

Stirling Campus, Room S1.18 at 4.30 pm
(Refreshments available from 4 pm)

AGENDA

1. Apologies for Absence
2. Declarations of interest

FOR APPROVAL

3. Minutes of Strategic Development Committee meeting held on 7 June 2018
4. Matters Arising -None
5. Evaluative Report and Enhancement Plan 2017-2018 Fiona Brown
(Elements of paper 5 are withheld from publication on the Forth Valley College website under Section 25 Information Otherwise Accessible of the Freedom of Information (Scotland) Act 2002 - <https://www.forthvalley.ac.uk/about-us/>)

FOR DISCUSSION

6. Flexible Workforce Development Fund Report Miles Lagan
(Elements of paper 6 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.)
 7. Overview of Pilot Classrooms (Presentation) Marc McCusker
 8. Student Association Report Liam Williams
 9. Student Activity Report David Allison
 10. Review of Risk
 11. Any Other Competent Business
-

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
Mrs Fiona Campbell
Mr Liam McCabe (Exited meeting at 5.40pm)

Apologies: Mrs Caryn Jack
Mr Andrew Carver
Mrs Lorna Dougall
Mr Steven Torrie (Co-opted Member)

In Attendance: Dr Ken Thomson, Principal
Mr David Allison, Vice Principal Information Systems and Communications (VPISC)
Mrs Fiona Brown, Vice Principal Learning and Quality (VPLQ)
Mr Zak Stark, Commercial Manager (For item S/17/026 only)
Mr Stephen Jarvie, Corporate Governance and Planning Officer

S/17/021 Declarations of Interest

None.

S/17/022 Minutes of meeting held on 16 November 2017

The minutes of the meeting held on 16 November 2017 were approved as an accurate record.

S/17/023 Matters arising

a) S/17/015 Flexible Workforce Development Fund

The Chair noted an update on this activity would be provided as part of the agenda.

b) S/17/016 Student Association Activity

The Chair noted that the Student Association President would provide an update on the partnership agreement as part of his report later in the meeting.

c) S/17/017 Outcome Agreement Revised Guidelines & Target Setting

The Chair noted members had requested further information on how the College collects destination information and that a paper on this topic was on the agenda.

c) S/17/005 Safeguarding Our Learning Community

The Chair asked whether the meeting between the Principal and the Student Association Vice President in relation to the student stress report had occurred. The Principal confirmed that the meeting had taken place.

The Chair requested further information on Mental Health First Aid Training.

Following discussion it was agreed that a paper would be brought to the next meeting of the Committee outlining Mental Health support across the College.

S/17/024 Outlook Agreement 2018-19 to 2020-21

The VPISC presented a paper outlining the changes in the Outcome Agreement since the last draft had been presented. He provided members with detail on these changes and confirmed that this did include the final funding allocations announced by the Scottish Funding Council on 18 May 2018.

Members noted that some target areas showed a drop in activity levels. The VPISC updated members on the reason for these. It was noted that, for future papers, this information should be included to allow members to understand the targets being proposed.

The VPISC agreed to take this forward as an action.

a) Members approved taking the Outcome Agreement 2018-19 to 2020-21 to the Board for approval

S/17/025 Operational Plan 2018-19

The Principal presented members with the draft Operational Plan 2018-19. He informed members of the input that had been used in developing the plan.

Following discussion on the content of the plan and some of the language used, it was agreed that the College would review the “what success looks like” targets to ensure that are SMART and measurable in order to allow the Committee to gauge progress against the targets.

a) Subject to the incorporation of the changes above, the Operational Plan 2018-19 was approved to be taken to the Board for approval

S/17/026 Flexible Workforce Development Fund Report

The Commercial Manager provided members with a report on the College’s progress with implementing the Flexible Workforce Development Fund (FWDF). He highlighted that, unlike a majority of the College sector, the College had fully utilised its allocation of funding. He also noted that, of the companies signing up to participate in FWDF

activity, 38% of these were new to the College and this represented a significant opportunity to forge new commercial relationships.

Members commented on the significant amount of work to reach this positive position and queried whether there would be marketing activity to highlight this. The Commercial Manager confirmed that there would be but that this would be timed to coincide with the new round of funding.

He updated members on what the College expected the next round of funding to consist of but cautioned that there was no official announcement at this time as to the rules which would govern future FWDF funding.

a) Members noted the content of the report

S/17/027

College Destination Information Collection

The VPLQ presented the paper on behalf of the Head of Learning and Quality who was unable to make the meeting.

She outlined the primary process taken to gather the information via telephone calls to students who had left College. She informed members that the College had to start destination collection information well before SFC announced its list of students who should be contacted. She highlighted that this was the only way to allow the College to gather all necessary feedback in the time available to complete the exercise.

She also outlined other methodologies taken to try and source this information, such as engaging with students attending the College graduation ceremonies.

Members queried what SFC class as a positive destination and whether this was tied to the course the student had completed. The VPLQ outlined SFC's success criteria and confirmed that, at this time, the relevance of their course to the outcome was not reported on.

The VPLQ confirmed to members that the College did utilise the collected information in a number of ways, including curriculum design.

a) Members noted the content of the report

S/17/028

Student Association Report

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

He noted that the partnership agreement with the College was still being developed but that this would be an action for the new Student Association President as he would be tasked with delivering on it.

He highlighted some of the key achievements of his time as Student Association President and the overall development of the Student Association.

Members queried whether the newly elected Student Association President and Vice President would be attending the upcoming Board meeting. Members were informed that they would not be able to attend owing to pre-existing commitments.

The Student Association President also updated members on the work which had gone into the development of the Student Association Strategic Plan which was appended to his cover paper.

The Student Association President informed members that he had recently been offered a position as a student team member with Education Scotland.

a) Members noted the content of the report and recorded their thanks for the work done by Alan Buchan and Amy Scobbie along with the wider Student Association over the last 2 years.

S/17/029 Collaborative Projects with SERC (Belfast)

The VPLQ presented a paper highlighting a recent initiative and collaborative work with a College in Belfast.

She outlined the partnership work with SERC which focussed on 7 pilot creative learning projects and involved staff and students across both institutions collaborating across subjects and departments. She assured members that all activity was designed to contribute to students achieving their qualifications.

She informed members that an evaluation of these pilots was currently underway to identify what worked well and any potential future developments.

Members welcomed the evaluation work being undertaken.

a) Members noted the content of the report

S/17/030 Validated Self-Evaluation with Stirling Council

The VPLQ presented a paper on the work the College was doing with Stirling Council and Stirling High Schools to implement validated self-evaluation. She explained that this was a process whereby the College and Council were invited to come in and review the work of the schools.

She highlighted that this was a unique approach to self-evaluation and that Education Scotland were very interested in how this work was developing.

She informed members that the Schools and Council will be invited to conduct a review of the College.

Members noted that this was an innovative approach and asked for further information on what the College would be assessed on. The VPLQ noted that the areas to be reviewed would be chosen by the College in advance of the visit.

a) Members noted the content of the report and requested that, once completed, the review of the College is brought to the Committee

S/17/031 Operational Plan 2017-18 Monitoring

The VPISC presented a progress report on current operational plan targets. He noted that three areas were classified as red and outlined the reasons for these and the mitigation in place.

He noted that the first red was anticipated to move back to green status as a result of mitigation but that the two red areas relating to international work would remain for the rest of this year.

The Principal updated members on work in relation to international activity and that a paper outlining proposals for developments was being developed for presentation to the Finance Committee.

a) Members noted the content of the report

S/17/032 Student Activity Report

The VPISC updated members on student activity levels. He highlighted that the College was on track to meet its credits target for this session and that the initial drop had related to full time applications which had been offset by an increase in part time enrolments.

Members queried whether this would be an issue going forward. The VPISC informed members that work had been undertaken through Curriculum Review to get ahead of this issue. He noted that departments were being engaged early in terms of estimates for class uptake and that the figures being used would be based on demonstrable 3 year trend information to make projections as accurate as possible.

a) Members noted the content of the report

S/17/033 Stirling and Clackmannan City Deal

The Principal presented a report outlining the recently announced city deal for Stirling and Clackmannanshire and provided members with an overview of the College's role in relation to this.

He outlined the rationale for the projects involved, particularly the Scottish Environment Centre led by the University of Stirling and which was the main project the College would be involved in as a key STEM provider in the region.

The Principal assured members that the primary focus of the College at this time would be the delivery of the new Falkirk campus and that, based on our experience with development of new builds, the Scottish Environment Centre would not be in place for 3-5 years from now. He also noted that the College would be engaging with the Scottish Funding Council and other sources of funding to support any College contribution to this development.

Members queried what benefits this funding would deliver to the Clackmannanshire area and the Principal outlined the projects in the city deal which would be based there.

a) Members noted the content of the report

S/17/034 Review of Risk

No new risks were identified.

S/17/035 Any Other Competent Business

None

1. Purpose

To seek endorsement from members of the College's Evaluative Report and Enhancement Plan 2017-2018.

2. Recommendation

That members endorse the Evaluative Report and Enhancement Plan 2017-2018.

3. Background

Colleges are now required to submit an Evaluative Report and Enhancement Plan (EREP) to SFC and Education Scotland at the end of October each year, evaluating the college's performance in the previous academic year. This replaces the Outcome Agreement Self-evaluation and is expected to include commentary on how the college performed against its Outcome Agreement targets, as well as addressing specified Quality Indicators from the *How good is our college?* quality framework.

4. Key Considerations

This year the report is to focus on 7 of the 12 Quality Indicators. SFC published supplementary guidance, setting out in detail its expectations for the EREP, including how Outcome Agreement targets are to be included in the reporting. These requirements have been addressed in the preparation of the report at Appendix 1. The report also takes account of feedback received from the Leadership Team, the Student Association and members of the Learning and Student Experience Committee.

Colleges are also required to grade themselves in the report on the three high level principles in the quality framework, namely:

- **Outcomes and Impact** – How good are we at ensuring the best outcomes for all our learners?
- **Delivery of learning and services to support learning** – How good is the quality of the provision and services we deliver?
- **Leadership and quality culture** – How good is our leadership and approach to improvement?

The grades that can be applied and the Education Scotland guidelines for grades are set out in Appendix 2.

The draft report was considered by representatives from Education Scotland and SFC at a Pre-endorsement Meeting with the Principal and members of SMT on 11 October. The panel were generally satisfied with the contents of the report, but made a number of specific recommendations, which have now been incorporated.

In terms of grades, the panel agreed with the College's grade of Very Good for **Outcomes and Impact**. The College had initially graded **Delivery of learning and services to support learning** as

Excellent. However, after discussion with the panel it was agreed to amend this to Very Good, on the basis that, as reflected in the EREP, student success in a few subject areas was low and this was counter to the element of the definition of Excellent which states that “The experiences and achievements of **all** learners are of a very high quality”.

As regards **Leadership and quality culture**, the panel chair suggested that a grade of Very Good might be more appropriate than Excellent, for the same reason, although the two further panel members were neutral on this. On the basis that this principle focuses on the College’s **approach** to improvement and the numerous instances of the college being approached by others in the sector to share its excellent practice, the Leadership Team have agreed that the grade should remain as Excellent in the submitted report.

This final version of the report was approved by the Leadership Team on 9 October and was submitted to SFC and Education Scotland on 31 October.

College EREPs will now be subject to formal moderation by SFC and Education Scotland and colleges will be formally advised in writing in due course whether their EREP has been endorsed or not. At this stage, if the EREP is not endorsed, colleges can be asked to make amendments to the content of their report and/or their grades.

5. Financial Implications

Please detail the financial implications of this item – There are no financial implications.

6. Equalities

Assessment in Place? – No

If No, please explain why – The production of the EREP does not require EQIA.

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – the process for Education Scotland and SFC to moderate grades to ensure that these accurately represent the performance of colleges across the sector has not yet been tested.

EREPs will be published by ES and SFC in December/January and specific aspects of the contents and grades may be picked up by the public and press.

It is therefore important that the EREP presents the college's performance in the most positive light.

Risk Owner – Fiona Brown

Action Owner – Fiona Brown

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 – Not applicable

Paper Author – Fiona Brown

SMT Owner – Fiona Brown

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1. Purpose

To provide an update on the 2018-19 application stage of the Flexible Workforce Development Fund (FWDF).

2. Recommendation

That members note 2018-19 FWDF application activity, associated income and discuss the impact and lessons learned.

3. Background

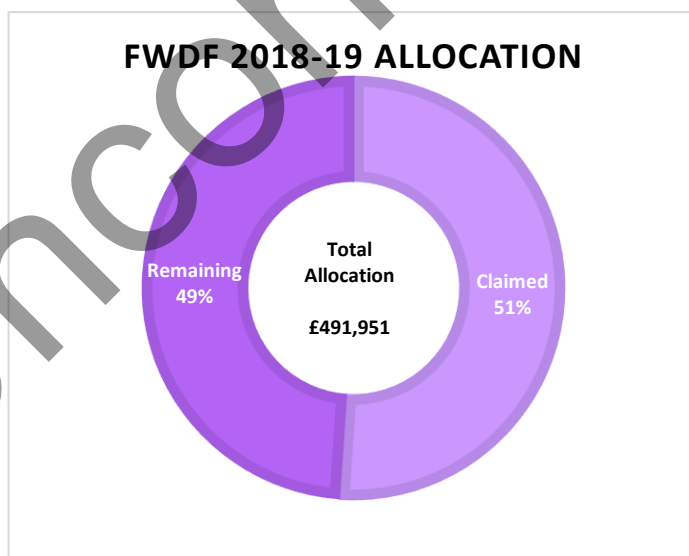
The 2017-18 round of funding saw FVC approve 60 applications and exceed our Scottish Funding Council (SFC) allocation of £491,951 by £2,746. Applications were capped at a maximum of £10,000 and our average utilisation of funding per application was 82%.

For a full overview of FWDF 2017-18 Applications please see the June 2018 paper.

The SFC has increased the amount eligible employers can claim in 2018-19 from £10,000 to £15,000. They have also included the option for staff from non-eligible supply chain companies to be included in training.

4. Current Position

As of the 25th October 2018, 18 applications have been approved with a total value of £251,274. The average utilisation of funding per application is currently 93%. Where companies have exceeded their £15,000 allocation a total top up value of £5,700 has been generated. See **Appendix 1: SFC Reporting Tracker** for information on the specific training approved.



The increase in the application cap and our improvement in funding utilisation per application is likely to reduce the total number of applications, from last year's 60 to an anticipated 35, required to meet our allocation of £491,951.

We are directly engaging with 74 employers; from these we anticipate a further 40 are likely to apply.

Our aim is to have fully allocated our ring fenced funding and have a waiting list of applications by the end of November.

5. Key Considerations

There has been considerable work put into raising awareness of the fund and supporting employer applications. An employer breakfast meeting was held on the 24th August 2018 at the Stirling Campus. A FWDF handout has been developed, with the support of Marketing, in response to employer demand – please see **Appendix 2: FWDF Booklet**. In addition to the 18 applications received we are engaging directly with 74 employers.

From these discussions there has been an increased demand for training which is not in the College's portfolio. Employers do not always follow through with these requests but it is vital from a customer service/retention perspective that they view FVC as responsive to such demands. We are working with the Directors of Curriculum and the Head of Commercial Training & Delivery on a number of new courses to ensure, where possible, that delivery is kept within FVC.

A challenge to this process is the restriction that precludes the use of the fund for activity related to course development.

It is likely that there will be some instances where delivery of training is subcontracted out to other colleges. Either due to costs associated with the location of training or where we cannot deliver the course. We have subcontracted one course to another college but, as present, we have no further training request which will require similar action.

Once we have completed the initial application stage we will begin a formal process of understanding employer demand for 2019/20. It is likely that this will involve requests for training not in our portfolio. We will seek the support of Directors of Curriculum and the Head of Commercial Training & Delivery to meet such demand where possible.

6. Financial Implications

FVC has an allocation of £491,951 FWDF. As of 19 October we have approved 13 applications totalling £251,274 FWDF spend. Where companies have gone over their £15,000 FWDF allocation there is a further £5,700 of top up fees.

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

7. 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, 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

8. Risk

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

	Likelihood	Impact
Very High		
High		X
Medium	X	
Low		
Very Low		

Potential Risk

- a) We are unable to deliver the volume of training requested
- b) We are unable to deliver the training courses requested and lose FWDF income to other colleges
- c) We are unable to deliver the training requested by key employers who are then referred to other colleges. These Colleges subsequently build a relationship with the employer and FVC loses other non-FWDF activity, i.e. Modern Apprentices or commercial training.

Mitigation of Risks

- a) Business Development is working closely with the Directors of Curriculum and the Head of Commercial Training & Delivery to ensure that demand can be met.
- b) BD is working with the Directors of Curriculum and the Head of Commercial Training & Delivery to expand our portfolio of courses to meet the demands of employers
- c) BD is working with the Directors of Curriculum and the Head of Commercial Training & Delivery to expand our portfolio of courses to meet the demands of employers

Risk Owner – Alison Stewart

Action Owner – Miles Lagan

9. Other Implications

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – Not Applicable

Paper Author – Miles Lagan

SMT Owner – Alison Stewart

FLEXIBLE WORKFORCE DEVELOPMENT FUND



**FILL YOUR
SKILLS GAP**

www.forthvalley.ac.uk/FWDF

FLEXIBLE WORKFORCE DEVELOPMENT FUND

The Flexible Workforce Development Fund (FWDF) was created by the Scottish Government in 2017 to provide £10m of training to employers in Scotland who pay the Apprenticeship Levy. The fund has already proved to be very popular, and an extra £5,000 worth of training is being offered to firms in 2018. Employers paying the Apprenticeship Levy are eligible to claim up to £15,000 worth of training to upskill their workforce.

Helping local businesses across the Forth Valley region to develop their workforce

Since 2017, Forth Valley College has supported many local businesses to access funding from the Flexible Workforce Development Scheme, including local business Tillicoultry Quarries, helping them to train more than 100 of their staff.

The family owned firm which employs 155 staff has 11 sites across Central Scotland secured funding to support the delivery of training at their sites in IOSH: Managing Safely and Manual Handling.



KEY FACTS

- The fund is open to Private, Public and Third Sector companies who pay the UK Government's Apprenticeship Levy (paying more than £3M in salaries each year)
- More than 700 companies in the Forth Valley area may be eligible to access the fund
- Funds could help to train and upskill staff in areas such as people skills, human resources and digital skills
- **Up to £15,000 of funding** is available for eligible companies
- Supply chain companies/staff can be included within an application

IMPORTANT INFORMATION



- Eligible companies can apply only once from **August 2018 – to 31 July 2019**
- Training must start no later than **30 September 2019**
- Applications are processed on a first come, first served basis
- Funding can be used as part-contribution towards training of a higher cost
- Training to meet a statutory requirement cannot be included
- Due to funding requirements all candidates undertaking training must complete a college enrolment form
- Companies must complete an application form and submit to Forth Valley College

Below is a selection of training courses which you may be able to access via the fund. Please note, this is not a prescriptive list. We will consider your specific training requirements and we may be able to offer training solutions which are not in the below table.

Category	Certification	Course Title	Duration
Assessor/Verifier	SQA SQA	Assessor Award Verifier Award	1 Year Work-Based Learning 1 Year Work-Based Learning
Basic Literacy	FVC FVC FVC	Basic Maths and Financial Literacy Basic Principles of Accounting Insights Into My Retirement	1 Day 1 Day 1 Day
Business and Administration	SQA SQA SQA	HNC Administration and Information Technology HNC Business SVQ Business and Administration	2 Year Evening Course 2 Year Evening Course 1 Year Work-Based Learning
Communication Skills	FVC FVC FVC FVC	Communicating Assertively Refining My Communication Skills Refining My Oral Communication Skills Starting and Holding a Conversation, Made Easy	1 Day 1 Day 2 Days 1 Day
Customer Service	FVC FVC FVC SQA	Customer Service Excellence Delighting My Customers Face to Face Delighting My Customers Over The Telephone SVQ Customer Service	1 Day 1 Day 1 Day 1 Year Work-Based Learning
CompEx	JTL JTL JTL JTL JTL JTL JTL	CompEx 01-04 Hazardous Areas CompEx 01-04 Hazardous Areas Refresher CompEx 05-06 Dust CompEx Foundation CompEx 11 Mechanical CompEx 12 Design CompEx 14 Responsible Persons	5 Days 2 Days 3 Days 2 Days 3 Days 5 Days 4 Days

Category	Certification	Course Title	Duration
Digital and IT Skills	FVC FVC FVC FVC FVC FVC FVC FVC FVC FVC FVC	Digital Inclusion Related Courses Microsoft Excel - Introduction Microsoft Excel - Intermediate Microsoft Excel - Advanced Microsoft Word - Introduction Microsoft Word - Intermediate Microsoft Word - Advanced Microsoft PowerPoint - Introduction Microsoft PowerPoint - Intermediate Microsoft O365 - Introduction Moodle Online Training Moodle Power User	Client Specific 1 Day 1 Day 1 Day 1 Day 1 Day 1 Day 1 Day 1 Day 1 Day ½ Day Per test 1 Day
Electrical Safety	City & Guilds City & Guilds City & Guilds City & Guilds	18th Edition 18th Edition Update Inspection and Testing 2391-52 PAT Testing Introduction to Electrical Safety	3.5 Days 1.5 Days 3 Months Evening Course 2 Days 1 Day
First Aid	FVC SQA SQA SQA	First Aid Paediatric First Aid at Work First Aid at Work Refresher First Aid Emergency	1 Day 3 Days 2 Days 1 Day
Fraud Awareness	FVC FVC	Fraud Awareness at Work Fraud Awareness In My Personal Life	½ Day ½ Day
Health and Safety	NEBOSH FVC FVC FVC FVC FVC IOSH IOSH IOSH IOSH	NEBOSH General Certificate Abrasive Wheels Ladder Safety Manual Handling Manual Handling Instructors Working at Height IOSH Leading Safely IOSH Managing Safely IOSH Managing Safely Refresher IOSH Working Safely	14 Days ½ Day ½ Day ½ Day 3 Days ½ Days 5 Hours 4 Days 1 Day 1 Day
Management and CIPD	CIPD CIPD CIPD CMI CMI FVC FVC FVC FVC FVC FVC SQA & CMI SQA SQA SQA	CIPD Advanced Human Resource Management CIPD Human Resource Practice Foundation CIPD Intermediate Human Resource Management Certificate in Management and Leadership Diploma in Management and Leadership Change Management - Introduction Leading and Motivating Teams Management Communication Managing Teams For Performance Supervisory Skills PDA Project Management Change Management HNC Management and Leadership SVQ Management	2 Years 1 Year Evening Course 1 Year 1 Year Flexible Learning 1-2 Years Flexible Learning 1 Day 1 Day 2 Days 1 Day 1 Day 1 Day 1 Year Flexible Learning 12 Week Evening Course 2 Year Evening Course 1 Year Work-Based Learning
Other SVQ	EAL SQA SQA SQA	Engineering Hospitality IT and Telecommunications Social Services and Healthcare	2 Years Work-Based Learning 1 Year Work-Based Learning 2 Years Work-Based Learning 1 Year Work-Based Learning
Personal Development and Effectiveness	FVC FVC FVC FVC FVC FVC FVC	Assertiveness Skills How Can I Be More Confident? How Can I Make Better Decisions? Identifying and Managing My Stress Managing My Time Preparing For a Job Interview Preparing For a Presentation Problem Solving and Decision Making	1 Day 1 Day 1 Day 1 Day 1 Day 1 Day 1 Day
Team and Company Effectiveness	FVC FVC FVC FVC FVC FVC	A Focus on Team Build Adjusting to Change at Work Becoming More Effective as a Team Company Values in Action Getting Along With Others in The Workplace Enhancing My Skills as an Effective Trainer From Buddy to Supervisor	Client Specific 1 Day 2 Day ½ Day 1 Day 2 Days 1 Day
Trainer Skills	City & Guilds City & Guilds FVC	Award in Education and Training 6502 Introduction to Trainer Skills 7300 Coaching and Mentoring	5 Days 2 Days 2 Days

FIND OUT MORE:

Forth Valley College has a dedicated team who will support eligible companies through the application process to maximise the use of the fund to meet individual business training needs:

Contact us today...

email: fwdf@forthvalley.ac.uk or

call: 01324 403271

visit: www.forthvalley.ac.uk/FWDF

Further information is also available at www.sfc.ac.uk



**Forth Valley College
Grangemouth Road
Falkirk
FK2 9AD**

1. Purpose

To inform members of FVSA activity for 2018/19.

2. Recommendation

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

3. Background

FVSA have had another very successful year with being shortlisted for a number of awards in the Campaign category, College Student Association of the year and Student of the year at the NUS Scotland Awards in Dunblane. At NUS UK in July were won two awards in the Campaign and best Student Association of the year.

We look forward to the year ahead with two new sabbatical officers (full time), a group of motivated volunteers who have ran for voluntary officer positions, a clear strategic plan to support our development, staff support and strong processes in place to help us reach our goals.

4. ALF Fund/ Operation Budget

FVSA applied for a grant of £172K from the above to fund salary costs for both the academic years 2018-19 and 2019-20. This has now been granted for the two years.

FVSA applied for a £18,000 operational budget for 2018-19 which has been approved by the College Finance Committee.

5. Update

This year's welcome event took place the week commencing 17th September across the three campuses. The theme this year was a carnival and encompassed a magician, popcorn, candyfloss and various freebies from the local communities.

FVSA are also doing a trick or treat Halloween event, promoting clubs and societies which have been received very well thus far. Voluntary officers have been elected, although 6 vacancies remain (possible bi-election in the near future), and collections for Woman's Aid are taking place through November.

6. Student Partnership Agreement Meeting

The purpose of the above agreement between FVSA and FVC was to identify ideas on joint projects to work on together collaboratively over a 4 year plan. From the above meeting the key headlines were drawn up:

- Mental Health
- Department Reps
- Liberation Officers (Underrepresented groups)
- Apprentice Engagement

7. Financial Implications-

FVSA 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.

8. 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.

9. 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 –Liam Williams

Action Owner – Liam Williams

10. Other Implications

Please indicate whether there are implications for the areas below.

Communications – Yes No Health and Safety – Yes No

Paper Author – Liam Williams

SMT Owner – Andrew Lawson

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1. Purpose

To inform Learning & Student Experience Committee members on Student Activity for Session 2017/18 and provide a report on recruitment for Session 2018/19 and progress towards the College's Student Activity target for Session 2018/19.

2. Recommendation

That members note the content of the report.

3. Background

The College has a strong track record on meeting its Credits/SUMs targets, and could face financial claw-back if this target is not met. This report provides a year-end position of Student Activity for Session 2017/18, provides an early update on 2018/19 recruitment, and progress towards our 2018/19 Student Activity target.

4. Key Considerations

Session 2017/18 Credits Target

Figure 1 – Credits Delivery for Session 2017/18

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

Credits Mode of Attendance	Total Credits
Full Time	49,593
Part Time	22,636
Evening	3,134
Assessment of Work Based Learning	8,290
Flexible/Distance Learning	3,323
Total	86,976

Variance	99
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Our overall Credits target has increased by 663 from Session 2016/17 due to an allocation of additional Credits to meet the need for more trained Child Care staff to meet the Government's commitments in this area.

As a result of full time August enrolments being below target, we identified early in the Session that projected Credits would be below target, and a number of interventions were put in place to deliver activity later in the year, and as can be seen in Figure 1, these have been successful in enabling the College to meet its Credits target.

Session 2018/19 Full Time Recruitment

Figure 2 demonstrates that full time recruitment has been healthy for Session 2018/19, with overall the College being only 15 enrolments short of its full time recruitment target, which is a much improved position compared to Session 2017/18. Full time FE enrolments have exceeded targets, while HE enrolments are below target. The largest discrepancy has been from HE enrolments within Engineering & Science, with 22 of the 34 deficit coming from our BSC Applied Biological Science Integrated Degree course with University of Stirling, across both Year 1 and Year 2. Overall we have met targets for our Integrated Degree Courses, however for next Session the split of our enrolment targets between courses is being reviewed, with targets for this course being reduced, with other courses targets being increased.

Figure 2 – Full Time Recruitment Summary

Level	Department	Target	Applications	Offers	Enrolments	Variance	% Variance
FE	Business & Communities	337	708	369	345	8	2%
	Care, Sport & Construction	509	1,533	582	528	19	4%
	Creative Industries, Hospitality & Tourism	614	1,610	682	632	18	3%
	Engineering & Science	320	404	339	320	0	0%
FE Total		1,780	4,255	1,972	1,825	45	3%
HE	Business & Communities	166	342	169	163	-3	-2%
	Care, Sport & Construction	350	898	362	342	-8	-2%
	Creative Industries, Hospitality & Tourism	592	1,350	603	577	-15	-3%
	Engineering & Science	255	444	242	221	-34	-13%
HE Total		1,363	3,034	1,376	1,303	-60	-4%
Overall		3,143	7,289	3,348	3,128	-15	0%

Figure 3 shows overall recruitment for this session compared to last session at this point. Overall, enrolments have increased by 14%, with full time, part time and evening showing an increase. There may be elements of timing in these figures, however we have witnessed a marked increase in demand for our evening provision, both through our website, and through information evenings. Part time enrolments have also generally increased across all Departments, however there has been a marked increase in enrolments within Business Development, with early adoption of Flexible Workforce Development Fund courses having the biggest impact.

Figure 3 – Session enrolment comparison by mode of attendance

Mode of Attendance	Enrolments 2017/18 as at 25/10/17	Enrolments 2018/19	Variance	% Variance
Full Time	3,001	3,128	127	4%
Part Time	2,977	3,735	758	25%
Evening	987	1,268	281	28%
Assessment of Work Based Learning	470	452	-18	-4%
Flexible/Distance Learning	388	361	-27	-7%
Total	7,823	8,944	1,121	14%

Session 2018/19 Progress towards our Activity Target

Our overall Credits target for Session 2018/19 has slightly reduced from Session 2017/18 due to all Colleges receiving a reduced Credit allocation for ESF.

Significant progress has been made towards our overall Credits target, and taking into account current recruitment along with future planned activity, we are tracking very close to target, as can be seen in Figure 4. This is a very positive position to be in compared to the previous two Sessions where significant Credit gaps were identified at this point in the Session. We will continue to closely monitor our progress towards meeting our Credits target, and take steps to intervene as necessary.

Figure 5 shows a comparison of this session with last session at this time by way of comparison, which shows that we are just under 3,000 Credits better off this session than last year at this time, which reflects the earlier reported increase in overall enrolments.

Figure 4 – Credits 2018/19

Credits Allocation	Total
Core Grant	84,202
ESF	1,816
WSUMs Target	86,018

Credits Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	49,107	4,228	53,335
Part Time	14,635	4,752	19,387
Evening	3,121	903	4,024
Assessment of Work Based Learning	1,950	2,578	4,528
Flexible/Distance Learning	815	3,750	4,565
Total	69,628	16,211	85,839
Variance			-179

Figure 5 – Credits Comparison by mode of attendance

Mode of Attendance	Credits 2017/18 as at 25/10/17	Credits 2018/19	Variance	% Variance
Full Time	46,609	49,107	2,498	5%
Part Time	14,332	14,635	303	2%
Evening	2,610	3,121	511	20%
Assessment of Work Based Learning	1,996	1,950	-46	-2%
Flexible/Distance Learning	1,083	815	-268	-25%
Total	66,630	69,628	2,998	4%

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) – Not applicable

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low		
Very Low	X	

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't achieve its Activity Target. The College is tracking close to target, and this position will be monitored closely as we progress through the Session.

Risk Owner – David Allison

Action Owner – David Allison

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications -

Paper Author – David Allison

SMT Owner – David Allison