

Q. If we come into work later, will it be difficult to find a desk and seating space?

There will be more desks and chairs throughout the campus than there is currently.

Q. How soon will we get the workroom plans sent out to us?

Plans were circulated to all staff via a special edition e.focus on Thursday 29 March. Updates will be issued as the project progresses.

You can also access the plans on SharePoint by clicking here.

Q. Will we have the current layout to the end of term?

Yes, the work will be carried out over the summer break. However staff should consider clearing storage space now in preparation.

Q. If we have a desk in the morning, will we have that desk all day?

Not necessarily - you should clear the desk and log off when you are finished using a work station.

There will be sufficient desks and chairs available throughout the campus to ensure this isn't an issue.

Q. Will the Student Association share the staff workrooms?

It's important for students to have a space where they can access independent advice on social, welfare and academic issues and therefore the Student Association will continue to have their own room on campus. However this will be relocated to the opposite end of the meeting rooms**.**

Q. Will the Department of Access and Progression still continue to have sole use of S0.115?

Yes, this space will remain with the Department of Access and Progression.

Q. Will the meeting rooms in the Student Service area be allocated to specific teams?

All workroom space and meeting rooms in the Stirling Campus can be used by any member of staff.

We are currently reviewing the booking systems for these rooms to ensure they are accessible to all staff.

Q. If we are based in different workrooms - won't it be more difficult to handle enquiries in the case of staff absence?

If a member of staff is sick or on leave, arrangements can be made for calls and enquiries to be transferred to an appropriate person.

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Q. The software packages we use typically work better with Apple devices – will the new personal devices support these software packages or will there be desks available for use with fixed Apple computers?

The personal devices provided will have all the required software packages installed. This means that staff will be able to access the software they require regardless of where they are working. A review is being undertaken to assess the need for fixed computers in the staff workrooms.

Q. Will there be increased digital storage capacity for staff?

Yes. We will also be undertaking a review of our digital storage to ensure our compliance with data protection and freedom of information responsibilities and to ensure good practice.

Q. Will there be a keyboard cleaning service?

At present, there are no plans for a specialist keyboard cleaning service. However, it is anticipated that keyboard cleaning wipes will be available in all staff workrooms and good housekeeping will be encouraged from all staff

We will continue to review this on an ongoing basis*.*

Q. What is the process for clearing out prior to the building work commencing?

Staff will be provided with a storage box for items they would like to keep. In addition, black bags will be available for disposing of documents no longer required. Bags can be collected from reception or requested via 'FixIt'. Once full, they should then be labelled as 'confidential' or 'recyclable' waste and a label can be downloaded by clicking here. When bags are ready for collection, please log a 'FixIt' request and a member of the Facilities Team will collect them/arrange to have them disposed.

In order to make the process easier, there is no requirement for documents to be removed from folders or polypockets etc.

Q. When will I receive my new device?

The roll out of the Microsoft Surface Pro 4 devices will commence w/c Monday 29 May 2017. Every member of staff being issued with a device will receive instructor led training comprising of 3 micro training sessions (45 minutes). The first sessions are scheduled for Tuesday 30 May and Wednesday 31 May and staff will be notified when they should attend. Staff will be issued with their device after their first training session.

Q. Where will I be based if I'm working over the summer break?

For those working over the summer break, temporary staff workrooms have been identified for use – S0.109, S1.63 and S1.42.

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Stirling Workroom Pilot

- A Working group was set up for the pilot with Weekly meetings.
- Draft Designs were created and sent out to staff through e-focus.
- First staff engagement meeting was on 30th March giving an opportunity for Staff questions and feedback
- 30th of March Special e-focus sent out with Draft Drawings of the spaces
- Regular e-focus announcements welcoming feedback and any questions, these were answered and responses have been provided.

Construction Procurement- Minor Alterations

- Construction Tender Document was sent out on the 15th May
- Contractors were invited to visit site on Friday the 19th of May.
- Building Warrants produced and awaiting building control feedback
- Checked that we are compliant with Fire Evacuation routes plans
- 2 Contractors will be submitting a response.
- The deadline for submissions is Friday 26 May 12.00.
- Evaluation of Tenders are on the 29th and 30th of May.
- Carpets will be replaced within the two workrooms S0.131 And S1.058 and also within S0.02
- Building works will start on the 3rd of July

Furniture Procurement

- Furniture Tender Document was sent out on the 9th of May
- Furniture suppliers visited the Stirling Campus on the 11th of April and the 17th of May.
- 5 suppliers have confirmed they will submit a response.
- The deadline for submissions is Friday 26 May at 17.00.
- Evaluation of Tenders are on the 29th and 30th of May
- Furniture fit out will be carried out the week of the 31st of July.

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- Staff Workrooms- Rooms have been booked out for staff who will be in working through the summer to use- Temporary workrooms will be S0.109, S1.63 and S1.42 from the 3rd of July.
- Staff have been asked to clear their desks and workstations in order to allow for the dismantling of the desks from the 3rd of July.
- Storage rooms for Assessment Material- Explored rooms that will be available to use for secure storage of the Assessment Material. There will be one area on each floor. Extra shelfs will be added to these rooms to maximise storage space. Rooms are S0.120 and S1.62.

IT Roll Out

- Device chosen and approved by SMT – Microsoft Surface 4 pro
- Phase 1 Build and Testing of Device carried out
- Staff will receive instructor lead training. This will comprise of 3 micro training sessions (45 min)
- Roll out to start next week on the Tuesday the 30th and Thursday the 1st.
- Staff will be notified when they need to attend
- Training will take place from 1600 – 1645
- Staff will be issued their device after the first training session
- IT works within the work rooms will commence after the furniture fit out. Week of the 7th of August.

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10. Operational Plan Monitoring
For Discussion

8th June 2017
Strategic Development Committee

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 11 have been completed, and 35 are progressing to target. Two objectives have been rated as having an issue identified, while a further four objectives have been identified as progressing with a minor delay. Both 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, however there are early signs that activity is beginning to pick up. It has been agreed that the financial contribution from fundraising should be removed. This has been accommodated in the Q3 reforecast as income is significantly smaller than envisaged.

The sale of the Branshill site is progressing with a minor delay, with three of five conditional legal missives cleared to date. There is an issue with Condition 4 (ground condition) which has potential to negatively impact on sale price. A change in priorities has led to a slight delay in the timing of workshops in relation to listening to employees, however these will be a key session within our staff development activities. Although an agreement in principle has been tabled, the National Bargaining process continues at a slow pace. The Employers Association will discuss the agreement and ratify or otherwise following clarification from the NJNC on the agreement and the Governments approval of funding the agreement. At this moment in time the strike action is suspended although the dispute remains live. For Objective OP46 the completion date of the objective to introduce Service Alerts and Announcements has been pushed back due to a member of staff leaving the organisation, with the replacement process ongoing.

For information, an update for all objectives 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.

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6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	**x**	**x**
Low		
Very Low		

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

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

Mitigating Actions

Areas of saving and other income sources have been assessed as part of the Quarter 3 reforecast.

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

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Appendix 1: Operational Plan Monitoring for Session 2016/17

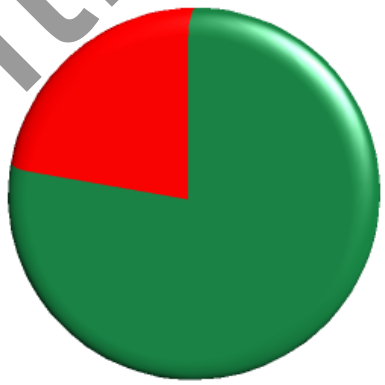
Creating a superb environment for learning

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
Deliver a superb learning environment for the Falkirk campus to match the quality of that already in place in Alloa and Stirling	OP6	Progress sale of Branshill site.	Progress conditional legal missives for sale of Branshill site		Progressing With Minor Delay	Conditional legal missive progressing with three conditions out of 5 cleared to date. Issue with condition 4 (ground condition), with potential to negatively impact on sale price	June 2017
Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals	OP24	Design and implement listening to employees opportunities	Ensure platforms which encourage open dialogue for staff in place and effective		Progressing With Minor Delay	A change in priorities has lead to a slight delay in actioning the workshops for this session. However, the plans will continue to be developed and become a key session within our staff development activities	June 2017
			Prepare and implement the action plan from the 2nd Cultural Engagement Survey				
Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals	OP25	Ensure a positive approach to the National Bargaining process	Identification of opportunities and mitigation of challenges/risks		Progressing With Minor Delay	Although an agreement in principle has been tabled the National Bargaining process continues at a slow pace. The Employers Association will discuss the agreement and ratify or otherwise following clarification from the NJNC on the agreement and the Governments approval of funding the agreement. At this moment in time the strike action is suspended although the dispute remains live	June 2017
			Successful implementation of Local Recognition and Procedure Agreement in line with sector developments				
Contribute to the College's long term financial sustainability	OP41	Maintain business and generate new business	Achieve commercial income targets and SDS targets		Issue Identified	Commercial actvity is still challenging howerver there are early signs of things starting to pick up. Work continuing on 5 year commercial plan.	June 2017
			Adopt revised contribution levels to support the College's financial sustainability				
Contribute to the College's long term financial sustainability	OP42	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	It has been agreed that the the financial contribution from fundraising should be removed. This has been accomodated in the Q3 reforecast as anticipated income is 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 was presented to Falkirk Campus proejct Board and an update will be provided at the June	June 2017
			Monitor and report the non				

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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	OP42	Source and gain other non SFC funding	SFC income levels to SMT and the Strategic Development Committee		Issue Identified	Board of Management. Still awaiting information from SFC in relation to the new Flexible Workforce Development Fund. We will continue to work with them to ensure the college can access these funds.	June 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, this objective was assigned to a key member of staff, who moved on from the organisation. We are currently recruiting for this post.	June 2017

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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	Completed 2nd Quarter 2017	June 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	Implementation of detailed communication and consultation plan continuing on programme. In addition,detailed discussion with Heads and staff on room layouts and room data sheets.	June 2017
	OP3	Progress procurement phase for single stage Design and Build contract.	Issue OJEU		Progressing To Target	Dcumentation out to tender to 4 contractors, return date 19/6/17	June 2017
			Prepare Gateway 3 documentation for approval				
			Prepare Gateway 4 documentation for approval				
	OP4	Progress procurement of additional land at Middlefield.	Purchase additional land upon receipt of detailed planning permission		Complete	Middlefield land sale completed 19 May 2017	June 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 complete with technical team. Remainder will be prepared by incoming contractor and his team when appointed in September 2017.	June 2017
	OP6	Progress sale of Branshill site.	Progress conditional legal missives for sale of Branshill site		Progressing With Minor Delay	Conditional legal missive progressing with three conditions out of 5 cleared to date. Issue with condition 4 (ground condition), with potential to negatively impact on sale price	June 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	June 2017
	OP8	Deliver on agreed sustainability objectives.	Maintain sustainability performance recorded across all 3 campuses		Progressing To Target	Good progress being maintained	June 2017
	OP9	Review car parking at all three campuses	Maximise utilisation of existing resource		Progressing To Target	New Stirling car park complete, travel plan progressing and being linked to new Falkirk Campus	June 2017
			Reduce Health & Safety risk				
	OP10	Procure new outsourced FM maintenance contract.	Identify tendering contractors		Complete	New outsourced FM maintenance contract procured and completed, with new FM contractor Arthur McKay appointed	June 2017
			Issue documentation and appoint contractor				

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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.		Progressing To Target	Curriculum review for 2017-2018 complete and on target for 2018-2019. Process modified to support some realignment of curriculum and associated credits for 2017-2018.	June 2017
			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;				
	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;		Progressing To Target	School-college partnership recruitment for 2017-2018 in progress and activities to ensure maximum success on 2016-2017 courses ongoing.	June 2017
			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);				
	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;		Progressing To Target	Activities to maximise success and progression of Associate Students ongoing. New partnership work on Graduate Level Apprenticeships also in progress.	June 2017
			Increased success and progression on all Associate Student programmes.				
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;		Progressing To Target	Programme level creative learning initiatives ongoing. Planning for Creative Learning Conference August 2017 at an advanced stage.	June 2017
			Positive evaluation of the impact of creative learning initiatives for students and staff.				
	OP15	Develop a Creative Learning and Technology Strategy for 2017-2022.	Consultation with staff, students and stakeholders completed and linked to new campus development;		Progressing To Target	Consultation on the development of 5 year plans for the delivery of the new Creative Learning and Technologies Strategy are currently taking place.	June 2017
			Strategy approved by SMT and BOM.				
	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.		Progressing To Target	Annual Enhancement and Scrutiny Plan implemented - positive visit from HMI Karen Corbett during April and further visit planned for w/c 12 June.	June 2017
			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;				
Build upon our current high levels of learner success in attaining qualifications and progressing to positive destinations	OP17	Ensure that programme teams implement effective strategies to further increase student success.	All programme team self-evaluation reports identify and track appropriate actions to increase student success;		Progressing To Target	Leaver destination rates submitted to deadline but not yet ratified by SFC. Review of Programme Team Evaluation process undertaken and evaluation meetings planned for June 2017.	February 2017
			Ensure student success PIs meet Outcome Agreement targets;				
			Sustained 2015-2016 leaver destination rates with a minimum of 90% return and 94% of leavers moving into positive destinations.				
			All programme team self-evaluation reports identify and track appropriate actions to increase student success;			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 success which are currently being investigated. Collection of the SFC College Leaver Data is currently under way (deadline 28 Feb).	February 2017
			Ensure student success PIs meet Outcome Agreement targets;				
			Sustained 2015-2016 leaver destination rates with a minimum of 90% return and 94% of leavers moving into positive destinations.				

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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	OP18	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		Complete	Arrangements in place	June 2017
			Systematically review structures on a rolling programme				
	OP19	Successfully roll out Corporate Parenting training across the College.	Collate data on care leavers within the College		Complete	Successful training undertaken	June 2017
			Ensure clear processes and guidance in place				
			Identify 40 key staff and train				
Value staff and learners by recognising and celebrating success across the College	OP20	Develop and deliver an Employee Learning and Development strategy which identifies and retains talent.	Enhanced induction process and link in corporate strategies to update staff Professional Review & Development (PRD) documents		Progressing To Target	Final draft of the People's Strategy reading for proof reading. This will be presented to SMT and HR Committee on completion	June 2017
			Ensure Training Needs Analysis is a routine element of PRDs for staff which influences and identifies CPD activity and ties into job roles				
	OP21	Promote TQFE	Celebrate and reward success and innovation		Progressing To Target	TQFE process is well underway with all departments recommending staff to be enrolled on the September entry date	June 2017
			Continue to increase number of TQFE trained staff to meet the sector average, currently 77%				
	OP22	Enhance employee support and benefits to value and reward staff	Continue to review remuneration awards and benefit packages for staff		Progressing To Target	This is a continuous process with updated benefits announced to staff via e focus	June 2017
Invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals	OP23	Invest in Organisational Development i.e. staff, culture, training.	Review, develop and implement recruitment and selection criteria and training		Complete	All mandatory training is now pre populated in the PRD system and linked to staff employee page. The training is time bound and updated as soon as completed. Emphasis has been placed on all managers and staff to complete mandatory training within the specified timescale	June 2017
			Undertake a review and evaluation of CPD activity and create a training programme that best fits the aspirations of the staff and organisation				
	OP24	Design and implement listening to employees opportunities	Ensure platforms which encourage open dialogue for staff in place and effective		Progressing With Minor Delay	A change in priorities has lead to a slight delay in actioning the workshops for this session. However, the plans will continue to be developed and become a key session within our staff development activities	June 2017
			Prepare and implement the action plan from the 2nd Cultural Engagement Survey				
	OP25	Ensure a positive approach to the National Bargaining process	Identification of opportunities and mitigation of challenges/risks		Progressing With Minor Delay	Although an agreement in principle has been tabled the National Bargaining process continues at a slow pace. The Employers Association will discuss the agreement and ratify or otherwise following clarification from the NJNC on the agreement and the Governments approval of funding the agreement. At this moment in time the strike action is suspended although the dispute remains live	June 2017
			Successful implementation of Local Recognition and Procedure Agreement in line with sector developments				

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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
Operate best practice in governance: implement and comply with the key principles of good governance	OP26	Implement and comply with the key principles of good governance.	Complete Scottish Public Sector Ombudsman Complaint Handling Returns		Progressing To Target	Internal audits completed in line with audit plan New board members completed college induction - awaiting dates for CDN induction. Risk register presented and reviewed at each audit committee. All FOI and Complaint Handling returns submitted on time.	June 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	Q3 reforecast completed and will be presented to Finance Committee in June 17. Budget for 17/18 completed and will be presented to Finance Committee and Board of Managment in June17.	June 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		Progressing To Target	Commercial actvity is still challenging howerver there are early signs of things starting to pick up. Q3 reforecast has an improved position from the Q2 reforecast with an operating surplus being projected at 31 July 17.	June 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		Complete	2016/17 Resource Outturn delivered on target.	June 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	Student Support in year redistribution received was in excess of what was requried. Likely to have an underspend at 31 July 2017. SFC have been informed of the postion.	June 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		Progressing To Target	SFC have given a level of assurance that the maintenace budget will be maintained at current levels. On this basis lifecycle costs will be affordable. Financial model will be updated for Decision point 4 submission.	June 2017
	OP32	Identify and secure funding for Forth Valley College costs	Deliver planned operational surpluses		Progressing To Target	Foundation have approved grant application. Meeting schedule with the Chair of the Foundation for 1/6/17 to discuss profile of drawdown.	June 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	Condtions 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 FBC returned to them.	February 2017

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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	OP34	Develop and maintain strategic partnerships with key organisations connected to the College.	10 strategic partnerships established and being cultivated		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 PetroIneos continues and we are working closely with Ineos to develop strong community engagement links and support for the new campus.	June 2017
			5 opportunities created with key organisations for company connections to the College				
	OP35	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.	June 2017
	OP36	Maximise the benefits of the key information systems developed.	Deliver VQMS tracking and reporting VQ delivery		Progressing To Target	E Portfolio pilot progressing well across 3 Departments. A small number of companies are also accessing the system.	June 2017
			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				
	OP37	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		Progressing To Target	Marketing and business development campaign tracker in place to fully support the commercial activity.	June 2017
			Ensure new website supports the priorities of business development				
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	OP38	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		Progressing To Target	Continuing to work with SDS and Stirling Council 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.	June 2017
			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				
	OP39	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.	June 2017
	OP40	Deliver Year 2 of the International Strategy	3 staff and student mobility projects/study trips are operational		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.	June 2017
			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)				
Contribute to the College's long term financial sustainability	OP41	Maintain business and generate new business	Achieve commercial income targets and SDS targets		Issue Identified	Commercial actvity is still challenging howerver there are early signs of things starting to pick up. Work continuing on 5 year commercial plan.	June 2017
			Adopt revised contribution levels to support the College's financial sustainability				
	OP42	Source and gain other non SFC funding	Develop, resource and commence the delivery of the Fund-raising and Development Strategy		Issue Identified	It has been agreed that the the financial contribution from fundraising should be removed. This has been accomodated in the Q3 reforecast as anticipated income is significantly smaller than envisaged.	June 2017

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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 was presented to Falkirk Campus proejct Board and an update will be provided at the June Board of Management. Still awaiting information from SFC in relation to the new Flexible Workforce Development Fund. We will continue to work with them to ensure the college can access these funds.	June 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		Complete	Connectivity within the server rooms has been upgraded from 1Gb to 10Gb.	February 2017
			Upgrade VM software to latest Microsoft standard				
	OP44	Upgrade our communications systems to secure benefits from unified system.	Deliver Phase 1 implementation of Skype for Business		Progressing To Target	Skype for Business is operational, and is being rolled out initially as part of the build within the new Microsoft Surface devices being issued as part of the Stirling Workroom Pilot.	June 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		Progressing To Target	Work continues to flesh out the details of five year implementation plans within the Creative Learning and Technology Strategy, while early implementation in relation to IT deployment has begun through the Stirling Workroom pilot. There has been significant input into the current Falkirk campus tender document in relation to IT.	June 2017
			Work collaboratively to develop and implement a joint Creative Learning and Learning Technology Strategy covering 2017-2022				
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, this objective was assigned to a key member of staff, who moved on from the organisation. We are currently recruiting for this post.	June 2017
	OP47	Enhance Cyber Security through additional technology and staff awareness.	Improve resilience through additional firewall		Progressing To Target	Development work is progressing on an online cyber security awareness course. Once developed this will become part of our mandatory staff development for all staff.	June 2017
			Raise cyber security awareness through development of online courses				
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		Complete	Our on-line record of interview process has been rolled out to all Departments. We have upgraded our version of SharePoint.	June 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) continues to be used within three Departments, with very positive feedback. A small number of employers are now also accessing the system. Work has begun or re-engineering our VQ Management system, starting with building a tool to streamline the tracking of VQ Enquiries from employers against our SDS targets.	June 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.	June 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. The current focus is on recruitment for 2017-18, and preparing course information for our 2018-19 courses.	June 2017

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11. Student Activity Report
For Discussion

8 June 2016
STRATEGIC DEVELOPMENT COMMITTEE

1. Purpose

To update Strategic Development Committee members on Student Activity for Session 2016/17 and provide an early report on recruitment for Session 2017/18.

2. Recommendation

That members note the content of the report.

3. Background

This report provides an update of progress towards meeting our activity target for Session 2016/17, and provides an early view of recruitment for Session 2017/18.

4. Key Considerations

Session 2016/17 Progress towards our Activity 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 1, where with over 84,826 Credits accounted for we are 98% towards meeting our activity target. All Heads of Department have reviewed and considered where their Department could deliver additional Credits, with additional courses were introduced which has seen the estimated shortfall reduce. January recruitment was robust, and to target. Planned activity over the remainder of the session will see the College meeting its activity target.

Figure 1 – Progress towards our 2016/17 Activity Target

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

Credits Mode of Attendance	Current Credits	Estimated Credits	Total
Full Time	51,039	0	51,039
Part Time	21,222	1,100	22,322
Evening	2,389	0	2,389
Assessment of Work Based Learning	6,688	0	6,688
Flexible/Distance Learning	3,488	388	3,876
Total	**84,826**	**1,488**	**86,314**

Variance	**100**

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Session 2017/18 Full Time Applications

Full time recruitment for Session 2017/18 has been healthy with 5,865 applications received to date against 3,271 available places. Overall this represents a six percentage drop in applications against this time last session, with a larger drop witnessed in our FE recruitment figures. This drop on its own isn't too concerning as the majority of courses continue to be over-subscribed, however there are individual courses across most Departments where recruitment has been slower. The recruitment process, as always, is very fluid and teaching Departments/courses are at different stages of recruitment/interview. Heads of Departments and Curriculum Managers along with our Student Records and Marketing teams are very experienced at managing recruitment, with plans in place to target recruitment to courses that are proving slower to recruit. All managers have access to real-time information on applications, and a weekly report is distributed electronically to Heads of Department, which is reviewed weekly by the Senior Management Team. All Departments have undertaken a detailed review of current recruitment taking account local knowledge of progressing students and usual recruitment patterns, with information reviewed by SMT and passed to Marketing, to identify courses within their areas where recruitment has been slower.

For 2017/18 entry, our full-time recruitment activities has been supported by the launch of a new mobile responsive website on 29 September 2016 and the delivery of three open evenings - attended by around 800 prospective applicants in November 2016.

A number of marketing campaigns have also been successfully implemented throughout our recruitment period, which included:

- PR campaigns (generic and course specific)
- Published student case studies (Mix of Video and Written Articles)
- Production and distribution of the 2017/18 Prospectus (10,000 quantity)
- Social media campaigns on all owned platforms i.e. Twitter, Facebook and LinkedIn.
- On and off-line campaigns including Paid Social Campaigns, Search Engine Optimisation, Pay Per Click, Radio and Local Press

Moving forward, a "Places still available" campaign will commence in June 2017 after the exam diet has completed and will run through until clearing in August. This will utilise both on and off-line channels to ensure maximise reach and will include paid social, Pay Per Click, Search Engine Optimisation, Re-marketing, radio and local press.

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Figure 2 – Full Time Applications for 2017/18

Level	Dept	Target	2017-18 (As at 24th May 17)	2016-17 (As at 24th May 16)	Year on Year Variance	Year on Year % Variance	2017-18 Live Applications	2017-18 Offers
FE	Access & Progression	191	306	479	-173	-36%	213	88
	Applied Science, Maths & Mechanical Engineering	108	232	331	-99	-30%	136	89
	Business	176	250	412	-162	-39%	151	98
	Creative Industries	279	440	535	-95	-18%	285	217
	Construction	166	265	338	-73	-22%	148	131
	Care, Health & Sport	336	983	884	99	11%	555	341
	Electrical Instrumentation & Chemical Engineering	64	102	139	-37	-27%	54	47
	Hospitality & Salon Services	414	685	770	-85	-11%	416	240
FE Total		**1,734**	**3,263**	**3,888**	**-625**	**-16%**	**1,958**	**1,251**
HE	Access & Progression	18	26	34	-8	-24%	21	15
	Applied Science, Maths & Mechanical Engineering	180	268	208	60	29%	168	146
	Business	281	464	462	2	0%	367	330
	Creative Industries	437	776	616	160	26%	459	372
	Construction	80	84	87	-3	-3%	64	63
	Care, Health & Sport	248	568	507	61	12%	352	264
	Electrical Instrumentation & Chemical Engineering	161	181	171	10	6%	130	121
	Hospitality & Salon Services	132	235	239	-4	-2%	161	102
HE Total		**1,537**	**2,602**	**2,324**	**278**	**12%**	**1,722**	**1,413**
Overall Total		**3,271**	**5,865**	**6,212**	**-347**	**-6%**	**3,680**	**2,664**

A comparison of cumulative applications received by month of application over the last five sessions is shown in Figure 3 and graphically in Figure 4. A similar pattern has evolved for Session 2017/18 as Session 2016/17 although applications are tracking at approximately 350 less this session, compared to last session. The total figure for May for Session 2016/17 doesn't yet reflect a full month, and it is anticipated that this figure will rise to approximately 350 less than the end of May in Session 2016/17. Our Curriculum Managers and Student Records team actively monitor applications, and as such are very adept at closing courses for applications when numbers far exceed the number of places available, and conversely will highlight courses where recruitment is slower.

Figure 3 –Cumulative applications by Session and month

Session	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2013/14	188	1,461	2,230	4,266	5,870	6,957	7,648	8,298	8,781	9,164	9,674	9,863
2014/15	62	614	1,990	4,343	5,676	6,545	7,192	8,265	8,512	8,748	9,148	9,318
2015/16	737	1,802	2,466	4,437	5,631	5,945	6,259	6,959	7,502	7,868	8,127	8,357
2016/17	715	1,595	2,354	4,137	5,329	5,725	6,081	6,359	7,690	8,253	8,452	8,682
2017/18	182	916	1,470	3,399	4,262	5,115	5,510	5,865				

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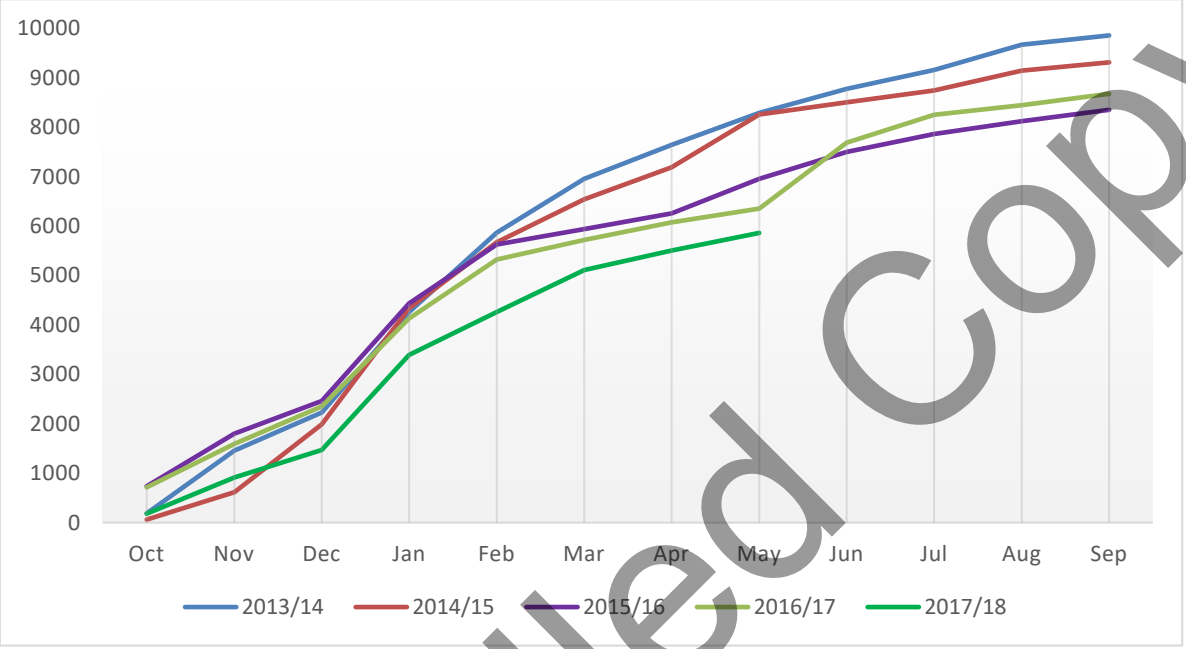
Figure 4 - Cumulative applications by Session and month



5. Financial Implications

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

6. Equalities

Assessment in Place? – Yes ☐ No ☒

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		**x**
Low		
Very Low	**x**	

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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. There is a risk of the College not meeting its Activity Target if our full time courses don't recruit to target. For the majority of courses recruitment is healthy, and there will be targeted advertising for courses where recruitment has been slower.

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

8. Other Implications –

Please indicate whether there are implications for the areas below.

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

Please provide a summary of these implications -

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

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