

Stirling Campus, Room S1.20 at 4.30 pm  
(Refreshments available from 4 pm)

**AGENDA**

1. Apologies for Absence
2. Declarations of interest

**FOR APPROVAL**

3. Minutes of meeting held on 16 November 2017
4. Matters Arising
  - a) S/17/015 Flexible Workforce Development Fund
  - b) S/17/016 Student Association Activity
  - c) S/17/017 Outcome Agreement Revised Guidelines & Target Setting
5. Outcome Agreement 2018-19 to 2020-21 David Allison  
(Elements of this paper 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.)
6. Operational Plan 2018-19 Ken Thomson  
(Elements of this paper 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**

7. Flexible Workforce Development Fund Report Zak Stark  
(Elements of this paper are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)
  8. College Destination Information Collection Helen Young
  9. Student Association Report Alan Buchan  
(Elements of this paper are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)
  10. Collaborative Projects with SERC (Belfast) Fiona Brown
  11. Validated Self-Evaluation with Stirling Council Fiona Brown
  12. Operational Plan 2017-18 Monitoring David Allison
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|-----|------------------------------------|---------------|
| 13. | Student Activity Report            | David Allison |
| 14. | Stirling and Clackmannan City Deal | Ken Thomson   |
| 15. | Review of Risk                     |               |
| 16. | Any Other Competent Business       |               |

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**S1.19, Stirling Campus (commencing at 4.30pm)**

Present: Mrs Anne Mearns (Chair)  
Mr Alan Buchan, Student Association President  
Mr Davie Flynn  
Mr Scott Harrison  
Ms Amy Scobbie, Student Association  
Mrs Fiona Campbell  
Mr Andrew Carver  
Mrs Lorna Dougall  
Mr Steven Torrie (Co-opted Member)

Apologies: Mrs Caryn Jack  
Mr Liam McCabe

In Attendance: Dr Ken Thomson, Principal  
Mr David Allison, Vice Principal Information Systems and Communications  
Mr Zak Stark, Commercial Manager (For item xxx only)  
Mr Stephen Jarvie, Corporate Governance and Planning Officer

**S/17/012 Declarations of Interest**

None.

**S/17/013 Minutes of meeting held on 4 October 2017**

The Minute of the meeting of 4 October 2017 was accepted as an accurate record.

**S/17/014 Matters arising**

a) S/17/004 Operational Plan 2017-18

The Corporate Governance and Planning Officer updated members on progress with updating the Operational Plan 2017-18 and confirmed that this would be brought to the next meeting of the Board of Management for approval.

b) S/17/005 Safeguarding Our Learning Community

The Student Association Vice President informed members that a meeting has been arranged with the Principal to discuss the student stress report produced by the Student Association and that she would feedback once this had occurred.

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c) S/17/008 Student Association Activity

The Student Association President updated members on progress with elections for members of the Student Executive. He highlighted that a number of key positions had not received candidates and that it was intended to hold a by-election for these posts in January to coincide with the Re-Fresher's Fayre.

d) S/17/009 Student Activity Paper

The Chair noted members had raised queries regarding FE recruitment levels at the previous meeting and informed members that further information would be provided under item 8 on the agenda.

**S/17/015 Flexible Workforce Development Fund**

The Commercial Manager presented a paper outlining College activity under the new Flexible Workforce Development Fund. He provided a background on the fund, which was created as a result of the Apprenticeship Levy and summarised College engagement to date with employers in Forth Valley who may be able to access up to £10k each to support staff training.

He highlighted that this activity, with the College contacting over 700 employers, had already produced value as it is a mechanism by which the College is able to engage with existing and new employers.

Members queried whether there was competition with other Colleges, particularly for organisations with locations throughout Scotland. The Commercial Manager noted that this had not been an issue to date.

The Commercial Manager highlighted that applications for the fund had to be submitted by 15 December and that his team was engaging well with interested employers.

Members queried what the criteria for training eligible employees was. The Commercial Manager noted that the training had to be certificated (either by the College or an Awarding Body), must be completed by June 2018 and that the training cannot be used to train company employees in an area where the Company had a legal duty of compliance.

Members queried whether the College was confident that it could fully utilise the allocation provided by SFC for this training. The Commercial Manager was unable to commit to full utilisation at this stage in the process but did note that he felt the College would be close to full utilisation.

The Principal also noted that there were discussions at a national level on the deployment of the first year of the funding, with representations back to SFC on potential changes that could assist. As such, he felt that it was possible there could be

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changes to either timescales or the amount of funding that can be offered to individual companies.

Members noted that, should this funding continue beyond the current year, it would be a good topic for the College engagement dinner where Board members can also engage with potential employers.

- a) Members noted the content of the report
- b) Members noted that they would like to see an update on the headline data for this funding at the next couple of meetings. Members also noted that the report should also cover the opportunity cost of this activity as it was drawing staff resource away from other commercial activity.

**S/17/016**

**Student Association Activity**

The Student Association President provided members with an update on the activity of the Student Association.

He highlighted that there had been good engagement with students, with 179 class reps trained, and good progress against the Student Association Operational Plan.

He also highlighted the ongoing work on Mental Health First Aid training. The Vice President noted that, by the end of February 2018, she anticipates that 250 individuals will have completed this training.

The Student Association President provided further information on the current election process and provided an explanation of the Liberation officer posts within the Student Executive.

He also informed members of Life Skills workshops for students being developed in conjunction with Police Scotland and other organisations such as the Army and Fire Brigade. The purpose of the workshops is to provide life skills to 15-18 year olds.

Members queried whether there was a partnership agreement in place between the Student Association and the College. The Student Association President confirmed that there was one in place but that it was a good time to update this agreement with a view to having a new one in place for the start of the next academic session starting.

- a) Members noted the content of the report and commended the Student Association on the level of activity undertaken to date
  - b) Members requested that the revised partnership agreement be brought to a future meeting.
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**S/17/017 Outcome Agreement Revised Guidelines & Target Setting**

The Vice Principal Information Systems and Communications presented members with the revised guidelines for Outcome Agreements, highlighting the most significant change which is the move away from focussing activity on full time courses for 16-24 year olds. He also highlighted the requirement for “intensification” in College Outcome Agreements, noting that under this the College will be required to make targets more focussed, ambitious and also able to demonstrate best use of public funding.

The Principal confirmed that the need for intensification was at the direction of Scottish Ministers. He noted that this could be a positive for the College as those that can demonstrate progress may receive additional/redirected funding to support this.

The Vice Principal Information Systems and Communications confirmed that SFC will continue to set the sector target levels and these will then be allocated to individual Colleges.

Members queried how best to demonstrate that College students progress to positive destinations and what these destinations might be. The Principal noted that a report on how the College collects positive destination information to the next meeting of the Committee to support discussions.

- a) Members noted the report and requested an update to the next meeting
- b) Members requested the targets in the Outcome Agreement be reviewed to support this report

**S/17/018 Student Application Profile & Credits Report**

The Vice Principal Information Systems and Communications presented members with an update on application levels and progress against the College Credits allocation.

He reported that there had been a reduction in overall applications and that plans were in place to address this, particularly in relation to January starts. He confirmed that these challenges had been experienced in previous years and that the College remained confident that it would reach the credits target.

Members noted that, given this confidence in achieving the target, the risk likelihood of Medium recorded in the paper may be too high. It was agreed that the likelihood would be reduced to Low.

- a) Members noted the content of the report

**S/17/019 Review of Risk**

No new risks were identified.

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S/17/020      Any Other Competent Business

None

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**1. Purpose**

For members to approve our Outcome Agreement covering the period from 2018-19 to 2020-21, for onward approval by the Board of Management.

**2. Recommendation**

That members approve the Outcome Agreement.

**3. Background**

Last year we entered a new three year cycle for Outcome Agreements covering the period from 2017-18 to 2019-20. As such, the expectation from SFC set out in this year's guidance is that changes to the context statement within our Outcome Agreement should be minimal to reflect only significant changes since last Session, while still ensuring that Colleges meet both existing and new Scottish Government priorities, with focus to be on the targets within the Outcome Agreement.

Final funding allocations were published by SFC on 18<sup>th</sup> May. The targets contained within this version of our Outcome Agreement reflect the Credits allocation for the College as per the final allocation.

The College submitted its first draft version of our Outcome Agreement to SFC in December, and a further draft revision, reflecting indicative allocations was submitted in March. This current revision has no further changes to our targets, with only changes made to the context statement, such as reflecting the objectives contained within our Operational Plan for 2018-19.

There has been no formal feedback from SFC on either of our submitted drafts in the way that there has been in previous sessions, however our Outcome Agreement Manager has fed back that he is comfortable with the targets set within our document, and that colleagues who have reviewed our Outcome Agreement are comfortable that we have 'intensified' our targets. SFC are undertaking an exercise to collate information from all regions to provide a sector position, with Outcome Agreement Managers supporting this process.

**4. Key Considerations**

**Key Changes to Guidelines**

In her letter to SFC, the Minister for Further Education, Higher Education and Science took the opportunity to restate that colleges are not required to prioritise full-time provision for 16-24s but rather should be responsive to the current needs of all learners and the economy. This very much reflects the enrolment pattern for the current session witnessed within Forth Valley College, and the College Sector, so is welcome.

The Minister has also asked for intensification of the Outcome Agreement process. In the new guidance, and through discussion with our Outcome Agreement Manager, there is a desire for targets to be as ambitious as they can be for the College and across the Sector, with a primary

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focus on retention and attainment. SFC also wish intensification of agreements in the areas of widening access, articulation, gender, Developing the Young Workforce, skills, innovation and apprenticeships.

SFC are also looking to reduce the length of time taken to agree Outcome Agreements, with a well-developed draft Outcome Agreement submitted by 15 December 2017, with a focus on targets being set, rather than a focus on text. This target was met by the College. Independently, SFC will be undertaking an exercise to set sector targets for each of the Outcome Agreement targets, and then work back to what they expect individual colleges to achieve, with dialogue with regions if college-set targets are falling below anticipated targets.

#### Indicative Timeline

The indicative Outcome Agreement timeline is shown below, for information. With Final allocations being announced in May, this timeline has moved.

Guidance updated and published	October 2017
2016-17 Evaluative Report and Enhancement Plan submitted	31 October 2017
Guidance reviewed by Strategic Development Committee	16 November 2017
Draft Targets set by SMT	5 December 2017
First draft outcome agreement submitted to SFC	15 December 2017
Feedback from SFC	By 31 January 2018
Indicative funding allocations announced	February 2018
Draft Outcome Agreement reviewed/approved by Strategic Development Committee	22 February 2018
Outcome Agreement reviewed/approved by Board of Management	22 March 2018
Final Outcome Agreement submitted to SFC	By 30 April 2018
Publication of outcome agreements	May/June 2018

#### 5. Financial Implications

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

6. Equalities

Assessment in Place? – Yes  No

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	X	X
Low		
Very Low		

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

**1. Purpose**

To seek discussion and approval from members on the FVC Operational Plan for 2018-19.

**2. Recommendation**

That members discuss and approve the College's 2018-19 Operational Plan for recommendation to the full Board of Management for approval.

**3. Background**

The College's Operational Plan is a key component of our planning cycle underpinning the approved 2017-2022 Strategic Plan. The Strategic Plan clearly articulates the why and the what we intend to do over the five-year time period however we will require sequential and annual operational plans to define how we intend overtaking all our objectives. The first Operational Plan for 2017-18 has been valuable, as can be attested by the regular progress reports to this Committee. The second year plan for 2018-19 is presented for discussion here. It should be noted that resourcing for each plan is achieved through the annual budgeting process.

**4. Key Considerations**

The Operational Plan 2018-19 has been developed with all SMT across the six Strategic Themes of the Strategic Plan, namely:

1. Creating a superb environment for learning
2. Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly
3. Instilling an energy and passion for our people, celebrating success and innovation
4. Leading as a business that is a champion for governance, financial control and balanced risk taking
5. Enhancing our position as the business and community partner of choice
6. Delivering a whole system approach. Simple, effective and consistent.

Appendix 1 shows the Operational Plan which uses the 19 strategic objectives from the five-year Plan as headlines in the Operational Plan 17-18. There are 45 Operational objectives for year two with ownership of the Strategic Theme through SMT with clear performance measures reported to SMT and the Strategic Development Committee on a quarterly basis. With reference to Appendix 2, the Operational Plan will directly influence the Departmental Operational Plans and then to individual staff PRD's.

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**5. Financial Implications**

**Please detail the financial implications of this item** – Resourcing for the Operational Plan 17-18 is undertaken through the annual budgeting process.

**6. Equalities**

**Assessment in Place? – No**

**If No, please explain why** – The Operational Plan 2017 – 18 is a top level planning document and covers year 1 of the five-year Strategic Plan. OP 21 ensures we will ensure all activities reflect the key principles of equality and diversity to achieve an inclusive organisation.

**7. Risk**

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

	Likelihood	Impact
Very High		
High	*	*
Medium		
Low		
Very Low		

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

The Operational Plan is a key planning tool for the College and will dictate the direction of travel and resourcing requirement in order to overtake year one of the Strategic Plan 2017-22. Failure to have a plan in place will result in a scattergun of activity with no clear vision or direction.

**Risk Owner** – Ken Thomson

**Action Owner** – David Allison (reporting)  
Stephen Jarvie (Author)

**8. Other Implications –**

Please indicate whether there are implications for the areas below.

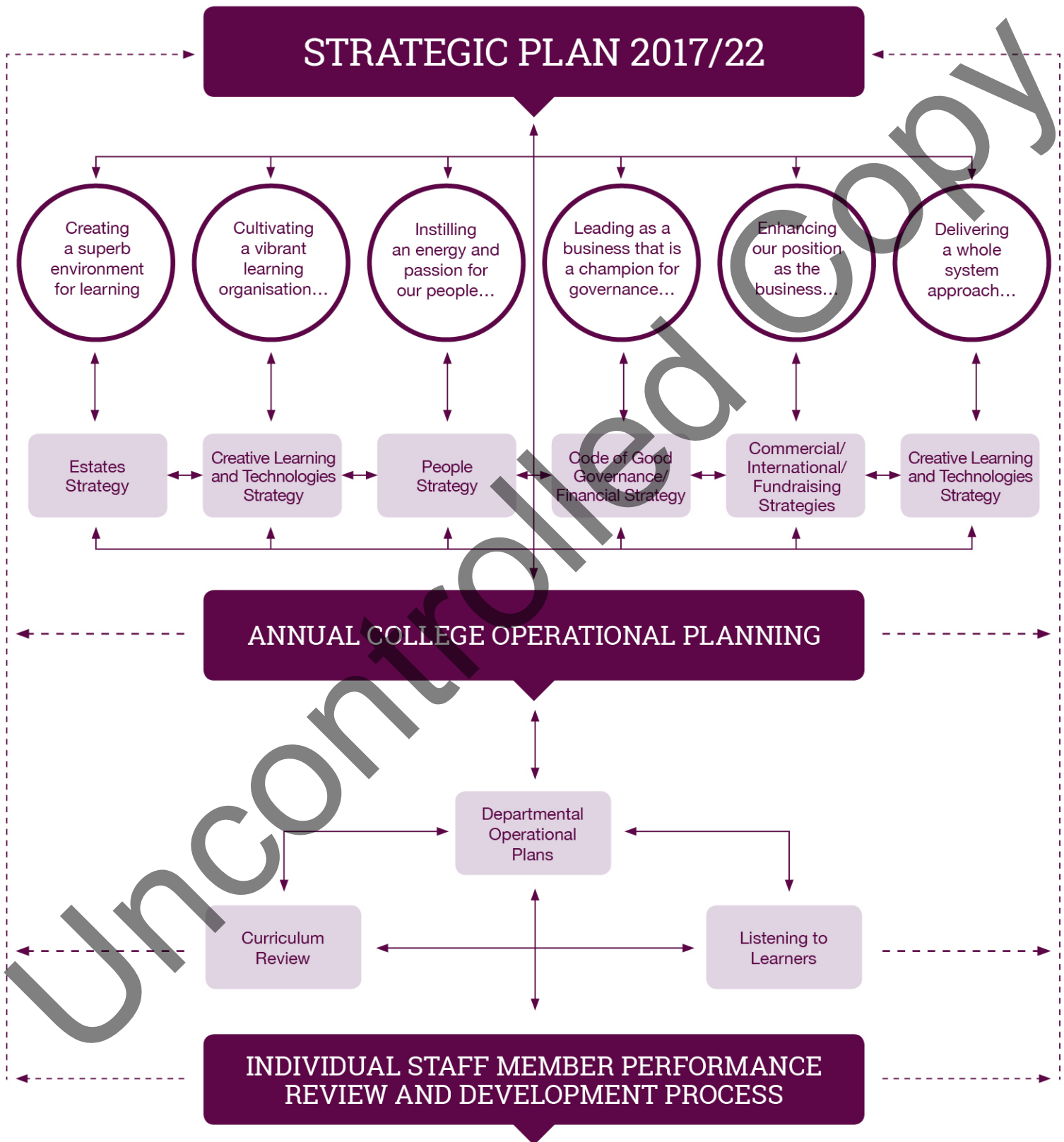
**Communications – Yes – through eFOCUS as an internal document and circulated to all Heads**

**Health and Safety –No**

**Paper Author** – Ken Thomson

**SMT Owner** – Ken Thomson

# HOW WE DELIVER OUR STRATEGIC PLAN



1. Purpose

To provide an update on Forth Valley College (FVC) Flexible Workforce Development Fund (FWDF) applications/course bookings to date.

2. Recommendation

That members note the new business generated via this fund, associated income and discuss the impact and lessons learned.

3. Background

The Scottish Government extended the FWDF deadline from 15 December 2017 to 28 February 2018 and most recently confirmed that we can continue to receive applications as long as training is contractually in place by June 2018. All training now has to have commenced by 28 September 2018.

FVC has made good progress in securing and approving FWDF applications. As of 31 May 2018 we have spoken with 197 contacts regarding making a FWDF application via FVC. 54 applications have been submitted and had their applications approved, of these 19 (35%) are new business to FVC. A further 18 have chosen to apply through other colleges and 3 companies are in the process of making an application. From those who are not eligible, through discussion we have identified some other training options including Modern Apprenticeships (MAs) and Flexi Learning Provision.

For a full overview of FWDF Applications please see **Appendix 1 SFC Reporting Tracker**.

4. Key Considerations

3 CIPD and 13 CMI candidates are being trained via the Department of Business, 197 via Flexible Learning/Moodle, 4 on evening provision and 30 on a Bespoke Tank Inspection Course via the Department of Electrical, Instrumentation and Chemical Engineering. The remaining 1,843 candidates are being trained via Business Development staff and associate trainers. To date up to 2090 candidates will be enrolled on FVC provision via FWDF.

As can be seen from **Appendix 1** the total notional hours for all delivery is 52,741. This equates to 122 HNC students and approx. 10 full HNC programmes.

Due to the volume of SVQ candidates we have now recruited a fixed term 1.0 Engineering Assessor and 1.0 FTE Multi Discipline Assessor. Assessor time is factored into FWDF costs, so these posts have been funded directly via FWDF activity.

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Please see *Table 1: FWDF Candidate Numbers*

Business Development Delivery													Total	
HSE Activity						Business Skills					Electrical Safety		Total	
Manual Handling	IOSH Managing Safely	IOSH Managing Safely Ref	IOSH Working Safely	NEBOSH	First Aid	C&G Education & Training	C&G Intro to Trainer Skills	Coaching & Mentoring	I.T.	SVQ's & Tank Inspection	C&G 17 <sup>th</sup> /18 <sup>th</sup> Edition	PAY Testing		CompEx
37	157	12	417	14	68	56	53	36	804	64	58	5	62	1843

Dept of Business		Total
CMI	CIPD	
13	3	16

Dept of EICE		Total
Bespoke Tank Inspection		
30		30

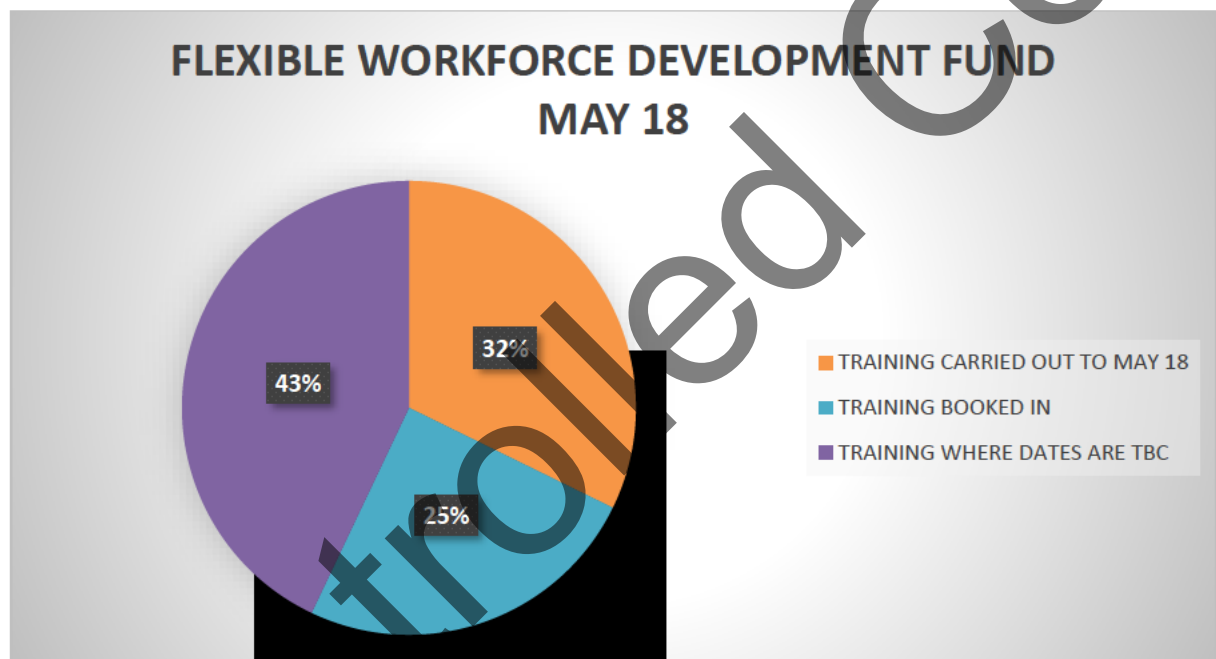
Flexi/ Evening		Total
Flexi Learning/Moodle	Evening	
197	4	201

<b>Total</b>	<b>2090</b>
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**FWDF Course Bookings**

We are working closely with all companies to agree training dates for their approved FWDF provision. Our goal is to have all training commenced by 28 September. Due to logistical issues for some of the companies this may not be possible, so our priority is to make sure that each company has at least one occurrence of their training package delivered by this point. This will ensure that we meet the SFC target of having training commenced by 28 September 2018.

Please see *Table 2: Training Booked*



As can be seen 43% of training is still to be booked. This includes companies who have commenced training/have training dates from their FWDF allocation agreed. Of the 54 companies we have 9 who do not yet have any training confirmed. These will be the companies we will be focusing attention on in order to meet the SFC deadline.

**FWDF Session 2018/19 Funding**

There is the assumption that £10m has been committed by the Scottish Government for session 2018/19 FWDF.

SFC has commissioned an evaluation of session 2017/18 FWDF. This is currently being carried out by EKOS Ltd, an economic and social research consultancy. Feedback has been provided by all colleges and they are currently speaking to employers. EKOS plan to have their full findings to SFC by the end of June. The assumption is that these findings will dictate session 2018/19 FWDF allocations and associated funding rules.



There has been discussion across the college sector on the possibility of SFC considering a tiered approach to allocations and funding may be open to all businesses.

Update of the overall fund is at 50%. As can be seen by FVC FWDF uptake we are well above average.

### **FVC Lessons Learnt**

Overall the opportunity for meaningful employer engagement across the Forth Valley and beyond has been extremely positive. Our quick response to SFC guidance on the fund has allowed us to make contact with over 700 potential applicants and provide a good level of support for those who expressed interest.

Additional lead up time from SFC to the launch of the 2018/19 FWDF would allow us to provide a structured approach to marketing and administering the fund. This has been fed back to SFC by the college sector.

This would provide time for colleges to host employer engagement sessions to facilitate a quicker uptake of the fund and provide efficient use of staff time in supporting employers engage. As well as this, a structured sector wide marketing campaign would raise awareness across Scotland to complement individual colleges marketing.

SFC guidance to both employers and colleges on the fund has not been clear and this may have put some potential applicants off applying. FVC will ensure that we seek feedback from all applicants as well as those who benefited from training. This will all be fed back to SFC and used by FVC to further improve our customer experience.

### **5. Financial Implications**

FVC has an allocation of £491,951 FWDF. As of 31 May we have approved 54 applications totalling a £467,093 FWDF spend. Where companies have gone over there £10,000 FWDF allocation there is a further £23,656 of top up fees. By the end of June we anticipate a further 3 applications taking us up to our full FWDF allocation. SFC have advised colleges can request additional allocation once they have met their target.

Please see **Appendix 1: SFC Reporting Tracker**.

### **6. Equalities**

This fund has a neutral impact for learners with protected characteristics. It is unlikely to affect the retention, attainment or experience of existing college students. It may add to the prevalence of older learners in some subject areas. FWDF activity is unlikely to result in any negative impacts for learners or staff with protected characteristics as it is purely about providing upskilling and development opportunities for eligible organisations employees. In terms of mitigating actions, the college is attempting to redress any gender imbalances in specific subject areas. In addition,

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learners on these courses will be monitored for profile, retention and attainment and will be asked to feedback on their experience as per college practice. Therefore, any further impacts will be monitored on an ongoing basis.

Assessment in Place? – Yes  No

If No, please explain why – see above

## 7. Risk

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

	Likelihood	Impact
Very High		
High		X
Medium	X	
Low		
Very Low		

### Potential Risk

- We are unable to meet the SFC deadline date of 28 September 2018 to have training commenced.
- Due to the volume of I.T. training we are unable to accommodate all requests.

### Mitigation of Risks

- FVC is ensuring that all companies have a minimum of 1 training occurrence delivered by 28 September 2018. This will ensure that training has commenced.
- FVC has identified additional associate trainers as well as lecturing and support staff who can support training over the summer. This will allow us to firm up training days and maximise the use of I.T. training rooms in the college whilst our full time students are on holiday.

Risk Owner – Andrew Lawson

Action Owner – Zak Stark

## 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 – Zak Stark

SMT Owner – Andrew Lawson

## 1. Purpose

This briefing paper seeks to inform the Strategic Development Committee about how the College gathers information on College Leaver Destinations (CLD).

## 2. Recommendation

That members note the contents of the report and understand the process of collecting CLD information.

## 3. Background

The Scottish Funding Council (SFC) requires colleges to return information on CLD on an annual basis, about 8 months after typical full time course completion. For example, data for 2016/17 was required to be returned by 28<sup>th</sup> February 2017. The data collection includes FE and HE full-time successful leavers.

Recently there have been additional requirements placed on colleges in relation to collecting this data. These include detail on employment type and on whether or not employment is related directly to the course of study. For those progressing their studies, additional detail is required on the level of that further study. SFC also request that three attempts are made to contact each learner, and that the name of the staff member making contact and the date of attempted contact are recorded on each occasion.

## 4. Key Considerations

The information is gathered by administrators based in the Learning and Quality Team. A list of all full time students is pulled off the college system which matches the information already submitted to SFC, through the annual FES return.

Collection of information begins in September and lasts until the third week in February. Initially, records on UCAS are checked, students are surveyed after graduation and the college system is checked for returners.

The template to be used from SFC usually arrives in January. Skills Development Scotland (SDS) will have added completed destinations to the spreadsheet which means there are occurrences where we will have already collected some of the same information. This spreadsheet is used going forward and gaps are filled with the information already recorded from October.

Where there are gaps in the information, the administrators phone students, as well as emailing them a survey to collect the relevant information and as a last resort social media is used, e.g., checking employment status on Facebook. Most phone calls are made between 5pm and 8pm as there is a better chance of catching students in the evening.

The amount of staff hours the information takes to collate is in the region of 170 hours, equating to around 5 weeks of work for one person.

Forth Valley College have a consistently high response rate to the survey. Table 1 illustrates the response rate for the survey across Scotland versus the response rate at FVC. There is always a

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level of unconfirmed destinations as it is difficult to get in touch with every full time student who studied at the College in a particular academic year. In the last 3 years the percentage of unconfirmed destinations has ranged between 6 – 10%.

Table 1: Survey Response Rate as a Percentage for Forth Valley College and Scotland

	Forth Valley College	Scotland
2013/14	91	85.9
2014/15	94	86.4
2015/16	90	87.2

The CLD data has not been published yet for 2016/17, but the last 3-year College trends, with a break down for FE and HE students in the categories constituting a positive destination, can be found in Table 2.

Table 2: FVC 3-year Trend Date for Students in Positive Destinations

	FE FT Learners			HE FT Learners			All FT		
	2013 /14	2014 /15	2015 /16	2013 /14	2014 /15	2015 /16	2013 /14	2014 /15	2015 /16
Number of Students	1167	1252	1141	532	549	568	1699	1789	1709
Number of responses	90%	92%	89%	92%	94%	92%	91%	94%	90%
Employed full-time	18%	12%	16%	32%	25%	33%	22%	16%	22%
Employed part-time	4%	4%	5%	11%	13%	8%	6%	7%	6%
At College or University	73%	78%	74%	50%	57%	54%	66%	71%	67%
Totals in Positive Destination (of responses)	95%	94%	95%	93%	94%	94%	94%	94%	95%

The Regional Outcome Agreement sets out targets for the number and proportion of full-time college qualifiers in work, training and/or further study, i.e. those in a positive destination, 3-6 months after qualifying. For 2015/16 this target was 93% and remains at 93% for 16/17.

Survey information is also used to inform team evaluations within the college.

#### 5. Financial Implications

Please detail the financial implications of this item - The additional administrative burden places a cost on the College.

**6. Equalities**

**Assessment in Place? – No**

**If No, please explain why –** This is a paper to inform members of an established process.

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	x	x
Very Low		

**Please describe any risks associated with this paper and associated mitigating actions –** Minimal risk as college response rate and positive destination rate are consistently high. There is a further risk if college does not achieve targets set out within the Regional Outcome agreement.

**Risk Owner –** text

**Action Owner –** Helen Young

**8. Other Implications –**

Please indicate whether there are implications for the areas below.

**Communications –** No

**Health and Safety –** No

**Please provide a summary of these implications –** N/A

**Paper Author –** Helen Young

**SMT Owner –** Fiona Brown

**1. Purpose**

To inform members of FVSA activity for 2017/18 and of the new Strategic Plan for 2018-2022.

**2. Recommendation**

That members note and comment on the attached Strategic Plan and Annual Report.

**3. Background**

FVSA have had another very successful year. We have begun to see the benefits of our work over the past two years to become a more sustainable organisation.

We look forward to the year ahead with two new F/T officers, a group of motivated volunteers who intend to run for voluntary officer positions again next year, a clear strategic plan to support our development, staff support and strong processes in place to help us reach our goals.

**Annual Report**

There have been a number of key highlights across this year, with successful elections for voluntary officers, the development of new clubs & societies, the launch of a Carers Charter in partnership with the College and being shortlisted for two awards at the NUS Scotland Awards.

Members can review the activity within the annual report attached as appendix 1.

**Strategic Plan**

At the beginning of the year, the executive committee carried out a self-evaluation against the NUS 'framework for the development of strong and effective student associations'. Officers and staff also carried out a number of strategic planning workshops, discussing the future vision for FVSA, conducting a swot analysis, identifying current and strategic partnerships and reviewing current activity.

Student workshops were conducted alongside our Student Council Meetings in April. Students were asked to discuss the future of FVSA based around three key areas of activity. These were Partnerships, Representation, and People. From these sessions we developed a strategic plan that will allow FVSA to enhance its position as a strong and effective student association.

The draft plan was then discussed by members of our advisory group, before being approved by our executive committee. This plan will also inform the development of a new Student Partnership Agreement between FVSA and FVC, discussions will take place over the Summer on shared projects that will form the basis of the agreement.

The Strategic Plan is attached as Appendix 2.

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4. **Financial Implications-** The SA carries out all activities within our operational budget. As the Strategic Plan progresses there may be requirement to review the budget of FVSA, however FVSA will not implement any plans/activities that require additional funding before seeking the support of the College SMT and Board of Management.

5. **Equalities**

Assessment in Place? – Yes  No

Some of the planned activities will require to be impact assessed, however this will be done on an individual basis.

6. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	x	x
Very Low		

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

Risk Owner –Alan Buchan

Action Owner – Alan Buchan

7. **Other Implications**

Please indicate whether there are implications for the areas below.

Communications – Yes  No

Health and Safety – Yes  No

FVSA will publish both our annual report and Strategic Plan for students and our partners.

Paper Author –Alan Buchan

SMT Owner – Andrew Lawson



**Forth Valley Student Association**

**Annual Report**  
**2017-18**

Last updated: 01 June 2018

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# FVSA Highlights of 2017/2018



#fvsafreshers

#fvsa17

#fvsa18

#fvsawelcome

#fvsaelections

#fvsafe

#fvsareprtraining



@forthvalleySA



Shortlisted for NUS Scotland Campaign Award 2017/18

Shortlisted for NUS Scotland College SA of the Year 2017/18

73 students trained in Scottish Mental Health First Aid Training

Implemented FVC Carers Charter 2017/18

211 Class Representatives trained

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## Introduction

Welcome to Forth Valley College's FVSA Annual Report 2017-2018. It has been a remarkable academic year for FVSA and this report will detail all the hard work that has gone into ensuring our students have the most productive and enjoyable learner experience possible.

We would like to thank our members, volunteers, and partners for their continued support in making the student experience at Forth Valley College the best it can be.

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## About Forth Valley Student Association

Forth Valley Student Association (FVSA) are an autonomous organisation who are responsible for representing the voice of students in order to improve the educational experience of its members and students of the College as a whole.

### FVSA Strategic & Operational Plan

Strategic Plan 2016-18: [Click here](#) to view the Strategic Plan for 2016-2018

Operational Plan 2017/18: [Click here](#) to view the operational plan for 2017/18.

### FVSA Constitution

FVSA are required by the Education Act 1994 to have a Constitution. This Constitution is a legal document that sets out the activities and procedures of FVSA. It provides a framework for the operation of FVSA by:

- Defining what the Association can or cannot do.
- Indicating how the Executive Committee can act on behalf of Association members.
- Outlining how Association members can air their concerns.

The FVSA Constitution also outlines the FVSA structure and role profiles for each Executive Officer. The current version of the Constitution was published in April 2017

[Click here](#) to view the FVSA Constitution.

### Student Council

Student Council is the decision making body of FVSA , and forum for students to hold elected officers to account, give feedback to FVSA on the learner experience and to shape the work of the SA based on the views of students. Students can put forward motions, vote on issues and vote for changes to the FVSA constitution. FVSA are responsible to the student body via the constitution, which outlines what the Association and it's members can and cannot do.

Student Council takes place twice a year (block 1 and block 2). The meetings are always well attended and also gives the Class Reps/students a chance to feedback on their learning experience directly to a member of the Senior Management Team (SMT) through an open floor discussion.

## FVSA Team 2017/18

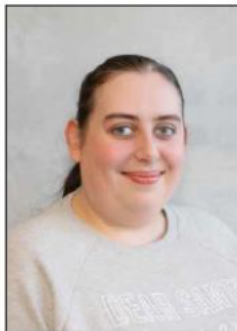
### FVSA Executive Committee:



Alan Buchan  
Student President



Amy Scobbie  
Vice President



Claire Green  
Disabled Students Officer



Liam Slaven  
Executive Officer



Regina Nurney  
Executive Officer



Stewart Kirkland  
Mature Student Officer



Shannon Easton  
LGBT+ Officer

### FVSA Staff:



Angela Muirhead  
Student Liason  
Officer



Elena Semple  
Student Activities  
Co-ordinator

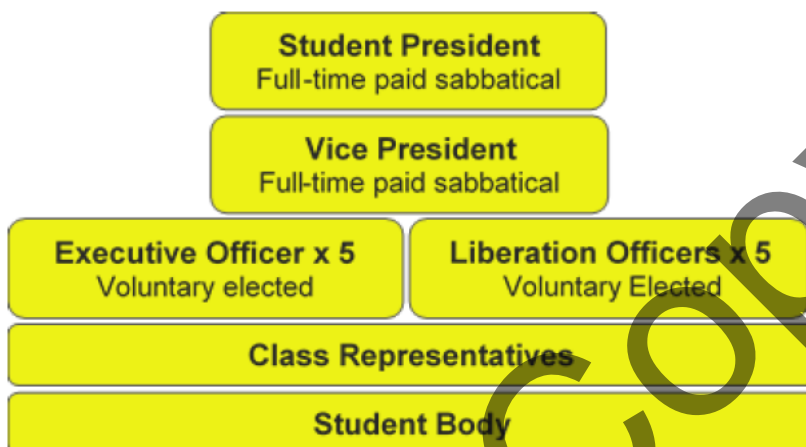


Lynne McClelland  
Administration Assistant

## FVSA Structure

### FVSA Student Members

The Sabbatical officers lead the work of FVSA through the Executive Committee, which consists of the Sabbatical and Voluntary officers. All elected members are responsible to the Student Council, which is made of class reps and students from across the College. This ensures that students are fairly represented and able to hold



officers to account for their work. Student Council is also the forum where any larger decisions are voted on by the student body, as set out in the FVSA Constitution.

The five liberation<sup>1</sup> officer roles are Black & Minority Ethnic, Disabled, LGBT+, Mature & Womens. This structure follows the liberation/sections representation that the National Union of Students offers on a national level, with our local officers ensuring under represented student groups have a voice within FVSA, and are able to take this to a national platform through NUS Scotland and NUS UK.

### FVSA Staff Members



The Student Liaison Officer supports FVSA Officers and Staff and is responsible for supporting FVSA to deliver on the Strategic Plan. Staff members are line managed through the Student Liaison Officer, however they support the work of FVSA as set out in by the Executive Committee, and within the Strategic Plan.

### FVSA Advisory Group

FVSA currently have an advisory group in place, made up of students, sabbatical officers, College Board members, College Staff and an independent member from another Student Union. The group are responsible for supporting the development of FVSA, advising on HR or other challenges we are facing and for advising us on managing our relationship with the College. This is recognised by NUS Scotland as good practice in ensuring good governance within FVSA.

<sup>1</sup> The term 'liberation' is used as the role of these officers is to remove barriers for under-represented groups, 'setting them free'.

## Highlights of 2017-18

This has been another fantastic year for FVSA with many success stories. Some of our highlights are listed below.

### **Class Representative Training**

A full review of the Class Rep Training took place in the summer 2017 to analyse how we wanted to train our Class Reps and to make this work not only for the students but for the College. The training included interactive activities such as scenarios of how to signpost students, as well as informing students how to be an effective Class Rep. Feedback from these sessions was greatly received.

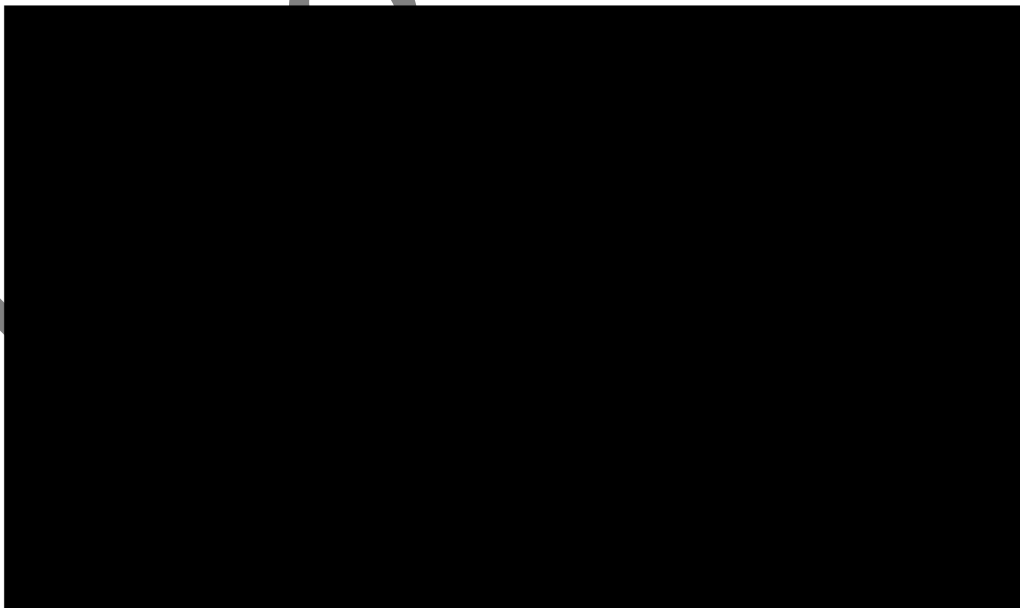
The Class Rep training area on Moodle was also updated to provide more comprehensive training materials and resources for reps to access throughout the year. This improved the skills and engagement levels with Class Reps.

182 Class Reps attended the physical training session and 29 Class Reps completed the training online.

### **SMHFA Training**

Throughout the session 2017/18 there has been an increasing demand for Scottish Mental Health First Aid (SMHFA) training. This is a training initiative run by the NHS to train participants in mental health awareness, signs and symptoms of the most common mental health issues such as Psychosis, Depression and Anxiety and how to sign post people effectively to both internal and external services in relation to this. Participants also learn how to respond to crisis situations such as when someone is having a panic attack. Mental Health First Aid is an initial response to distress and all participants on the course understand that this help is given only until other suitable or professional help can be found.

FVSA trained 73 participants in 2017-18 mainly consisting of students and key members of staff.



## Clubs and Societies

For the first time through FVSA students set up various clubs and societies throughout the year by providing fun and engaging activities. These included:

- Carers Club
- Robocraft
- Cricket Club
- Forth Valley Creative Writing
- Brazilian Jiu Jitsu
- SAGA (LGBT+ Society)
- Disability Awareness

These have been a great opportunity for students to meet new people, learn new skills whilst enjoying their time at College.

## Strategic Planning

FVSA have been working on a new strategic plan over the course of the year. This plan sets out the further development of FVSA between 2018-2022.

At the beginning of the year the executive committee carried out a self-evaluation against the NUS 'framework for the development of strong and effective student associations'. Officers and staff also carried out a number of strategic planning workshops, discussing the future vision for FVSA, conducting a swot analysis, identifying current and strategic partnerships and reviewing current activity.

Student workshops were carried out alongside our Student Council in April. Students were asked to discuss the future of FVSA based around 3 key areas of activity. These were Partnerships, Representation, and People. From these sessions we have developed a strategic plan that will allow FVSA to enhance its position as a strong and effective student association.

## Voluntary Elections

Elections for Liberation and Voluntary took place during the year and we successfully welcomed to the team:

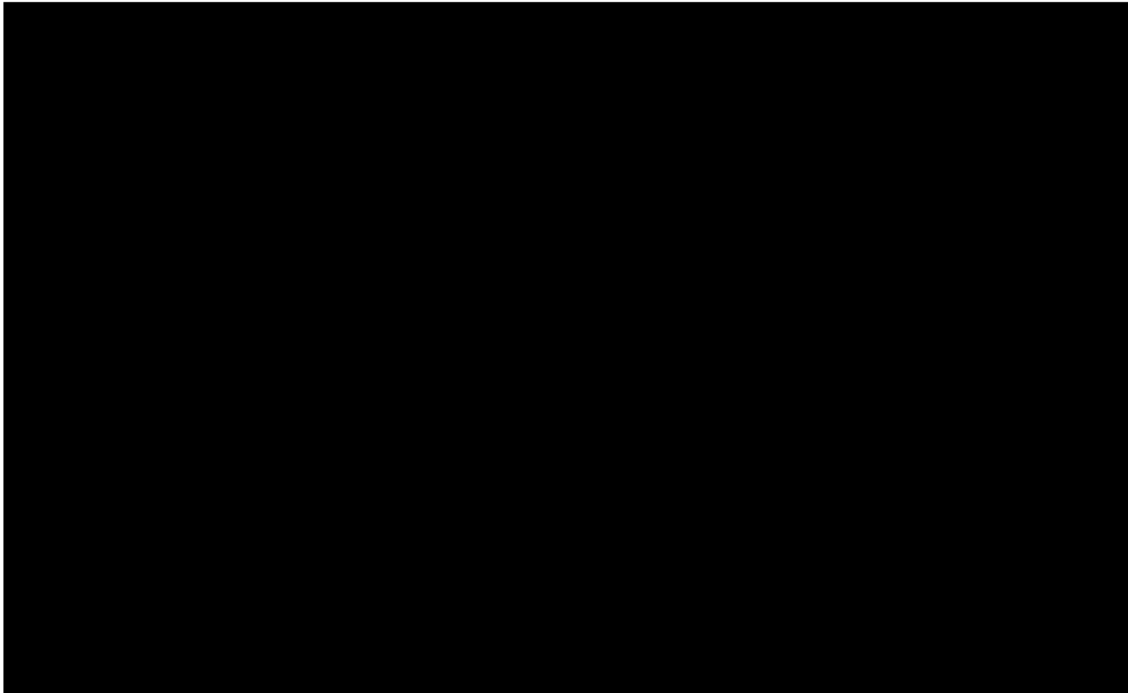
- Disabled Student Officer
- Mature Student Officer
- LGBT Officer
- Executive Officers x2

These roles help shape the work of FVSA and to help support students throughout their year. (see team on page 6)



## **Carers Can**

FVSA launched a Carers Charter in partnership with FVC. This promotes a culture that recognises carers and their needs and helps them to remain in education. A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support. The new charter highlights how FVC values the vital work done by carers and is committed to working with them to help them continue with their education.



## **Newly Appointed Activities and Volunteer Coordinator**

FVSA successfully appointed a new Activities & Volunteer Coordinator in August 2017, Elena Semple has brought a wealth of experience and connections from her time at City of Glasgow College as a student volunteer, and from her current role as NUS Scotland VP Communities. Elena hit the ground running in developing a local support network for our liberation officers, engaging potential student volunteers and promoting student led clubs and societies.

## **Student Charter**

FVSA worked with the College Quality Manager to update the College Student Charter. The new charter reflects the positive environment that both FVSA and FVC will strive towards. We hope to include the student charter within our Student Partnership Agreement that will be published later this year.

## Student Democracy

### Student Council

This year we updated our format for the meetings to increase the accountability of officers, encourage more discussion on FVSA activity and to encourage students to shape the work of FVSA through the use of motions/voting.

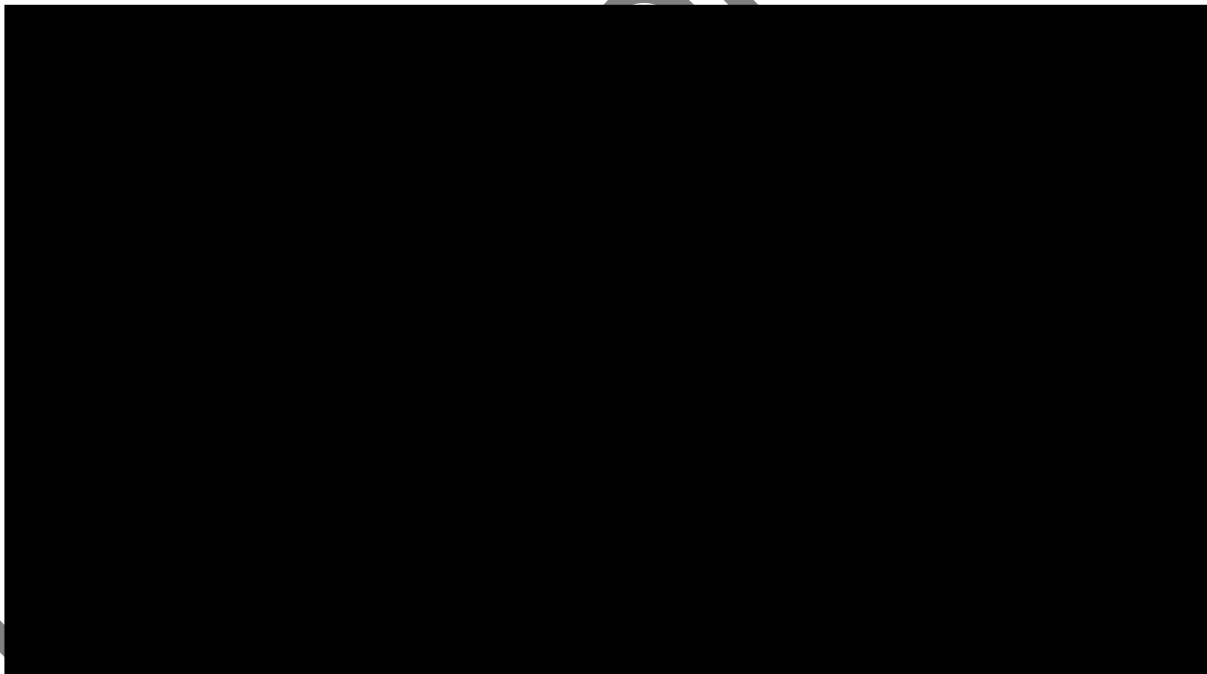
- Block 1 – [Minutes of the Meeting](#)
- Block 2 – [Minutes of the Meeting](#)

### NUS Scotland

The FVSA team attended the NUS Scotland Conference in Dunblane this year. The conference elected the new NUS Scotland President and Vice Presidents, and set out the priorities for NUS Scotland for the year ahead.

FVSA sent 3 delegates to conference. Delegates took the opportunity to network with fellow SA Staff and Officers, and to vote for motions which reflect the needs of our students.

FVSA also successfully passed two motions at conference that will help shape the work of NUS on behalf of our students, one on tackling Student Homelessness and the other on the continuation of the College SA Development Project.



## NUS National Conference

The NUS UK Conference took place in Glasgow this year. FVSA voted in the elections for the new NUS UK executive team and on a number of motions which will impact on our students.

Delegates and observers of FVSA spent time networking with officers and staff members across the UK.



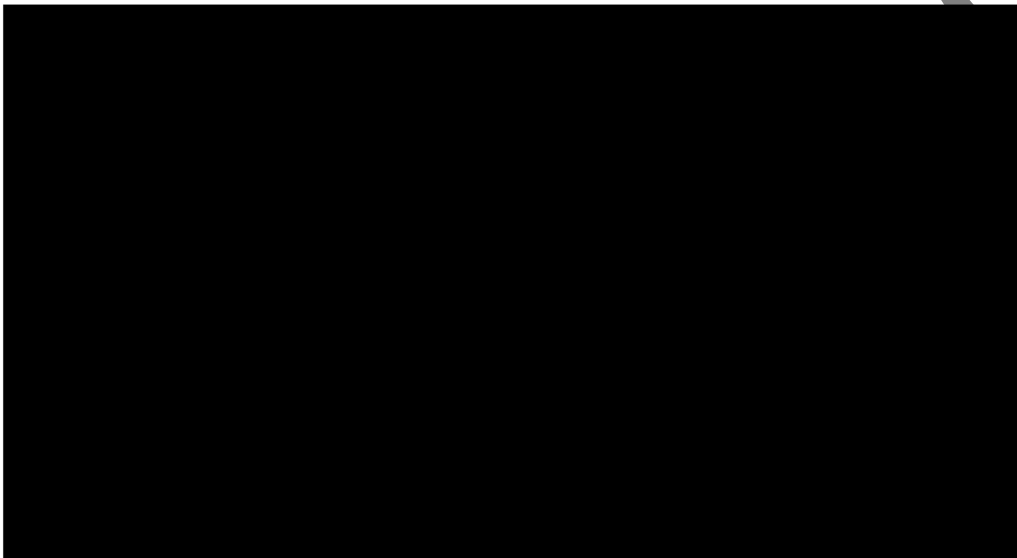
## Campaigns

### Fairtrade

FVSA marked the Fairtrade fortnight by running a taste test on each campus, seeing if staff and students could taste the difference between Fairtrade products and supermarket brands. This year we had chocolate, bananas and a quiz with the chance to win a Fairtrade Hamper. The tasting was very successful and allowed FVSA to interact with students across three campuses.

### Christmas Gift Appeal

FVSA visited Signpost Recovery in their Alloa office in December to drop off our gift appeal of toys and food for people and families of those recovering from addiction. During our appeal FVSA spent time raising awareness of the charity and asking for donations.



### #BudgetForBetter Campaign

FVSA collaborated with NUS Scotland to contribute to the national #BudgetForBetter campaign. The campaign aimed to push the government to meet the recommendations set out in the 2017 Student Support Review. The three main asks of the campaign were:

- A higher repayment threshold for graduates to start repaying student loans. It is currently £17,775 in Scotland but £25,00 in England and Wales.
- Better investment in bursary support, to reduce the levels of debt students have to take on while studying
- Ring-fenced funding for mental health support in Colleges and universities, to make sure all colleges and universities have support in place for students experiencing poor mental health.

FVSA held tables across each campus and spoke to students about the campaign. We gathered 444 signatures for a petition which NUS took to the Scottish Government.

As part of this campaign FVSA met up with Alex Rowley MSP for Mid Scotland and Fife to discuss the campaign and seek support.

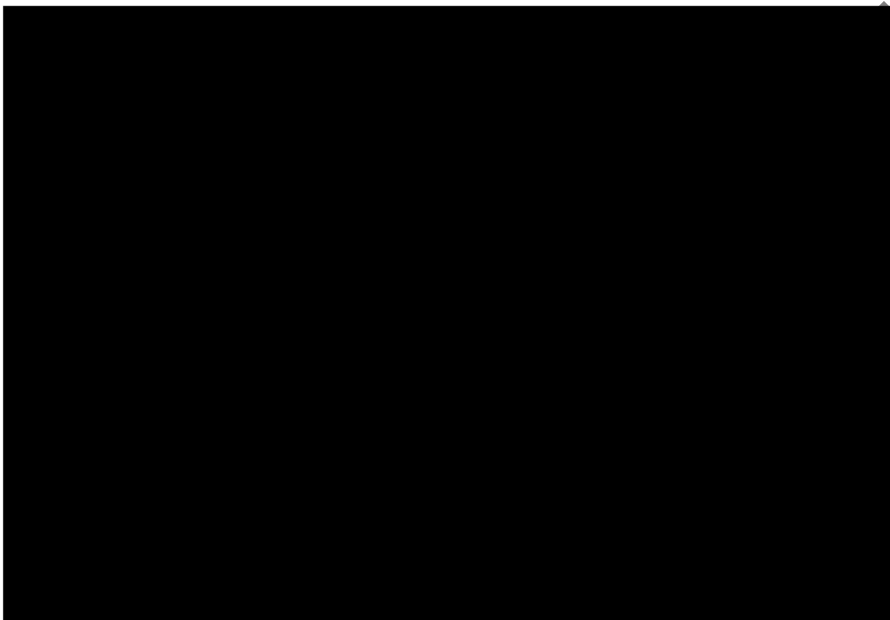
## Student Transport

Based on a number of concerns raised by students across FVC, FVSA have been campaigning to improve the affordability and availability of public transport. FVSA conducted a survey on student travel to and from the College, carried out researching on travel costs and reached out to our colleagues at Stirling University Students Union who have faced similar issues.

From the research it was identified that students found it difficult to access bus transport between the three local council areas and between the Stirling Town Centre and FVC.

FVSA passed a motion at Student Council which means that FVSA will continue to work on student transport next year.

FVSA recently met with both Bruce Crawford MSP for Stirling, and a number of senior Stirling Council members to discuss opportunities and transports links to and from the Stirling Campus.



### #fvsafe

FVSA ran a Safety Campaign across the College. There was a range of information to help our students look after themselves in the run up to and during the Winter break, and focused on tackling the January blues in the last few weeks of block one and up to ReFreshers.

The campaign covered fire safety, alcohol & drug safety, smoking cessation, self-care, stress management, managing finances, physical fitness, tackling hate crime and preventing and responding to violence against women.

The campaign also linked with the national 16 Days of Action campaign for preventing violence against women, the #notafavour campaign by Ash Scotland and with Police Scotland around the Choices for Life campaign.

## Student Opportunities/Events

FVSA has provided a number of opportunities for students and supported student events throughout the year.

### **FVC Student Tourism Conference**

The Student President was invited to attend a conference organised for all Travel & Tourism students within the College. There were a number of guest speakers including Marc Crothall, Chief Executive of The Scottish Tourism Alliance and Tracey Martin, Economic Development Officer for Visit Falkirk.

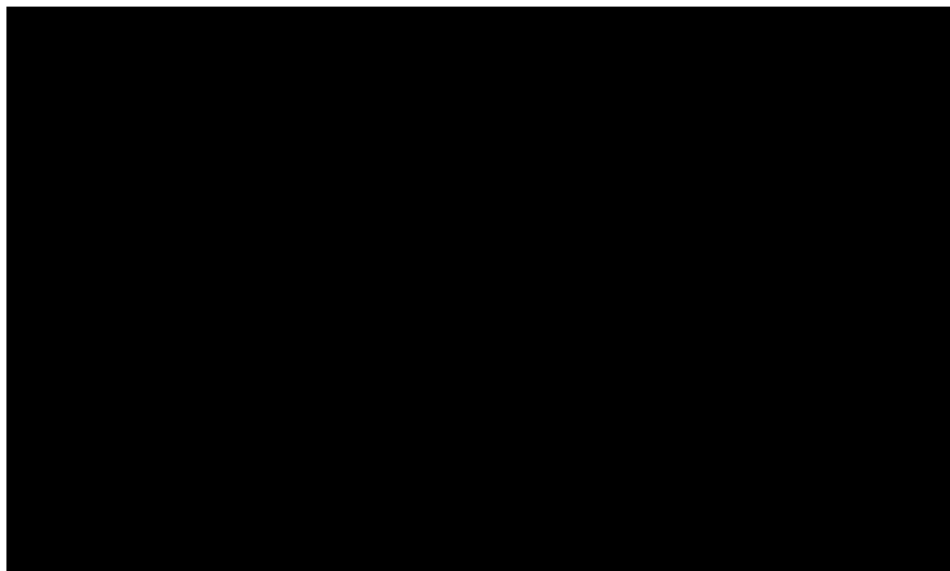
<https://www.forthvalley.ac.uk/news-events/student-tourism-conference-is-a-success-at-stirling-campus/>

### **Choices for Life Workshops**

FVSA worked in partnership with Police Scotland, the Army and Young Scot to develop a 'Choices for Life' Event for FVC students. The workshops were aimed at providing preventative messaging about the harms and risks of substance misuse and highlighting positive life choices to young people. It also offered practical advice in the form of first aid training so that the young people can assist their peers should they fall into a state of collapse through alcohol or drugs. This was identified as a need based on recommendations set out in the FVSA stress report where students identified that they would like to further develop their basic life skills.

## ESOL Hollywood Event

FVSA attended the 'Day in Hollywood' event organised by the Falkirk campus ESOL students. The event aimed to raise money for Quarriers in Falkirk. We were joined by Neal Black, Student President of Edinburgh College SA, who was on a visit to share good practice between our Associations.



<https://www.forthvalley.ac.uk/news-events/esol-students-bring-hollywood-to-forth-valley-college/>

## Step Count Challenge

FVSA, along with groups of students and staff members took part in a 2-week step count challenge, arranged by our Activities & Volunteer Coordinator. The challenge aimed to promote walking as a form of exercise and to get students and staff to think about how active they are on a daily basis. The challenge was a great success, with FVC Library staff taking the prize, and a student team winning most improved. The combined steps over 5 teams was equivalent to 6 trips along the West Highland Way, with an average of 32 miles per person!



## Nurdle Hunting

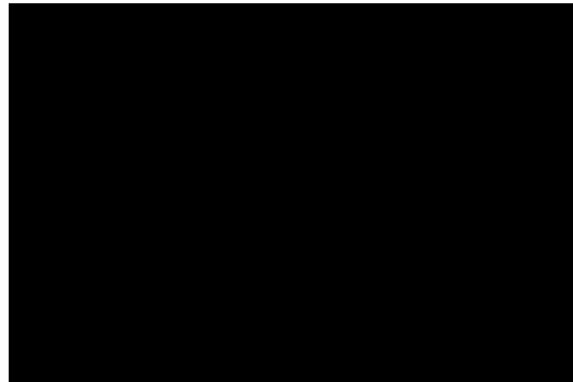
FVSA team attended a 'nurdle hunt' at Bo'ness and Kinneil nature reserve, alongside a group of Creative Industries students and lecturer Gail English.

Nurdles are small plastic pellets which are produced by the plastic industry, which are washed up on beaches across the world. There is a particularly high volume of nurdles deposited on the banks of the river Forth.



## **ReUnion: Canal clean up day**

FVSA team attended a canal cleanup day organized in partnership with ReUnion Canal Boats, who operate out of Lock 16 on the Union Canal. The event was promoted to students throughout the ReFreshers events in the hope that students would take part in community work and sign up to the volunteering opportunities available through ReUnion. This is part of an effort by FVSA to reach out to local communities and encourage FVC students to do the same.



## **Vue Cinema**

FVSA, in partnership with Vue cinema, offer free movie viewings to students who attend a mock fire evacuation at the cinema in Stirling. This usually takes place twice a year and this year students have been able watch the brand new movies, Justice league and Deadpool 2, for free and without any trailers or adverts beforehand. Students are also able to bring along friends/family to these events.

## **Freshers & Re-Freshers Fair**

This year's Fresher's Fair, held in September, was very successful. All campuses were busy and we received great feedback from our participants and students. This year's theme was Scottish and we had a fully packed hall/reception area with local businesses and



voluntary organisations providing freebies/prizes throughout the week. We also provided students with popcorn/candy floss and stalls in which students could win various prizes. We raised over £340 this year which was raised for our Clubs and Societies fund.

Following on from our main Freshers event, the team held their annual Re-Fresher's Fair for the fourth year running. This allows a welcome event for our new January start students and any students who may have missed the original Fresher's Fair in September. During the event, we had various exhibitors, hosting stalls and celebrated the local community in each campus. There were a range of exhibitors who were offering opportunities to students within the community and FVSA also promoted and raised awareness for the Liberation and Volunteer positions within FVSA.

We also hosted some fundraising stalls with a number of competitions and all proceeds went towards FVSA Clubs and Societies fund. A total of over £190 was raised.

As well as the main events, Vue Cinema also provided our students with the opportunity to watch a free movie in turn to help them out with a fire evaluation test in Stirling which was a great success.



## Meetings

FVSA attended various meetings held throughout the year. These included the following:

<b>22/11/17</b>	Student Council Meeting Stirling	All team
<b>23/11/17</b>	College Development Network awards	VP
<b>24/11/17</b>	Student Council Meeting Falkirk	All team
<b>28/11/17</b>	Sparqs College Advisory Group	President
<b>28/11/17</b>	NUS/sparqs Oversight and Direction group -The Student President is attending this group which has the responsibility of discussing the project to develop College Students Associations.	President
<b>6/12/17</b>	FVSA Advisory Group Meeting	
<b>8/12/17</b>	FVSA Advisory Group Meeting	
<b>13/12/17</b>	Visit from Luke Humberstone NUS Scotland President regarding the #BudgetForBetter campaign and discussion on the work of NUS Scotland for this year.	All team
<b>9/1/18</b>	Meeting Matt Woodthorpe and Jamie Grant from Stirling University Union	President and SLO
<b>10/1/18</b>	Meeting with John Holleran from Scottish Families Affected by Alcohol and Drugs	VP & SLO
<b>12/1/18</b>	Meeting with Katy Gowling, NUS Scotland regarding HBHM	All team
<b>12/1/18</b>	Meeting with Lesley Young from Re-Union Canal Boats	All team
<b>16/1/18</b>	Meeting with Jill Stevenson, Head of Student Support Service at Stirling University regarding their #Isthisok? campaign	VP
<b>18/1/18</b>	Stirling University Union AGM	President
<b>19/1/18</b>	Launch of Scotland's colleges delivering for all	VP
<b>22/1/18</b>	Meeting with Ross Martin	President & VP
<b>23/1/18</b>	Meeting with Laura Riley, Senior Communications Officer FVC regarding FVC Carers charter	VP
<b>24/1/18</b>	Think Positive - Learning, Sharing & Networking Event	AVC
<b>24/1/18</b>	Anne Fowler, FVC Learning & Teaching Manager to discuss FVSA supporting the promotions of the JISC Digital Student Tracker Meeting	President
<b>25/1/18</b>	Meeting Astrid Smallenbrook & Jamie Grant from Stirling University Union regarding student issues with First Bus	President, SLO and AVC
<b>25/1/18</b>	NUS Black Students Conference	AVC
<b>26/1/18</b>	SWOT analysis/Framework self-evaluation meeting	All team

<b>26/1/18</b>	NUS Trans Student Conference	LGBT+ Officer & student
<b>27/1/18</b>	NUS Scotland LGBT Conference	LGBT+ & Exec Officers & AVC
<b>31/1/18</b>	Mental Health network Child & Adolescent MHFA training	VP
<b>19/2/18</b>	Meeting Ross Martin	VP & President
<b>19/2/18</b>	Meeting with MSP Alex Rowley	VP & President
<b>23/2/18</b>	TES FE awards	VP
<b>27/2/18</b>	Sparqs Event - Shaping the Professional Standards for Lecturers in Scotland's Colleges	VP & Exec Officer
<b>14/3/18</b>	Neal Black, Student President Edinburgh College SA	VP, President & AVC
<b>15/3/18-16/3/18</b>	NUS Scotland Conference & Awards	All team
<b>21/3/18</b>	Sparqs annual support meeting, David, Sparqs	All team
<b>26/3/18</b>	FVSA Advisory Group Meeting	All team
<b>27/3/18-29/3/18</b>	NUS UK National Conference	All team
<b>4/4/18</b>	Meeting Bruce Crawford MSP	President
<b>17/4/18</b>	Meeting with Susan McCurry, SDS - Short introduction meeting for Susan, who is now lead for SDS delivery in College.	President
<b>17/4/18</b>	NUS Scotland Women's Conference	AVC & LGBT+ Officer
<b>18/4/18</b>	NUS Scotland Disabled Students' Conference	AVC
<b>18/4/18</b>	Student Council Meeting – Alloa Campus	All team
<b>19/4/18</b>	Meeting Scott Robertson to discuss Choices for Life workshops	President
<b>19/4/18</b>	Student Council Meeting – Falkirk Campus	All team
<b>20/4/18</b>	Student Council Meeting – Stirling Campus	All team
<b>30/4/18</b>	Meeting with Morven Stewart, Sparqs – discussion about apprentice rep training	President & SLO
<b>4/5/18</b>	Meeting Bruce Crawford MSP and Stirling Council representatives to discuss park & ride route.	President & Admin. Assist.
<b>16/5/18</b>	Meeting with VP Communities @ Stirling Student Union	President
<b>17/5/18</b>	Choices for Life workshops	SLO, AVC & Admin. Assist.
<b>17/5/18</b>	Edinburgh College Award ceremony – The Student President presented one of the awards	President, SLO & Admin. Assist.

## Looking ahead to 2018/19

The year ahead for FVSA will provide a real opportunity to improve the level of engagement with students. The development work carried out in the last twelve months have laid the foundations for a successful year, which will start out with solid plans, based on self-evaluation, evidence gathered through student feedback and the elected officers' plans.

### Student Partnership Agreement

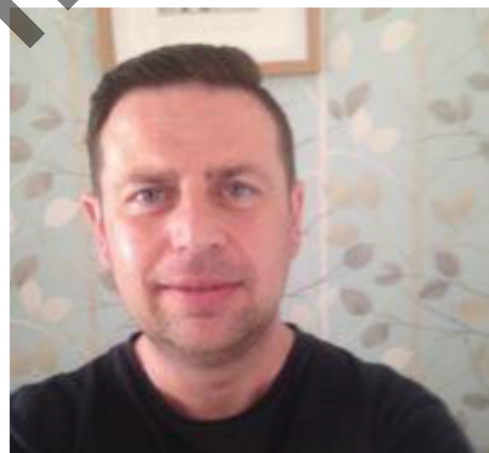
Over the summer we are reviewing and updating our SPA agreement to identify shared goals and projects that we can deliver in partnership with FVC. This will strengthen our positive relationship and support the development of new partnerships across the College.

### Sabbatical Elections

FVSA had excellent participation in the sabbatical elections this year, with a total of five candidates coming forward for the two election categories; Student President & Vice President. Each candidate showed great enthusiasm for their role and elections were highly visible around the College. Our newly elected Student President and Vice President was decided in May 2018 and will take up their new role from 1<sup>st</sup> July 2018.

**Student President, Liam Williams:**

**Vice President, Lindsay Graham:**





**Forth Valley Student Association**

**Strategic Plan  
2018-2022**

**Last updated: 1 June 2018**

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## Introduction

Since we were formed in 2014, FVSA have been in a position of sustained development. We have continued to build and adapt to meet the needs of our members and students.

FVSA have worked with students, class representatives, liberation & executive officers, sabbatical officers, staff and our partners to develop this plan. Throughout the process we have empowered our members to shape our goals and our vision to ensure that we are truly a student led organization.

FVSA would like to thank Forth Valley College staff and management for their continued support, as well as the Forth Valley College Board of Management for the support and encouragement given to us by Board Members.

Thanks also to our community partners, including Stirling University Union, for the support and collaboration that has provided a benefit to both FVSA and our members.



**We will be the Student Association that our students need us to be; available, accessible and empowering students to make positive change.**

- ✓ NUS Scotland Enterprise Award Winner 2016
- ✓ 3 Star Healthy Body Healthy Mind Award 2016/17
- ✓ Shortlisted for NUS Scotland Campaign Award 2017/18
- ✓ Shortlisted for NUS Scotland College SA of the Year 2017/18
- ✓ Implemented FVC Carers Charter 2017/18



#fvsafreshers

#fvsa17

#fvsa18

#fvsawelcome

#fvsaelections

#fvsafe

#fvsareptraining



@forthvalleySA



## **To become a sustainable organisation that is able to develop our officers and staff to be the people that our students need them to be**

We will build the Association through developing a volunteering culture that adds benefit to our volunteers and the Association. We want all our volunteers, officers and staff to develop their own skills and knowledge throughout everything they do for the Association, and for all of our volunteers to be awarded in a way that boosts their future prospects by verifying what they have learned. There will be clear progression routes for everyone involved in the Association to progress through our organisation and onto new opportunities.

We will do this by

- Increasing our presence across the College in order to ensure students are able to access the representation, support and opportunities we provide.
- Developing a strong volunteer culture throughout the Association, identifying and creating further opportunities to volunteer and opportunities for development and accreditation for all of our volunteers.
- Building a sense of community across both the Association and the College through events, clubs & societies and other networking opportunities for students.
- Oversee the develop of staff and officers to ensure they have the skills and knowledge to exceed in their roles, and the opportunity to progress within the Association and externally.

## **Cultivating a transparent, student led organisation that influences change for the better**

We will build an Association where students know not only who we are, but what we do throughout the year. We want students to get involved in the work we do, not only through giving feedback, but by helping us plan and carry out activities, campaigns and events. We want our students to know that their voice and votes count throughout our elections, leading to meaningful elections that are well contested and where elected leaders are truly the student voice in our College. Our leaders will escalate the student voice across our communities and at a national level to shape the wider student experience in Scotland.

We will do this by

- Strengthening our communication with students and partners, making sure that all students are able to feed into, and hear back on the work of the Association.
- Engaging our members in carrying out work, in order to increase our capacity, empower our students and develop them into future leaders.
- Improving our democratic procedures to increase accountability of elected officers.



**To develop strong and equal partnerships across our community that will benefit our members and students.**

We will develop our partnership with FVC, identifying new and existing partnerships where we can work together to improve the student experience. Students will know who we work with, how they can get involved and what the benefits are. We will work with students and the College to engage with the local community, ensuring students can access the opportunities, support and facilities available across Forth Valley.

We will do this by

- Developing our partnership with FVC, strengthening how we work with departments across the College by sharing information, increasing support and providing better opportunities for students.
- Increase awareness of existing partnerships, both of the Association and the College, and how these benefit students.
- Engaging with external partners to support the development of our students through volunteering, external learning opportunities and providing support to students in the community.

**1. Purpose**

To inform SDC members of the collaborative curriculum projects currently being undertaken by FVC staff and students with staff and students from SERC (Belfast).

**2. Recommendation**

That members note the collaborative project activity currently in progress and contribute their views on:

- How the college might maximise the benefits of this type of collaborative activity;
- How we might promote further collaborative curriculum projects in future years.

**3. Background**

South East Regional College (SERC) is one of six regional colleges in Northern Ireland, operating out of four campuses in the Belfast area. In terms of its approaches to curriculum and learning, SERC has much in common with FVC and both colleges place significant strategic emphasis on creative and technology enhanced learning.

In September 2017, Forth Valley College entered into a partnership with SERC. A key purpose of the partnership is to share best practice and to enhance the educational experiences of students.

**4. Key Considerations**

In this first year of the partnership, the two colleges have identified a number of curriculum teams (staff and students) to collaborate on subject specific projects. Seven projects are currently in progress and a brief outline of these is provided in Appendix 1. Each project team submitted a Project Outline, setting out the aims of the project; how it will be managed; how it will contribute to students' assessed learning outcomes; and the wider learning outcomes, in terms of skills development. The projects are due to complete in June 2018. As part of each project, each team will produce a 3 minute video, illustrating the project process and outcomes.

The two colleges are also planning a joint staff conference in August 2018. For Forth Valley College, this will build on the success of the Creative Learning Conferences held in August for the last three years. The conference activities will be synchronised across the two colleges and will feature the videos produced by the project teams. The Learning and Teaching Mentor teams from the two colleges have worked together to design the conference programme and activities. The intention is that there will be some staff exchanges from the curriculum project teams for the day of the conference.

There are three further areas of collaborative activity with SERC in progress:

- the Hospitality teams are exploring the opportunity of a culinary competition; student projects around a Street Food theme; and setting up a shared site for recipe exchanges between the two Colleges;
  - the Radio and Media teams are investigating potential collaboration around the college radio stations;
-

- the two colleges are sharing practice in the use of their Virtual Learning Environments and student data analytics.

**5. Financial Implications**

**Please detail the financial implications of this item** - A modest budget to support collaborative projects with SERC was included in the approved college budget for 2017-2018.

**6. Equalities**

**Assessment in Place? – No**

**If No, please explain why** – Initial screening indicates that a full equalities impact assessment of this activity is not required.

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

**Please describe any risks associated with this paper and associated mitigating actions** – There are no significant risks in relation to this activity

**Risk Owner** – Fiona Brown

**Action Owner** – Fiona Brown

**8. Other Implications –**

Please indicate whether there are implications for the areas below.

**Communications** – Yes

**Health and Safety** – No

**Please provide a summary of these implications** - As well as providing benefits to students and staff, the collaborative partnership with SERC has the potential to generate PR opportunities and potential award entries. It will also be important that the outcomes and benefits of successful collaborative projects are effectively communicated to all staff, to promote further collaborative projects going forward.

**Paper Author** – Fiona Brown

**SMT Owner** – Fiona Brown

**Appendix 1: FVC/SERC Collaborative Curriculum Projects 2017-2018**

<b>Subject Area</b>	<b>Course(s)</b>	<b>Project Outline</b>
Early Learning and Childcare	HNC Childhood Practice	SERC and FVC students are working collaboratively on the implementation and evaluation of activities that support the development of language and communication skills in children.
Sport and Fitness	NQ Pathways to Sports Coaching (level 6)	SERC and FVC students are working collaboratively on providing remote technical feedback of coaching performance observation via YouTube, in order to allow the learner/coach a greater depth and range of constructive information to draw upon whilst reflecting and formally evaluating upon their coaching performance.
Engineering	HND Electrical Engineering	SERC and FVC students are working collaboratively on building a set of weather monitoring devices. The devices use a microcontroller-based system to measure and log air-pressure, temperature, humidity and light levels. The logged data can then be shared and compared for any given day.
Science	Access to Science (level 6)	SERC and FVC students are using different techniques to measure stress levels amongst students, before and after a series of stress-relieving activities. Once the investigation is complete results will be shared, comparisons made and conclusions drawn.
Design and Manufacture	HNC Engineering	SERC and FVC students are working together to design and manufacture a robust folding bike hinge that will quickly release to allow the bike to fold.
Make-Up Artistry	HND Make-Up Artistry	SERC and FVC students are competing with each other to create an authentic character look from a 20th Century film (required for assessment). The looks will be photographed and the characters will be superimposed onto a background similar to the original film set. Each pair of students will be judged on the authenticity of the characters within the set in comparison to the original film scene.
Art and Design	Art and Design Portfolio Preparation	Students are undertaking a project that is themed around their local area/environment. They are sharing the process and outcomes with each other throughout to support creative reflection and peer learning.

### 1. Purpose

To inform Committee members of the proposal for Forth Valley College to participate in validated self-evaluation (VSE) with Stirling Council secondary schools.

### 2. Recommendation

That members note the proposed arrangements and contribute their views on the value of this activity to the college.

### 3. Background

Validated self-evaluation (VSE) is part of the quality improvement processes carried out by schools. It is voluntary, but strongly recommended by Education Scotland. Stirling Council have fully committed to VSE and are implementing it across all education sectors. The purpose of VSE is to test the accuracy of each school's self-evaluation, in much the same way as Education Scotland do during an external review, but using peers from other schools to carry out the review.

Typically, VSE involves schools working in triads, with each being the subject of a two-day review carried out by managers and staff from the other two schools. The review focuses on Learning, Teaching and Assessment and one further Quality Indicator from *the How Good is Our School/College?* framework, selected by the institution being reviewed. Stirling Council have asked Forth Valley College to participate in the VSE of their secondary schools and have suggested that we partner with Stirling High School and McLaren High School.

### 4. Key Considerations

The first review will be of Stirling High School and will take place on 10 and 11 June. This will involve a team from FVC (consisting of the VP Learning and Quality and two Heads of Department, all of whom are experienced Education Scotland Associate Assessors) visiting the school, along with a similar team from McLaren High. The teams will carry out a review of documentation; hold professional discussions with school staff; hold focus groups with pupils and parents; and carry out a number of short "learning visits" (observations). Following the review, a summary report will be produced, focusing on key strengths, agreed next steps and suggestions or signposts.

McLaren High School will be the next partner to be reviewed in September/October 2018. The FVC VSE review take place early in 2019 and the outcomes of the review will contribute to the evidence base for the college's Evaluative Report and Enhancement Plan due in October 2019.

I am not aware of any other college being involved in VSE with partner schools and, whilst it is not an essential part of our own quality improvement processes, potential benefits include:

- Further enhancement of the college's partnership with Stirling Council Schools, Learning and Education Service;
  - Enhancement of the college's profile with Stirling schools (providing that the college's review is positive and school staff observe excellent practice);
-

- An additional external perspective on our own evaluation processes and, in particular, evidence for specific Quality Indicators from *How Good is Our College?* that relate to external stakeholders contributing to college evaluation.

5. Financial Implications

Please detail the financial implications of this item - there are no financial implications, other than travel to the two schools for planning meetings and for the review.

6. Equalities

Assessment in Place? – No

If No, please explain why – Completion of the EQIA Initial Screening Form indicates that a full EQIA is not required.

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – There are minor risks associated with participation in VSE:

- Staff in the participating schools may object to college staff participating in the review, particularly in relation to learning visits. Whilst this is really a risk for the schools /local authority to manage, FVC will, where possible select staff for the review team who are trained Education Scotland Associate Assessors to mitigate this risk.
- College staff may equally object to learning visits being carried out by reviewers not working on behalf of Education Scotland (as per the EIS FELA national policy on observation). This will be mitigated by appropriate advance communication, including clear links to our own Education Scotland/SFC evidence requirements.

There is a small risk that the practice observed during the college review is not positive. This could be damaging to our reputation with our school/local authority partners, particularly as providers of vocational learning for school pupils. This will be mitigated by thorough preparation of all staff likely to be involved in learning visits during the review.

Risk Owner – Fiona Brown

Action Owner – Fiona Brown

8. Other Implications –

Please indicate whether there are implications for the areas below.

**Communications – Yes**

**Health and Safety – Yes**

**Please provide a summary of these implications** - Plans for the college review will need to be clearly communicated to staff and briefings held to ensure that all staff are very well prepared for learning visits. If school staff are to carry out learning visits in workshop areas, they will need to be provided with suitable PPE.

**Paper Author – Fiona Brown**

**SMT Owner – Fiona Brown**

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1. Purpose

To update the Strategic Development Committee on progress towards meeting our objectives set out within the College's Operational Plan for 2017-18.

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 2017-18.

4. Key Considerations

Appendix 1 provides an overview of progress against our 2017-18 objectives. Of our 46 operational plan objectives seven have been completed, and 33 are progressing to target, with one objective yet to commence. Three objective has been rated as having an issue identified, with a further two objectives being identified as progressing with a minor delay. Objective OP16 which has been flagged as having an issue identified relates to a drop in the success rate for FT HE students in Session 2016-17, as recently reported through the College's Evaluation Report and Enhancement Plan. A full investigation and analysis of the reasons behind this has been carried out with action plans in place at programme team level to recover this in Session 2017-18. The issue is being monitored through SMT, with tracking reports being produced.

Objectives OP26 and OP32 have both been flagged as having an issue identified with both relating to budget targets within international, which continues to be challenging. The income targets for International have not been met, and the current International plan is being evaluated to ensure we have identified the most appropriate markets going forward. A revised Commercialisation Strategy is also currently being developed, which will highlight areas for concern and set out a proposed plan to define the way forward.

Two objectives have been flagged as progressing with minor delays. The first relates to baselining digital skills for staff and students, while the second relates to the review of strategic risk.

For information, an update for all objectives is included.

5. Financial Implications

Please detail the financial implications of this item – The income targets for International have not been fully met, and other avenues are being explored to fill the income gap.

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	
Low		x
Very Low		

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

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

**Mitigating Actions**

Other income sources are being assessed, and our overall budget reviewed 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

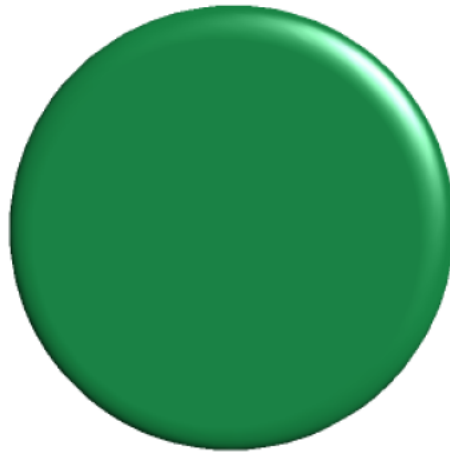
**Please provide a summary of these implications** – n/a

**Paper Author** – David Allison

**SMT Owner** – David Allison

Appendix 1: Operational Plan Monitoring for Session 2017/18

Creating a superb environment for learning



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



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



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



Enhancing our position as the business and community partner of choice



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





## Objectives with issues identified or delayed

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise creative and digital approaches to learning	<a href="#">OP12</a>	having staff and students who are digitally competent and confident	Develop a digital competence framework for staff		Progressing With Minor Delay	Baseline of staff digital skills almost complete, with only a few part-time staff still to complete. Digital competence framework for staff is in development and early discussions have taken place regarding the best approach to assessing students' digital competence.	June 2018
			Develop an approach to assessing students' digital competence				
			Establish baseline position of digital skills of all staff				
We will prepare our students to stand out in the future job market	<a href="#">OP16</a>	consistently being one of the top three Colleges in the Scottish FE sector for all student success	All team evaluation reports identify and track appropriate actions to increase student retention and success		Issue Identified	Interim retention and achievement predications indicate that HE FT student success should recover this year, however there are some concern regarding FE FT, which may drop back from last year's high of 78%. All possible steps are currently being taken at curriculum level to maximise achievement and success.	June 2018
			Increase student retention with a focus on full-time and school learners				
			Increase student success with a focus on full-time				
We will maximise benefit from first class facilities, resources and services	<a href="#">OP26</a>	identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community	Develop 5-year commercial plan for CompEx etc.		Issue Identified	5 Year plan for CompEx is making progress.  International activity has not materialised during the year with potential projects being delayed into 2018/19. Currently being evaluated to ensure we have identified the most appropriate markets going forward.  Senior Management Team now receive regular report on progress against targets in relation to commercial activity.	June 2018
			Progress International Plan				
			Raising awareness with Board of Management of progress with commercial ambitions				
We will lead by example through strong governance	<a href="#">OP30</a>	basing our strategic decisions for investment and the use of resources on robust information and review of risk	Board of Management Strategic Discussions & Decisions		Progressing With Minor Delay	Work on going with the Chair of the Audit Committee and Board Members regarding review of strategic risk.	June 2018
			Risk Appetite and Strategic Risks set by the Board of Management				
We will maximise commercial opportunities	<a href="#">OP32</a>	operating a successful international model and being recognised in the international arena	Achieve income targets for international activity		Issue Identified	No further up date	June 2018
			Continue to deliver staff/student mobility projects				



## Objectives with issues identified or delayed

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise commercial opportunities	<a href="#">OP32</a>	operating a successful international model and being recognised in the international arena	Enhance existing and develop new strategic relationships with other colleges/ universities/ local authorities and international organisations		Issue Identified	No further up date	June 2018

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Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
1	Creating a superb environment for learning	Tom Goman	Vice Principal Estates Development

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise benefit from first class facilities, resources and services	OP1	providing flexible learning spaces and environments, delivering benefits to our students, our community and local employers	Completion of staff survey on new pilot staff workrooms		Progressing To Target		June 2018
			Finalise all room layouts for new campus				
			New Falkirk Campus build progressing in line with established programme				
	OP2	increasing flexibility in opening hours to maximise use of campuses all year round	Refreshed College calendar and opening hours		Progressing To Target		June 2018
	OP3	providing an effective life cycle and maintenance strategy across all our campuses	Ensure contracted service levels are met at all times Successfully embed SERVEST as new FM provider		Progressing To Target		June 2018
We will deliver a new Falkirk campus	OP4	securing the funding, appointing a main contractor and managing the successful completion on time and within budget.	Appoint main contractor		Progressing To Target		June 2018
			Approval of funding for main contract				
			Continue governance oversight of project				
			Ensure project compliance with timescales and budgets				
We will deliver fully flexible and digitally enabled campuses which are future proof and fully enabled for our learning communities	OP5	support enhanced, flexible digital environments for students	Identify most appropriate model for the College based on needs of students and staff Live pilot projects in place		Progressing To Target		June 2018
	OP6	a College wide Creative Learning and Technologies strategy which is embedded throughout all campuses	Achieve first year objectives of 5 year plan underpinning Creative Learning and Technologies Strategy Utilise experience of first year objectives to inform		Progressing To Target		June 2018
We will embed sustainability, equalities and health and safety	OP7	deploying and evaluating innovative approaches to sustainability and energy conservation, embedding technology and reducing our carbon footprint.	Continue to reduce the College CO2 footprint to support ambition of 25% reduction from 2008/9 levels by 2020		Progressing To Target		June 2018
			Implement Strategic Travel Management Plan				
			Monitor and achieve targets for BREAMM in new Falkirk Campus construction				
	OP8	promoting a positive record for health and well being	Work with departments to increase awareness of sustainability amongst students Contribute to the enhancement of the College's Health and Safety position		Progressing To Target		June 2018



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	Vice Principal Learning & Teaching

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver streamlined and successful learner journeys	OP9	working with partners to enable effective and efficient learner journeys through the whole education system	Develop and strengthen school/college partnership activities including Foundation Apprenticeships and Senior Phase Vocational Pathways and wider pupil inspiration activity		Progressing To Target	Recruitment to Foundation Apprenticeships continues. Most cohorts look likely to run, but many with reduced numbers. Almost all other school vocational courses are full or almost full. Work on additional articulation agreements continues, with an important new route to Nursing at Stirling University now agreed. The Forth Valley Strategic Senior Phase Partnership group is now focusing on Stirling and progressing with developments around key sectors. Discussions with partners have also commenced in relation to the development of a Forth Valley STEM Education Strategy, with wider opportunities for STEM inspiration activities for younger children in plan.	June 2018
			Lead on the development of a Forth Valley Strategic Senior Phase Partnership (School/FE/HE) to deliver on two enhancement projects				
	OP10	actively engaging employers with curriculum design to meet future skills demand	Evaluate current employer engagement arrangements across the College curriculum		Progressing To Target	This objective is ongoing and will continue to be developed through 2018-2019 operational plans.	June 2018
			Evidence of active employer engagement in curriculum planning across all subject areas				
			Evidence of increased employer engagement in curriculum delivery e.g. work experience for students				
We will maximise creative and digital approaches to learning	OP11	adopting and engaging, collaborating and creating blended approaches to learning	Establish a baseline of creative learning practice across the College		Progressing To Target	Learning and Teaching Mentoring programme in progress and will be evaluated with Education Scotland input in June 2018. Alloa Moodle Bar launched 25 May. Seven collaborative and creative curriculum projects with SERC in Northern Ireland are in progress and will be showcased at the Creative Learning Conference in August 2018.	June 2018
			Establish a learning and teaching mentoring programme which supports staff to develop their practice and to provide evidence for College evaluation				
			Scope the development of a creative learning space for staff collaboration and experimentation				
	OP12	having staff and students who are digitally competent and confident	Develop a digital competence framework for staff		Progressing With Minor Delay	Baseline of staff digital skills almost complete, with only a few part-time staff still to complete. Digital competence framework for staff is in development and early discussions have taken place regarding the best approach to assessing students' digital competence.	June 2018
			Develop an approach to assessing students' digital competence				
			Establish baseline position of digital skills of all staff				
	OP13	providing resources to support learning which are available digitally, inclusive, and accessible	Complete an audit of existing digital learning resources		Progressing To Target	Audit of existing digital resources continues to plan.	June 2018
			Create an accessible and customisable digital template for learning resources				
			Develop and evaluate models of digital assessment				
We will prepare our students to stand out in the future job market	OP14	preparing successful students for positive and sustainable destinations	All team evaluation reports identify and track appropriate actions to increase student retention and success		Progressing To Target	Monitoring of FT retention and achievement continues and actions are in progress at curriculum level to maximise success for 2017-2018 students. Work is ongoing to increase the number of school leavers successfully progressing to FVC.	June 2018
			Sustain current high levels of leavers moving into positive destinations				
			Work with schools to increase percentage of Forth Valley school leavers coming to the College				



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	Vice Principal Learning & Teaching

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will prepare our students to stand out in the future job market	<a href="#">OP15</a>	developing students whose skills ensure the best opportunity in the job market	Increase the number of students benefiting from work experience as part of their College programme of study		Progressing To Target	Ongoing.	June 2018
			Work with students to ensure they understand and develop the skills valued by employers				
	<a href="#">OP16</a>	consistently being one of the top three Colleges in the Scottish FE sector for all student success	All team evaluation reports identify and track appropriate actions to increase student retention and success		Issue Identified	Interim retention and achievement predications indicate that HE FT student success should recover this year, however there are some concern regarding FE FT, which may drop back from last year's high of 78%. All possible steps are currently being taken at curriculum level to maximise achievement and success.	June 2018
			Increase student retention with a focus on full-time and school learners				
			Increase student success with a focus on full-time				

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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	Depute Principal & Chief Operating Officer

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver streamlined and successful learner journeys	<a href="#">OP17</a>	promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support	Launch of People Strategy		Complete	The People Strategy was launched in December. A detailed report and first year implementation plan will be presented at SMT and the HR Committee in March The first of the Listening to Employees session took place in February 17.	February 2018
	<a href="#">OP18</a>	developing future leaders ensuring effective succession planning	Enhance CPD provision through talent management initiative		Complete	The Training Needs Analysis from all departments is now complete and the data will be used to develop the next stage and identify specific training opportunities	June 2018
	<a href="#">OP19</a>	engaging staff in the future direction of the College and providing opportunities for professional development and collaborative initiatives to support our people	Succession planning CPD opportunities by department Utilise Cultural Survey to identify areas of improvement in engagement with staff		Progressing To Target	The first of the Listening to Employee's focus groups have taken place and deemed successful. The information gathered will support further developments. Additional focus groups are planned	June 2018
	<a href="#">OP20</a>	delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technology and practices	Support the implementation of Creative Learning and Technology		Complete	The Digi fest was a huge success at the February staff development week. All staff involved had the opportunity to increase and update their skills and to consider new ways of incorporating this into their learning programmes and support for students	June 2018
We will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation	<a href="#">OP21</a>	fully integrated equality and diversity	Equalities focus group created to embed equalities throughout the College in line with Equalities Action Plan		Progressing To Target	The focus group continues to meet and sub groups looking at specific areas of the Equalities Duty are in place working with key departments to highlight success and gather data	June 2018
We will value staff and students by recognising and celebrating success	<a href="#">OP22</a>	ensuring everyone across the organisation has an opportunity to help set the direction of the College	Deliver key component of People Strategy to consult with staff groups to match needs of individual and the College Engage with staff in Stirling Workroom Pilot to influence development of Alloa and Falkirk		Progressing To Target	Listening to Employee focus groups planned to ensure full involvement of staff in setting the direction of the college	June 2018
	<a href="#">OP23</a>	celebrating our staff and students	Engage with Student Association to assist in the recognition of student volunteering work		Complete	The work carried out by the SA has had a positive impact on students, the college and policy. AS the current SA team prepare to step down and the new team move in place both teams are working to develop the strategic plan going forward. Building on the achievements to date and strengthening the relationships will help secure another successful year	June 2018





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	Vice Principal Finance & Corporate Affairs

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise benefit from first class facilities, resources and services	OP24	delivering approved budgets	Quarterly management accounts		Progressing To Target	Quarterly management accounts prepared and presented to SMT and Finance Committee	June 2018
			Year-end statutory accounts				
	OP25	fully utilising resource allocations from SFC	Fiscal year end resource return		Complete	Quarter 4 reports Q4/1 Jan, Q4/2 Feb and Q4/3 March all submitted to SFC. Q4/3 March show resource allocation fully utilised.	June 2018
			Quarterly resource returns				
	OP26	identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community	Develop 5-year commercial plan for CompEx etc.		Issue Identified	5 Year plan for CompEx is making progress. International activity has not materialised during the year with potential projects being delayed into 2018/19. Currently being evaluated to ensure we have identified the most appropriate markets going forward. Senior Management Team now receive regular report on progress against targets in relation to commercial activity.	June 2018
Progress International Plan							
Raising awareness with Board of Management of progress with commercial ambitions							
OP27	having excellent financial reporting systems which support medium and long term planning and best value investment	Financial reports available to support all decision making		Progressing To Target	Monthly reports available to all Heads of Department. Quarterly Management Accounts presented to SMT and Finance Committee. Q3 Reforecast exercise undertaken in May 2018. Delivery of budget is on track. New reports developed for Estates development team to support the financial management of the fproject budget.	June 2018	
We will maximise value for money and efficient practices	OP28	identifying opportunities for collaboration in service and procurement	Produce report on performance against Procurement Strategy		Not Started	Report not due until Summer 2018	June 2018
	OP29	implement efficiencies through business transformation projects	Effective monitoring of all approved business improvement projects		Progressing To Target	Reports on progress taken to SMT.	June 2018
We will lead by example through strong governance	OP30	basing our strategic decisions for investment and the use of resources on robust information and review of risk	Board of Management Strategic Discussions & Decisions		Progressing With Minor Delay	Work on going with the Chair of the Audit Committee and Board Members regarding review of strategic risk.	June 2018
			Risk Appetite and Strategic Risks set by the Board of Management				
	OP31	enabling a high performing, truly transformational learning community through sound governance, leadership and strategic planning	Board meetings/strategic discussions		Progressing To Target	Quartely Board meetings held in September 2017,December 2017 and March 18. Strategic Discussion and Risk Management workshop held in October 2017. Audit Committee leading on reviw of strategic risk. Chairs meeting arranged for June 18 to review committee structure and remits.	June 2018

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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	Andrew Lawson	Depute Principal & Chief Operating Officer

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise commercial opportunities	OP32	operating a successful international model and being recognised in the international arena	Achieve income targets for international activity Continue to deliver staff/student mobility projects Enhance existing and develop new strategic relationships with other colleges/universities/local authorities and international organisations		Issue Identified	No further up date	June 2018
	OP33	delivering our commercialisation strategy	Achieve income targets for commercial activity Ensure all commercial activity meets established contribution targets Review and rationalise commercial activity areas, focussing resource on areas of growth		Progressing To Target	Commercial activity has seen a little growth in this quarter and further areas for development identified. The FWDF has been fully utilised and exceeded target for this year	June 2018
	OP34	implementing a Marketing and Communications Plan which fully supports the commercialisation plan	Increase visibility of College commercial offering outwith the Forth Valley area Map and enhance employer engagement activity to ensure coordinated and targeted employer interaction		Progressing To Target	Work is being carried out to increase our commercial activity new employers have been identified as a result of the FWDF.	June 2018
We will collaborate with employers and our community to develop and deliver training and skills requirements	OP35	fully engaging with employers to recognise the value and benefits of college delivery in terms of developing the skills of their workforce	Continue to promote the benefits of Foundation and other apprenticeship paths to employers Work with employers to ensure the skills and training offered meets their current needs and prepares students for future challenges		Progressing To Target	Despite the challenges of Foundation Apprenticeships this work continues to develop. FWDF was full utilised in supporting local employers training their staff	June 2018
	OP36	developing and growing our Modern Apprenticeship activity	Engage with SDS on MA levels and funding Implement outcome of Business Development review to streamline processes, taking advantage of MIS developments to support activity such as e-portfolio		Progressing To Target	The implementation of E Portfolio has been successful and other areas within the organisation are on track to utilise the system. This will support students and staff with a streamlined assessment approach. Engagement with SDS continues to be successful	June 2018
We will grow and influence strategic partnerships	OP37	ensuring our place as a prominent partner in supporting a region wide skills development and economic strategy	Continue to engage at local, national and regional level with key skills development groups to represent the FE perspective		Progressing To Target	As well as being PACE Steering Group members Business Development has continued to take a key role in supporting the LEP Employer Engagement Groups in Falkirk, Stirling and Clackmannanshire. These groups ensure that we are working in partnership with the local authorities, SDS, NHS, Business Gateway and the Third Sector Interfaces. This has facilitated FVC in maintaining high levels of employer engagement to growing businesses, those at threat of closure and individual employees looking to retrain due to redundancy.	February 2018
	OP38	being recognised as active leaders in business and the community; providing ideas, resource and influence	Promote engagement with key groups such as LEPs and regional skills groups		Progressing To Target	The LEP (Local Employability Partnership) in Stirling, Clackmannanshire, and Falkirk are currently being reviewed. However, FVC continue to engage with the process ensuring employer engagement is at the forefront. Employers event have been held over the period to maintain and strengthen the links	June 2018
	OP39	continuing to build strategic partnerships to deliver opportunity in securing funding sources and developing commercial opportunities	Identify and secure new strategic partnerships to secure non-SFC funding Work with key fundraising bodies to secure funding, particularly in support of the new Falkirk Campus		Progressing To Target	The target for the FWDF was exceeded and also gave us the opportunity to work with new business within the area which will add to our commercial portfolio going forward. The announcement of the continuation of the FWDF will hopefully bring additional contribution in the next session. We are waiting information on how the funding will be applied	June 2018



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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver a safe, robust and agile IT infrastructure	OP40	identifying, planning and deploying new technology and system developments to be sector leading	Finalise roll out of Office 2016 across the College Phase 1 roll out of MS Surface in conjunction with Stirling Workroom Pilot Phase 2 roll out of MS Surface system in line with established plan Phase 3 roll out of MS Surface system in line with established plan		Progressing To Target	Phases 1 and 2 of the MS Surface rollout are complete, and Office 2016 has been rolled out across the College. Phase 3 of the rollout (Alloa) is currently being planned and will be completed as per the target date.	June 2018
	OP41	providing a long term investment plan to modernise IT equipment, resources, infrastructure and support in response to staff and student expectations	As part of Creative Learning and Technology Strategy develop 5-year IT Investment Plan Continue to develop IT infrastructure plans to support new Falkirk Campus Development		Progressing To Target	Work is continuing as planned for IT for the New Falkirk Campus. High-level network topologies have been agreed, and a time-frame agreed with Balfour Beatty to ensure adequate time for procurement, installation and testing. A 5-year IT Investment Plan has been drafted.	June 2018
We will enable and support students and staff to take full advantage of IT	OP42	providing our students and staff with excellent support standards based on best practice in industry	Review and update guidance available to staff and students		Complete	Guidance notes have been created and published on Skype for Business, Skype for Business phones and MS Surfaces. New Procedures for GDPR compliance have been created and published.	June 2018
	OP43	enabling and supporting staff and students to use their own IT devices within the College	Review and update guidance available to staff and students		Complete	Guidance notes have been updated and improved on how to connect to the College network from a range of devices.	February 2018
We will make information work for us	OP44	realising the benefit of strong marketing and communication for internal and external engagement	Launch phase 1 of the New Falkirk Campus Communication Plan Restructure of the Comms and Marketing team to enhance our service and support the delivery of the College's 2022 vision Year three of the Communications and Marketing Strategy delivered		Progressing To Target	Phase 1 of the Communication Plan for the new Falkirk campus has been launched, following confirmation of funding from Scottish Government/SFC. The restructure of the Comms and Marketing team has been completed, with the new structure in place and bedding in.	June 2018
	OP45	developing and modernising a 'One College System' ensuring all processes are digital	Implementation of year one of the Creative Learning and Technology Strategy Launch Onefile system following successful pilot		Progressing To Target	The College's e-portfolio system for work-based VQs is now live within some courses from the Departments of Applied Science, Maths & Mechanical Engineering, Electrical Installation & Chemical Engineering, Construction and Business Development Departments, following a successful pilot. As delivery of year one of the Creative Learning and Technology Strategy MS Surfaces have been rolled-out to all teaching staff in Stirling, with staff in Alloa receiving MS Surfaces during June; new Portable screens have been piloted and new IT Service Management Group created.	June 2018
	OP46	using learner analytics enable us to more effectively utilise our data to support students	Scope and deliver phase 1 of the College analytics system to support student retention and improve outcomes		Progressing To Target	New datasets have been established within the College's BI tool (Cognos), and initial reports built to analyse 5 years of data.	June 2018

**1. Purpose**

To report to Strategic Development Committee members on progress towards meeting our Credits targets for Session 2017-18, and on recruitment for Session 2018-19.

**2. Recommendation**

That members consider the content of the report.

**3. Background**

The College has a strong track record on meeting its activity targets, and could face financial claw-back if this target is not met. This report provides an update on how the College is progressing towards our activity targets for Session 2017-18. The report also provides an early view of recruitment for Session 2018-19.

**4. Key Considerations**

**Session 2017-18 Progress towards our Activity Target**

Our overall Credits target for Session 2017-18 has increased by 663 due to an allocation of additional Credits to provide more trained Child Care staff to meet the Government's commitments in this area, with this allocation coming after our Curriculum Review process.

Significant progress has been made towards our Credits target, with the current estimate being that our Credits gap that was identified earlier in the Session has been closed, based on current delivery and planned delivery, as per Figure 1. In November we identified an estimated Credits gap of approximately 3,600, which was predominantly a result of full time enrolments (August intake) being below target.

Significant work has been undertaken by Departments and SMT to identify additional provision to ensure we close this gap, and deliver to our Activity target. Additional activity was identified and has either been implemented, or is planned. This has included additional January start provision, both full time and part time, additional evening classes, and additional flexible learning provision. Implementation of identified and planned activity is ongoing to ensure that our Credits target is met.

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Figure 1 – Credits 2017-18

Credits Allocation	Total
Core Grant	83,984
ESF	2,230
Additional Care Credits	663
<b>WSUMs Target</b>	<b>86,877</b>

Credits Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	49,535	0	49,535
Part Time	21,434	1,993	23,427
Evening	3,116	0	3,116
Assessment of Work Based Learning	6,420	1,320	7,740
Flexible/Distance Learning	1,930	1,250	3,180
<b>Total</b>	<b>82,435</b>	<b>4,563</b>	<b>86,998</b>
<b>Variance</b>			<b>121</b>

Figure 2 shows a comparison of this session with last session at this time by way of comparison, which shows that we are over 1,800 Credits better off this session than last year at this time, and have delivered more Credits in all modes of delivery other than full time, and Flexible/Distance learning (which appears just to be timing).

Figure 2 – Credits Comparison

Mode of Attendance	Credits 2016-17 as at 24/05/18	Credits 2017-18	Variance	% Variance
Full Time	51,614	49,535	-2,079	-4%
Part Time	18,624	21,434	2,810	15%
Evening	2,576	3,116	540	21%
Assessment of Work Based Learning	5,445	6,420	975	18%
Flexible/Distance Learning	2,362	1,930	-432	-18%
<b>Total</b>	<b>80,621</b>	<b>82,435</b>	<b>1,814</b>	<b>2%</b>

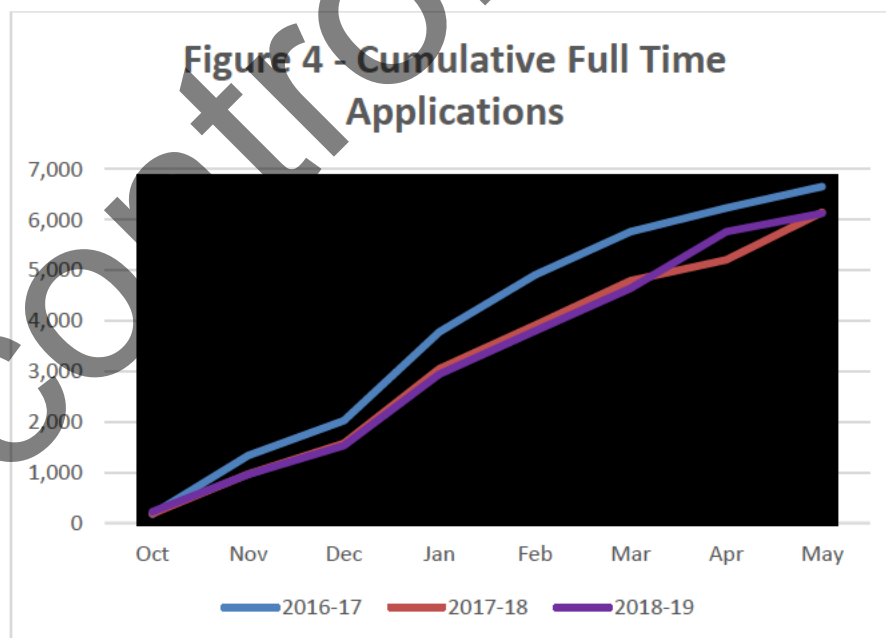
**Session 2018-19 Full Time Applications**

Full time recruitment for Session 2018-18 has been healthy with 6,127 applications received to date against 3,056 available places. 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 and the Senior Management Team.

Our overall Full Time Applications are following a very similar track as last session, after there being a drop in Session 2017-18 from Session 2016-17, as can be seen in Figure 3 and Figure 4.

**Figure 3 - Full Time Cumulative Applications**

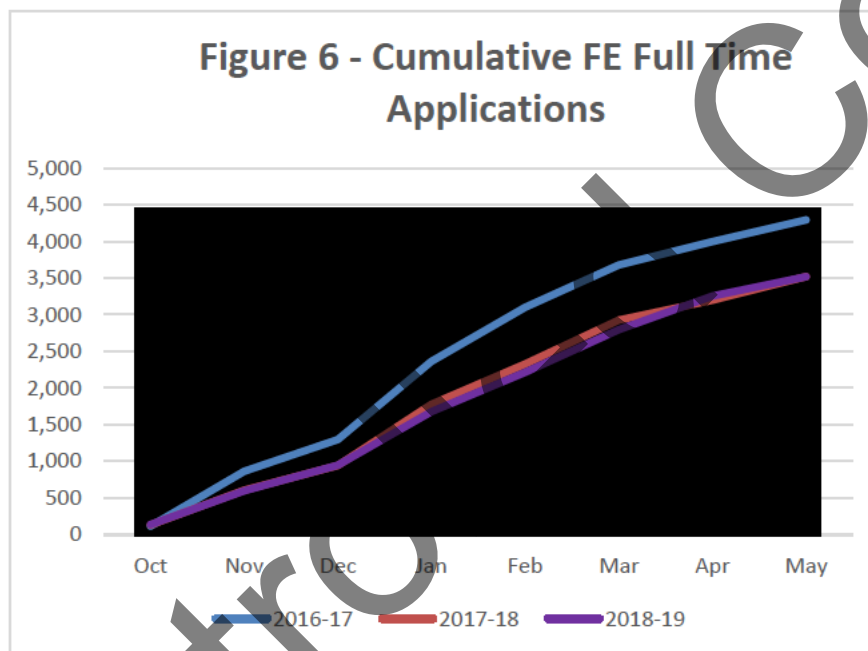
Session	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2016-17	178	1,338	2,028	3,781	4,906	5,763	6,235	6,656
2017-18	190	972	1,578	3,051	3,917	4,796	5,206	6,147
2018-19	226	961	1,530	2,947	3,803	4,646	5,763	6,127



This picture is repeated within Full Time FE Applications (Figure 5 and Figure 6).

**Figure 5 - Full Time FE Cumulative Applications**

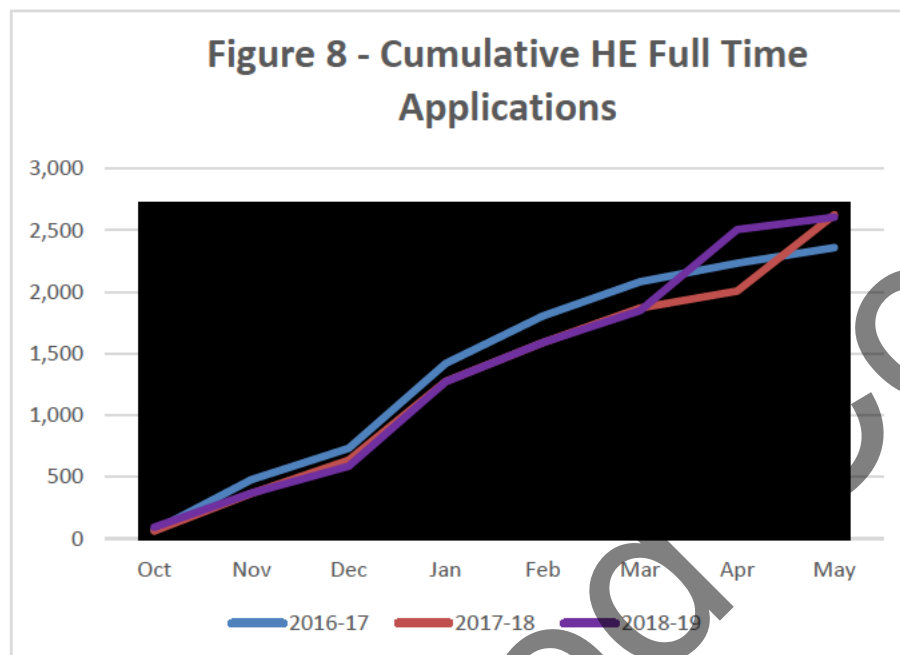
Session	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2016-17	112	862	1,295	2,361	3,102	3,681	4,001	4,297
2017-18	129	606	942	1,776	2,329	2,926	3,199	3,522
2018-19	134	594	944	1,674	2,214	2,798	3,257	3,521



The picture for Full Time HE Applications is a bit different. Although the variance of Applications received for this session compared to last Session is negligible, both are higher than the number of Applications received to this date in Session 2016-17 (Figure 7 and Figure 8).

**Figure 7 - Full Time HE Cumulative Applications**

Session	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2016-17	66	476	733	1,420	1,804	2,082	2,234	2,359
2017-18	61	366	636	1,275	1,588	1,870	2,006	2,625
2018-19	92	367	586	1,273	1,589	1,848	2,506	2,606



Applications received by Teaching Department are shown in Figure 9. This shows that overall there is a variance of only 20 Applications received this Session compared to last Session at the same date. Conversion to Offers is encouraging, and is approximately 100 more than last session at this stage. There are pockets within our curriculum where numbers are lower, and these are being monitored on a course by course basis, through weekly monitoring reports.

**Figure 9 - Full Time Applications by Department**

Level	Dept	Target	2018-19 (As at 24th May 18)	2017-18 (As at 24th May 17)	Year on Year Variance	Year on Year % Variance	2018-19 Offers	Offer Variance	% Offer Variance
FE	Access & Progression	191	351	318	33	10%	29	-162	-85%
	Applied Science, Maths & Mechanical Engineering	102	266	258	8	3%	99	-3	-3%
	Business	123	190	260	-70	-27%	81	-42	-34%
	Creative Industries	244	449	449	0	0%	193	-51	-21%
	Construction	136	279	268	11	4%	146	10	7%
	Care, Health & Sport	351	985	1,011	-26	-3%	434	83	24%
	Electrical Instrumentation & Chemical Engineering	58	273	301	-28	-9%	36	-22	-38%
	Hospitality & Salon Services	381	728	657	71	11%	297	-84	-22%
	<b>FE Total</b>	<b>1,586</b>	<b>3,521</b>	<b>3,522</b>	<b>-1</b>	<b>0%</b>	<b>1,315</b>	<b>-271</b>	<b>-17%</b>
HE	Access & Progression	18	22	27	-5	-19%	-18	-100%	
	Applied Science, Maths & Mechanical Engineering	158	239	274	-35	-13%	147	-11	-7%
	Business	271	401	470	-69	-15%	282	11	4%
	Creative Industries	423	788	779	9	1%	443	20	5%
	Construction	38	75	86	-11	-13%	49	11	29%
	Care, Health & Sport	318	685	561	124	22%	300	-18	-6%
	Electrical Instrumentation & Chemical Engineering	118	143	183	-40	-22%	95	-23	-19%
	Hospitality & Salon Services	126	253	245	8	3%	84	-42	-33%
	<b>HE Total</b>	<b>1,470</b>	<b>2,606</b>	<b>2,625</b>	<b>-19</b>	<b>-1%</b>	<b>1,400</b>	<b>-70</b>	<b>-5%</b>
	<b>Overall</b>	<b>3,056</b>	<b>6,127</b>	<b>6,147</b>	<b>-20</b>	<b>0%</b>	<b>2,715</b>	<b>-341</b>	<b>-11%</b>



**5. Financial Implications**

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

**6. Equalities**

**Assessment in Place?** – Yes  No

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

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

**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, and our teaching Departments are implementing proposals, to ensure that the target is met.

**Risk Owner** – David Allison

**Action Owner** – David Allison

**8. Other Implications –**

Please indicate whether there are implications for the areas below.

**Communications** – Yes  No

**Health and Safety** – Yes  No

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

**Paper Author** – David Allison

**SMT Owner** – David Allison