Falkirk Campus, Boardroom, 4.30pm
(Refreshments available from 4.00 pm)

AGENDA

1.   Apologies for Absence

2.   Declarations of interest

FOR APPROVAL

3.   Minute of Meeting of 21 February 2019 and 30 May 2019

4.   Matters Arising
         a) L/18/031 Future Agenda Items

FOR DISCUSSION

5.   SFC Annual Report on Performance for 2018-2019   Kenny MacInnes

6.   Adding Value to the Learner Journey (Presentation)   Kenny MacInnes

7.   Student Association Report   Andrew Smirthwaite

8.   Performance Indicators/Curriculum Enhancement Case   Kenny MacInnes
         Studies for 2018-2019

9.   Student Activity   David Allison

10.   Future Agenda Items   David Allison/Kenny MacInnes

11.   Review of Risk

12.   Any Other Competent Business

FOR INFORMATION

Committee Remit

A204, Alloa Campus (commencing at 4.30pm)

Present: Mrs Anne Mearns (Chair)
              Mrs Fiona Campbell
              Mrs Lorna Dougall
              Mr Steven Tolson
              Mr Liam Williams (Forth Valley Student Association President)

Apologies: None

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)
              Ms Sue Cook, West Lothian College (Observer)
              Mr Stephen Jarvie, Corporate Governance and Planning Officer

              The Chair welcomed Sue Cook, West Lothian College Board of Management Vice Chair and Chair of their Learning and Teaching Committee to the meeting as an observer.

              The Chair provided members with feedback from a recent College Development Network (CDN) event for chairs of Learning and Teaching Committees throughout Scotland and noted that CDN were intending to put on a number of events to enable the sharing of good practice.

              She informed members that this was the second meeting of the Committee in its new format and that the agendas were still being teased out.

              Given that Professional Standards underpinned teaching and that teaching underpinned the learning experience or student experience, the Chair asked that further discussion and/or clarification should be sought between the potential overlap between LSE and the HR Committees of the Board. The Principal noted that aspects, such as standards and CPD might go to the HR Committee but that, as this directly impacts on the student experience, there was a place to cover Professional Standards at this Committee. It was agreed that the Chair and Principal would meet to discuss this further.

              The Chair suggested that it would be useful to provide a paper at the next Board of Management with a sector overview stating which committee would consider each element

L/18/012   **Declarations of Interest**

              None.

L/18/013   **Minute of Meeting of 1 November 2018**

The minutes of the meeting of 1 November 2018 were approved as an accurate record.

L/18/014   **Matters Arising**

a)   Committee Vice Chair

The Chair asked members whether they would want to appoint a vice-chair for the Committee.

Following discussion it was agreed that, should a vice-chair be required to stand in for the Chair at a meeting, the role would be filled by one of the Committee members in attendance.

b) Pilot Room Tours

The Chair noted that members had expressed an interest in seeing the pilot classrooms currently in use in the Falkirk campus. It was agreed that the next Committee meeting would be moved to the Falkirk campus, with a tour of the rooms to be organised for 4pm and the meeting to commence at 4.30pm

c) Mental Health Support

The Chair reported that members had asked for a report on mental health support in the College. The College is intending to bring the report to the next meeting of the Committee as there is currently a mental health internal audit being conducted which would inform the report.

The FVSA President also reported that there was a new mental health agreement that would be launched in March.

It was agreed that, owing to his work on mental health, the FVSA Vice President would be invited to attend the next meeting of the Committee.

L/18/015   **Student Association Report (Verbal)**

The FVSA President presented a video update on the work of the FVSA. He also highlighted the increased levels of engagement between students and the FVSA though a significant increase in the number of events which have been run.

He announced very positive engagement and interest in the FVSA Executive roles by election, the results of which are due to be issued the following day. He noted that this was the first time that there was a candidate for the BME officer role.

He informed members that the number of student led clubs has tripled this year, with a wide variety of interests represented, from knitting to robotics.

He highlighted recent collaborative work with the College Student Finance team to provide further support to students who need essential materials for their studies at the College.
He informed members that there would also be a careers fair for students toward the end of April. Members requested that this be added to the Board Engagement calendar.

Members welcomed the video presentation and recommended that this be used to provide students with a greater understanding of the work of FVSA.

a) Members noted the content of the update

L/18/016   **2017-2018 Sector Performance Indicators**

The VPISC presented members with a report on College sector performance indicators for 2017-18.

He highlighted that the College performs very well in a number of categories but noted that the College performance in relation to full time HE courses was slightly below the sector average.

Members queried whether there had been an investigation into the lower performing category and the VPLQ confirmed that this had happened and that steps to address this had been included in the Evaluative Report and Enhancement Plan (EREP).

She also highlighted that the figures did present a slightly misleading picture as they did not account for students who had left HE courses early for positive destinations such as employment.

She also noted that, for students with complex support issues, the College sometimes provides support which relates to the completion of a smaller number of units in one year with a follow up year to complete the remaining units. While this helps to ensure a positive outcome for the individual, this again impacts on the PI's. These issues have also been highlighted in the EREP.

The Chair noted that further information, comparing the results against previous years would be useful to identify longer term trends in curriculum areas.

The Principal also referred to a new system that has been rolled out which predicts, in year, which students may struggle to successfully complete their course. This system allows for earlier interventions for these students to provide the support they require.

It was agreed that a demonstration of this system should be made at the next Committee meeting.

The Chair noted that it would be useful for the Committee to see case studies on both particular areas of concern as well as case study overviews of how the College has successfully addresses previous concerns.

The VPLQ agreed that case studies would be useful to provide further information to the Committee, highlighting the recent challenges with Scottish Government childcare extensions and how the College helps to meet the staffing needs of this along with other challenges such as sourcing an appropriate number of work placements for students.

a) Members noted the content of the report

L/18/017   **Professional Standards for Lecturers**

The Chair queried whether members had been aware that CDN had intended to conduct a webinar on this subject? She noted that it had been cancelled due to lack of sign up.

Members indicated that they had not been aware of this webinar.

The Chair confirmed that she would feedback to CDN that these events need their own separate announcements as opposed to being included in general update emails.

The VPLQ presented a paper outlining the new professional standards for lecturers which had been developed by CDN on behalf of the Scottish Government.

She highlighted that the College had been active in the development of these standards.

She provided an overview of the new standards and confirmed that, from August 2019, TQFE provision would be based on the new standards.

She also confirmed that the College leadership team were considering the wider implications to develop a detailed plan and timeline and that the activities in this year's lecturer's creative learning conference would be mapped to the new standards. It was also noted that the standards would be used to develop future staff development activity including performance reviews.

Members welcomed the further developments, noting that the current information was quite dense and not appealing to read.

Members queried whether the College can require staff to undertake these standards.

The VPLQ confirmed that the College already encourages all staff without teaching qualifications to complete the PDA in their first 2 years with the College. The Principal confirmed that new staff were keen to gain teaching qualifications, especially those coming to the College from industry.

The Chair recommended that this item should also be raised with the HR Committee of the Board of Management.

Members also queried whether the College operated any awards for teaching staff. The Principal confirmed that the College did not do so at this time.   Members recommended looking at this as a positive issue and recommended that SMT consider this and also visit institutions such as Strathclyde University who operate these awards.

a) Members noted the content of the paper

L/18/018   **Operational Plan Monitoring 2018-19**

The VPISC presented the operational plan monitoring update to members. He highlighted that there were to targets which are currently classed as red on the system and provided an overview for the reasons behind each of the reds.

The Principal also provided some updates on progress with international work, one of the red areas, in relation to the RAK opportunity.

a) Members noted the content of the report and requested a report to the May meeting of the Committee on the wider impact of the RAK opportunity on teaching staff and the student experience

L/18/019   **Student Activity**

The VPISC provided an update on student activity levels, noting an increase in applications of 13% compared to this time last year.

Members also noted a significant increase in the number of evening course enrolments. The Principal noted that this was in part due to a widening of the courses on offer.

Members welcomed the increase, noting that it helped to College to make a positive contribution to the local community.

a) Members noted the content of the report

L/18/020   **Future Agenda Items**

The VPISC confirmed that the Outcome Agreement would be brought to the May meeting of the Committee.

The Chair noted that this was a large document and that, in the past, a sub group had been established to review this in advance of the meeting.

The VPISC confirmed that the draft could be issued to members in early May to allow members time to consider the large amount of detail ahead of the meeting.

The VPLQ also informed members that an update on progress with the Evaluative Report and Enhancement Plan (EREP) can be brought to the May meeting for member's information.

Members queried whether the College had had feedback on the content of the EREP.

The VPLQ confirmed that the College had been contacted by our HMI to confirm that the ratings in the EREP had been accepted and that the EREP's for the sector would be made public in the near future.

She also noted that the HMI wanted to engage with Board Committees to discuss the next steps in the process.

The Chair noted that she would discuss this with the Chair of the Board of Management.

Members requested that a link be sent to them when the EREP's become public.

The Chair also highlighted that members can request items of interest to be added to the agenda and asked that the CGPO send out a reminder to members prior to the agenda being set.

L/18/021   **Review of Risk**

Risks were identified in their cover papers

L/18/022   **Any Other Competent Business**

The Principal informed members of recent correspondence from Scottish Government following their review of governance highlighting their intention to add 2 union representatives to the Board of Management.

Members noted that these individuals would make a welcome addition to the Board.

Room 73, Falkirk Campus (commencing at 4.30pm)

Present:	Mrs Anne Mearns (Chair)
	Mrs Fiona Campbell
	Mr Steven Tolson
Apologies:	Mr Liam Williams (Forth Valley Student Association President)
	Mrs Lorna Dougall
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)
	Mrs Mhairi Shillinglaw, Head of Equalities, Inclusion & Learning Services (HEILS)
	Mr Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
	Mrs Jeanette McCulloch, Operations Manager Care Sport & Construction (OMCSC)

The Chair noted that the meeting was not quorate and, as such, the approval items would be covered for discussion and that the minute of 21 February 2019 would be ratified at the next meeting.

Pilot Rooms

The Chair highlighted that the meeting was being in one of the pilot rooms which was designed to test the potential layout, furniture and equipment for the new Falkirk Campus.

The VPLQ informed members that the classroom had been designed to support collaborative learning, with furniture which was designed to be easily moved to reconfigure the room to meet the needs of each class.

She informed members of the feedback received regarding the room, noting it had been largely positive and that, where negative feedback had been received, this had been reviewed and used to inform the final design of the rooms for the new campus.

The VPISC highlighted the laptop station in the room which provided resources that students can use. He also highlighted that the main classroom display was both mobile and able to connect wirelessly to the lecturer's equipment to enhance the flexibility of the room.

Members noted the content of the room and expressed support for the intention to add more colour to the new campus.

Demonstration of Student Support System (SSS)

The HEILS attended the meeting to demonstrate the new SSS system which had been developed in house to support students.

She highlighted that, under the current system, students with support needs can sometimes need to disclose this a number of times as they can engage with both lecturing staff and a variety of support services in the College.

The new system enables the student to only have to declare the information once as staff will be able to see a notification of this on their record.

She noted that the system was also designed to capture qualitative information rather than the traditional quantitative information. Staff have the ability to update the student's record as they engage with them throughout their time at the College.

She provided members with a demonstration of an example student and the utility of the new system.

Members queried how students who declare support needs are prioritised. The HEILS informed members that prioritisation was conducted by specialist College staff.

Members queried whether students would be informed that this information is being collated. The HEILS confirmed that this would be the case and also that the entire SSS would be undergoing a GDPR impact assessment the following day.

Members queried whether the system would alert staff if there were issues regarding any students. The VPISC noted that there is currently a system in place which provides weekly reports to Curriculum Managers that highlights issues of non-engagement.

The HEILS informed members that a user guide for staff was being prepared and that the system would be formally launched at the Creative Learning conference at the start of the new academic year in August.

Members noted that, once the system was up and running for a period of time, it would be useful for the HEILS to come back with an update on the system.

Members thanked the HEILS for her presentation.

L/18/023   **Declarations of Interest**

None.

L/18/024   **Minute of Meeting of 21 February 2019**

Members did not highlight any changes. Formal approval will occur at the next meeting of the Committee.

L/18/025   **Matters Arising**

a) Mental Health Support

The VPISC informed members that it had been hoped to bring the new College strategy to the meeting but that it was still under development. He noted that the Student Association were being consulted on the development of the strategy and it was hoped to bring the finished strategy to the next meeting of the Committee.

b) 2017-18 Sector PI's

The Chair noted that this was included in the agenda

c) 2017-18 Sector PI's

The Chair noted that the action had been to receive a demonstration of the SSS system which had happened.

d) Professional Standards for Lecturers

The Chair reported to members on a meeting she had with the Principal and the Chair of the HR Committee. She highlighted the areas of the new professional standards that would be considered by the HR Committee and confirmed that this Committee would look at any aspects of the standards which impact on the student experience.

e) Staff Awards

The Chair queried whether the College had looked into awards for staff. The VPISC informed members that this had not occurred yet. The Chair recommended that, when the College considers this, they should build in a mechanism to get student involvement.

The Chair requested that this be added to the future agenda items list.

f) Evaluative Report and Enhancement Plan (EREP)

The Chair queried whether there was an update. The VPLQ noted that, as the EREP actions form part of the Operational Plan monitoring targets, a separate report was not reported.

The Chair queried whether SFC had a summary of all the College EREP's yet. The VPLQ informed members that SFC were working on this but that there was no definite launch date for the information.

Members requested that, when it was published, they be sent a link to the summary report.

L/18/026   **Outcome Agreement 2019-20**

The Chair thanked the VPISC for issuing the draft document ahead of the other papers to give members time to review the document.

Members provided the VPISC with a variety feedback on the content of the draft document. They noted in particular that the document can be confusing as it covers current and future years and the information should be reviewed to ensure clarity. Members also noted that the document referred to some older awards that the College had received and requested that this be updated.

a) Members agreed that the VPISC would update the document based on their feedback and that this updated version would be taken to the Board of Management for final approval.

L/18/027   **Student Association Report**

The Chair noted that, as the Forth Valley Student Association President was an apology, this item would be deferred.

L/18/028   **Curriculum Case Study: Early Learning and Childcare**

The CMOSM presented the case study. She described the process of the interaction of FVC students and local council through placements, leading to articulation for students beyond their course, and also the strong links between the College, Councils and private providers. Member recognised and praised the Childcare team for their agility of response to meet need.

a) Members noted the content of the report

L/18/029   **Operational Plan Monitoring 2018-19**

The VPISC presented on progress towards meeting Operational Plan Objectives for 2018-19, identifying areas where issues had been identified, or where there were minor delays, explaining the reasons for these.

a) Members noted the content of the report

L/18/030   **Student Activity**

The VPISC provided an update on student activity levels, noting an increase in overall enrolments of 19% compared to this time last year, and noting that the College was on track to deliver its Credits target.

Members also noted that applications for Session 2019-20 were trending slightly down on the current session, however that offers were up compared to this time last year.

a) Members noted the content of the report

L/18/031   **Future Agenda Items**

The chair thanked Fiona Brown for her work on the Learning & Student Experience Committee, and asked whether Kenny MacInnes would be interested in presenting at the October meeting.

a) Kenny MacInnes to be invited to present at the October meeting. The VPLQ would circulate a link to the EREP, where the quality cycle is set out. The CGPO to ask neighbouring colleges of dates of their equivalent Learning & Student Experience Committees, and ask if they would be willing for committee members to attend.

L/18/032   **Review of Risk**

Risks were identified in their cover papers

L/18/033   **Any Other Competent Business**

No additional items were discussed.

1. **Purpose**

   To inform members of the structure and the content of the College's 2018-2019 Outcome Agreement Annual Report on performance.

2. **Recommendation**

   That members note the content of the College's 2018-2019 Outcome Agreement (OA) Annual Report.

3. **Background**

   During 2017-2018, all colleges carried out a self-evaluation review resulting in an Evaluative Report and Enhancement Plan (EREP). The Evaluative Report is essentially an account of progress in relation to OA priorities and a self-evaluation of quality assurance measured against a range of the quality indicators in the *How Good is Our College?* quality framework. The Enhancement Plan sets out the college's agenda for improvement.

   In terms of reporting on performance in academic year 2018-2019, colleges are not required to submit a further full EREP: however, we are required to complete an Annual Report for SFC, due at the end of October 2019.

   The full Annual Report guidance was only received from SFC on Friday the 27th September, with the report to be written and submitted by the end of October; however, for the purposes of this report interim feedback from SFC has highlighted there will be four high level Outcome Agreement priorities: Recruitment; Retention; Attainment; Progression.

   For each priority we have been asked to provide a self-evaluative statement that answers questions related to: How good is our recruitment/retention/attainment/progression?; How do we know?; What are our successes?; What are our challenges and priorities?

   SFC have requested that OA measures are to be used as a source of evidence, both to illustrate successes and to highlight areas where there are concerns, and the Annual Report submitted to SFC will be used to inform the Education Scotland Progress Visit which is taking place on the 27th and 28th of February 2020.

   As of late May of this academic session the College's analysis of performance showed we were on target and progressing well. The College has successfully achieved many of its OA targets; however, there has been a drop in some areas. The analysis of the high level priorities is explained within Key Considerations.

4. **Key Considerations**

   The following are the key performance indicator highlights in relation to the four high level Outcome Agreement priorities: Recruitment; Retention; Attainment; Progression, for the College's Annual Report for academic session 2018-2019.

4.1 Recruitment

The College has again successfully recruited to target and met our credit allocation for 2018-19, both in terms of core, and ESF delivering a total of 86,100 against a target of 86,018 (See Appendix 1). Achieving our core credit target year on year is a key element in achieving funding sustainability for the College and remains a key priority in the College's operational focus.

Other recruitment highlights are (See Appendix 2, 3, 4):

- increase in Female recruitment;
- increase in Ethnic Minority recruitment;
- increase in recruitment of students disclosing disability;
- increase in MD10 students
- increase in Care Experienced students;
- increase in senior phase school pupils engaging with vocational qualifications;
- increase in contracted apprenticeship recruitment: largest SDS MA contract in Scotland;
- increase in students enrolled on STEM courses;
- increase in delivery to learners aged 25 and over;
- increase in HE level to learners from SHEP schools.

Recruitment continues to be a key area of focus for the College to ensure we continue to meet our credit targets across all College provision. FT applications and our conversion to enrolments for 19-20 are down on 2018/19 and 2017-18 (See Appendix 5). This will be added to the College's enhancement plan 2019-2020 to ensure the College delivers the correct curriculum across Forth Valley; however, our number of withdrawn or suspended applications have significantly reduced, identifying the College's decision processes are more effective and expedient.

There has been an increase in the overall number of senior phase age pupils studying vocational qualifications at the College (Appendix 6), and this can be attributed to the significant increase in Foundation Apprenticeships (FA), which is a major success for the College. However, FA delivery is not credit funded, which has resulted in a drop in the volume of credit activity delivered to senior phase pupils (Appendix 6). The College has successfully reapportioned these credits, as identified by achieving our credit allocation target.

4.2 Retention

The College's 18-19 retention figures continue to be positive with all categories making improvement on 17-18 figures, with the exception of FT FE, which shows a decrease of 1% from 17-18 (See Appendix 7). The College is currently going through a full analysis to understand the reasons for this drop in FT FE retention. The findings of this analysis will be reviewed and considered against our existing enhancement plan. From this review a new action plan will be formulated and our existing plan updated to reflect the new actions.

The College has introduced in-year PI tracking for 18-19 as part of our enhancement planning and initial analysis of the PI tracking data has highlighted a late tailing off of a number of FE students

completing their qualifications. This evidence is highlighting that there has been a significant number of students engaging with ELS and student support, which may account for the drop in FT FE retention.

An important aspect of retention is delivering meaningful work placements that benefit students and the employers. The College has seen a 12% increase in the number of full-time learners with substantial 'work placement experience' as part of their programme of study (See Appendix 8).This increase is in part due to the increase in Childcare, where all students experience work placements as part of their qualification.

4.3 Attainment

The College's attainment figures have seen a drop across all categories from last year's figures: FT FE -2%; PT FE -1%; FT HE -1%; PT HE -2% (See Appendix 9). The College set stretched targets for 18-19 in response to the Scottish Government's intensification guidance, and these were ambitious targets to drive forward attainment within the College. We are currently going through a full analysis to understand the reasons for this drop in attainment. The findings of this analysis will be reviewed and considered against our existing enhancement plan. From this review, a new action plan will be formulated and our existing plan updated to reflect the new actions.

The College is continuing to work to improve the PIs for all categories and is aiming to deliver sector comparable performance or above for 18-19. The College has introduced in-year PI tracking for 18-19 as part of our enhancement planning and initial analysis of the PI tracking data has highlighted a late tailing off of a number of FE and HE students completing their qualifications. This evidence is highlighting that there has been a significant number of students engaging with ELS and student support, which may account for the drop in attainment. However, it must be noted that the College's 18-19 performance is above the sector performance for 17-18, and is expected to be above the 18-19 sector averages for all categories, with the exception of FT HE which is currently 1% below (Appendix 9). However, as stated above, the College is continuing to work to improve PIs with the aim to equal our 17-18 performance.

The progress of MD10 and Care Experienced students within the College continues to be a key focus for the College and there has been growth in recruitment from 17/18 as stated earlier. The number of MD10 and Care Experienced Students achieving in 18/19 has improved in comparison to 17/18 due to the increase in enrolments (See Appendix 10 and 11). However, this is still, on the whole, below target of non-MD10 and non-Care Experienced students, and highlights the complex challenges these students face in being successful in their learning. The College has introduced the Triple S programme and continues to support Care Experienced students. A full analysis of the reasons for the non-achievement will be reviewed and actions will be taken forward into 19/20 programme delivery to improve achievement rates.

4.4 Progression

Due to the timing of the collation and release of the figures, this category is measured in arrears. At the time of writing this paper, the actuals for 18-19 were still being collated.

The College has a very good performance regarding the number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying with FT FE at 94% and FT HE at 95% (See Appendix 12). This target has been increased to 95% for both FE and HE for 18/19; however, even with the slight drop in recruitment for 18-19, the College is confident in maintaining our positive destination figures.

The performance of our HNC/HND articulation figures for 17/18 have surpassed the target set for 17/18 with 45% achieved against a target of 40% (See Appendix 12). The College's target was set by combining both the National Articulation Data (NAD) and our additional funded Partnership Degree (Stirling/HWU/Strathclyde) places. The combined actual has delivered a 5% improvement for 17/18.

5.   Financial Implications

Please detail the financial implications of this item – Failing to meet our OA targets can have an impact on the College's GIA finding.

6.   Equalities

Assessment in Place? – Yes ☐   **No** ☒

If No, please explain why – initial screening shows that there is no requirement for a full EQIA for this activity.

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

7.   Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The risk of non-compliance with the reporting and scrutiny arrangements is very low and will be mitigated by careful planning. However, the risk of a continuing drop in attainment PIs has implications in

funding for the College going forward. This is a major area of focus for the College and will be addressed through or enhancement plans for 19/20 and beyond.

Risk Owner – Ken Thomson   **Action Owner –** Kenny MacInnes

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 – Communication regarding the College's 18-19 attainment performance and drop in PIs against 17-18 actuals needs to be communicated College wide to ensure all staff understand the performance and funding implications.

Paper Author – Kenny MacInnes   **SMT Owner –** Kenny MacInnes

Appendix 1 - Volume of Credits Delivered.

Measure	Previous Year Target 2017-18	Previous Year Actual 2017-18	Current Year Target 2018-19	Current Year Actual 2018-19
The volume of Credits delivered				
Credits Delivered: Core	84,647	84,741	84,202	84,202
ESF	2,230	2.235	1,816	1,898
Core + ESF	86.877	86,976	86,018	86,100

Appendix 2 - Volume and proportion of Credits delivered to learners from different protected characteristic groups and Care Experience.

Measure	Previous Year Target 2017-18	Previous Year Actual 2017-18	Current Year Target 2018-19	Current Year Actual 2018-19
Volume and proportion of Credits delivered to learners from different protected characteristic groups and Care Experience			85868	85540
Gender -				
Proportion of Credits delivered to males	51%	53%	53.4%	53.1%
Proportion of Credits delivered to females	49%	46%	46.5%	46.9%
Proportion of Credits delivered to Other learners	0%	0%	0%	0%
Ethnicity -				
Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority	3%	2%	2.9%	3%
Disability -				
Proportion of Credits delivered to students who are disabled	14%	19%	16.9%	17.4%
Age -				
Proportion of Credits delivered to learners aged 16-19	46%	45%	46%	42.9%
Proportion of Credits delivered to learners aged 20-24	21%	22%	22.7%	22%
Proportion of Credits delivered to learners aged 25 and over	-	28%	-	28.7%
Care Experience -				
Proportion of Credits delivered to Care Experienced Learners	2%	3%	2.2%	4.2%
Volume and proportion of Credits delivered at HE level to learners from SHEP schools				
Proportion of Credits delivered at HE level to learners from SHEP schools	15%	19%	17.7%	19.2%

Appendix 3 - Volume and proportion of Credits delivered to learners enrolled on STEM courses.

	Previous Year Target	Previous Year Actual	Current Year Target	Current Year Actual
Measure	**2017-18**	**2017-18**	**2018-19**	**2018-19**
Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	35%	37%	36.1%	36.7%

Appendix 4 - Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT).

	Previous Year Target	Previous Year Actual	Current Year Target	Current Year Actual
Measure	**2017-18**	**2017-18**	**2018-19**	**2018-19**
Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	347	389	357	412

Appendix 5 – Recruitment

	Cumulative Applications for Full Time August start courses		Cumulative Offers for Full Time August start courses	Withdrawn or Suspended (through no activity) Applications
Session	**Aug**		**Aug**	**Aug**
2017	6994		5957	2553
2018	6950		5591	2497
2019	6725		5442	1607

Appendix 6 - Senior phase age pupils studying vocational qualification delivered by the College.

	Previous Year Target	Previous Year Actual	Current Year Target	Current Year Actual
Measure	**2017-18**	**2017-18**	**2018-19**	**2018-19**
Proportion of Credits delivered to senior phase age pupils studying vocational qualification delivered by the College	2.1%	2.2%	2.2%	1.8%

Appendix 7 - Retention

Category		FVC Actual			OA Target	Sector
		2016-17	**2017-18**	**2018-19**	**2018-19**	**2017-18**
FT	FE	78%	77%	76%	NA	75%
PT	FE	95%	93%	95%	NA	90%
FT	HE	82%	81%	83%	NA	82%
PT	HE	94%	93%	94%	NA	92%

Appendix 8 - Number and proportion of full time learners with substantial 'work placement' as part of their programme of study.

Measure	Previous Year Target 2017-18	Previous Year Actual 2017-18	Current Year Target 2018-19	Current Year Actual 2018-19
Number and proportion of full time learners with substantial 'work placement' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	20%	21%	22%	34%

Appendix 9 - Attainment

Category		FVC Actual			OA Target	Sector
		2016-17	2017-18	2018-19	2018-19	2017-18
FT	FE	74%	71%	69%	73%	66%
PT	FE	93%	91%	90%	91%	78%
FT	HE	70%	71%	70%	74%	71%
PT	HE	87%	87%	85%	89%	80%

Appendix 10 - Proportion of enrolled MD10 students successfully achieving a recognised qualification.

Measure	Previous Year Target 2017-18	Previous Year Actual 2017-18	Current Year Target 2018-19	Current Year Actual 2018-19
Proportion of enrolled MD10 students successfully achieving a recognised qualification:				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	-	70%	73%	63%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	-	91%	91%	86%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	-	74%	74%	63%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	-	90%	89%	87%

Appendix 11 - Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification.

Measure	Previous Year Target 2017-18	Previous Year Actual 2017-18	Current Year Target 2018-19	Current Year Actual 2018-19
Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The percentage of CE FT FE enrolled students achieving a recognised qualification	-	53%	65%	53%
The percentage of CE FT HE enrolled students achieving a recognised qualification	-	61%	56%	40%

Appendix 12 - Progression

Measure	Previous Year Target	Previous Year result inc. NAD & Partnership Degrees
	2017-18	2017-18
FT FE students in work, training, further study.	94%	
FT HE students in work, training, further study.	95%	
Proportion of FT HNC or HND students articulating to degree level courses with advanced standing	40%	45%

1. **Purpose**

   To provide members with an update on the recent activities of the Forth Valley Student Association (FVSA)

2. **Recommendation**

   That members note the content of the report.

3. **Key Considerations**

   Since the last report to the Board of Management on 30 August FVSA have conducted a number of activities.

   Freshers' Fayre

   The annual Freshers' Fayre events were held across all three campuses. We witnessed over 800 students attend the event. This has helped raise the awareness of FVSA to the Students attending college for the first time and, reintroducing FVSA to the returning students.

   Clubs and Societies

   The SA have a 30% increase in Clubs and Societies for the year so far, which include a Choir group and ConLang a constructed language club (Klingon from Star Trek, Dothraki and High Valieran from Game of Thrones and Toki Pona, a 123 word language).

   SAGA should be starting back up with the election of a LGBT+ officer, and Robocraft will be starting back in the next couple of weeks. With the addition of drones the members will be able to better see the effect programming can have on the world. Robocraft and Knitters Anonymous support peer led learning and skills exchanges.

   Forthcoming Events

   FVSA will be holding more events throughout the year including the Volunteer Fayre, as well as smaller events such as Show Racism the Red Card tackling racism in sport, Suicide prevention week; and world mental health day.

   Executive Elections

   FVSA are currently having our Executive Elections with four members standing to be elected. 50% of the potential members are new faces to the Association, with the addition of these members it makes our potential executive committee a 50/50 gender split.

4. **Financial Implications**

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

5. **Equalities**

   Assessment in Place? – Yes ☐   **No** ☒

   If No, please explain why – not applicable

6. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	x	x

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

7. **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 – FVSA extensively promote events, clubs and opportunities to be involved in the work of the association.

   Paper Author – Andrew Smirthwaite   **SMT Owner –** Kenny MacInnes

1. Purpose

To inform members of examples where Curriculum Teams have reviewed programmes, and to highlight the improvement/enhancement actions implemented within specific programmes where the self-evaluation process has highlighted opportunities for improvement in performance related to: recruitment, retention, attainment, progression and partnership engagement/ relationships.

2. Recommendation

That members note the content of the paper and review the processes by which Curriculum Teams evaluate and shape their curriculum in response to improve performance and partner engagement.

3. Background

At the start of each academic session curriculum teams carry out programme reviews and self-evaluation reviews, where they reflect and assess the previous year's performance, with a view to improve performance and engagement for the year coming.

Within Teaching Departments self-evaluation is undertaken at programme/group level against the relevant elements of the current Education Scotland Quality Framework, How Good is Our College, in accordance with the Forth Valley College Programme Review Procedure.

The key elements of the Education Scotland Quality Framework reviewed in the College's Self-evaluation procedure are:

- Outcomes and Impact:
  - 3.2 Equity, Attainment and Achievement for ALL learners.
- Delivery of learning and services to support learning
  - 2.2 Curriculum.
  - 2.3 Learning, teaching and assessment.
  - 2.4 Services to support learning.
  - 2.5 Transition Themes.
  - 2.6 partnerships.

Each Curriculum Manager is responsible for ensuring the appropriate evidence is gathered and analysed relating to the quality of their service.

Potential sources of evidence should include:

- Measurable performance indicators, as relevant to the specific service, such as usage statistics, throughput/response times etc.
- Minutes and notes of actions taken at team meetings and cross-college working groups.
- Feedback from customer (Students/Employers) surveys and/or focus groups.
- Complaints and commendations.

- Feedback from Programme Review meetings.
- Unit evaluation questionnaires.
- Evaluations of specific events or interventions.
- Records of informal discussions with members of the Programme Team and/or Student Representatives.
- Peer Observation Reporting Tools.

The teams should consider the strengths and opportunities for improvement/enhancement, based on the evidence available, and should identify actions to address these.

Following the self-evaluation discussion, the Curriculum Manager collates the team's self-evaluation findings and prepares a Self-evaluation Report.

The Curriculum Manager in conjunction with the Operations Manager and Director of Curriculum ensure that the actions identified in the Self-evaluation Report are adequately addressed in the Department's Annual Operational Plan and cross-referenced to the Self-evaluation Report.

4. **Key Considerations**

The following are examples of improvement/enhancement actions implemented within specific programmes where the self-evaluation process has highlighted opportunities for performance improvement or enhancing partnership engagement/relationships.

Case studies

HND ART & DESIGN YEAR 2

By working through the College's Programme Review and Self-evaluation procedures the Art and Design Curriculum team established that the HND Art & Design Year 2 programme, in its current format, was not equipping students with the full range of skills for the transition from College to Year 3 of University degree level study. This was a successful college programme with retention and attainment both at 85%; however, student and PI feedback from the University informed the Curriculum Team that students were struggling with the transition. This also coincided with a change in plans to carry out a national review of the programme; therefore, the College in partnership with the Stirling University evaluated the content and method of delivery within the existing framework.

Year 1 of the programme had been reviewed previously with partners from Historic and Environment Scotland, Artlink and Crafts Scotland to allow a funded project to be embedded into the curriculum of Year 1. In Year 1 a project day is delivered where professional artists work alongside lecturers to support the students to create a finished piece of wearable art that is exhibited during the summer months at Stirling Castle. In addition to this, students have the opportunity to run workshops at the castle and also assist with the Artlink clients.

In Year 2, the students coming to the end of their programme were still unsure about their specialisms, and what direction they should take. Students were struggling to grasp the volume of work and the conceptual aspects, so the written work was streamlined to reflect the work they undertake on the degree programme in Year 3. Through engagement with the College and University Curriculum Teams, a series of large projects were devised to allow the students to have assessments more evenly spread across the year, and have more time to be able to focus on each specific project. The Curriculum Teams grouped suitable units together to create three distinct pathways within the year: Textiles, Wearable Artform and Printmaking. These were based on previous student destinations and selected specialisms within the Year 3 programme.

The changes to the Year 2 programme have only just been implemented for the start of session 19/20, and the impact will not be assessed until 20/21 when the students' progress onto Year 3 and feedback on their transition experiences.

HNC Cyber Security

Through the College's Outcome Agreement, the Scottish Funding Council is driving the College to demonstrate intensified engagement with industry and employers and to ensure closer partnership working with local industry and employers to enhance the student experience and ensure learning and teaching is relevant to industry. The Computing Programmes Team engaged with a local company, OBASHI, to look to improve the structure of our portfolio of computing qualifications. Through this partnership engagement, the teams from FVC and OBASHI identified a lack of provision within the new HN Cyber Security qualification for Data Flow. Data handling and processing was deemed such a significant area of importance for students that the College approached SQA and entered into discussion regarding the development of a Data Flow unit, and for the unit to be included in the new HN Cyber Security framework. SQA agreed and a full unit related to Data Flow has since been developed by FVC and OBASHI.

FVC are currently piloting the Data Flow unit in the first delivery of HNC Cyber Security for session 19/20 and will be using bespoke materials produced by OBASHI. This is an excellent example of the college working in partnership with a local company to shape our curriculum provision to ensure it is relevant, and sector leading.

Accounting Programme Group: HNC / NC / Evening.

During the Programme Review process the Accounting Curriculum Team identified a dip in early retention, retention and achievement across the Accounting programmes in session 16-17. In order to address this drop a number of interventions were introduced by the Curriculum Team:

• Introduction of assessment centres
• Introduce a Business Accountancy Challenge Event (BACE)
• Update the HN framework to remove Using Software Application Packages (USAP) and include Research skills

The assessment centre approach was identified as a means of allowing students across a range of Accountancy courses to complete re-sit assessments without impacting on valuable teaching time, and without having to delay assessments until the end of session, which was resulting in a lower student achievement rate. Having the opportunity to re-sit assessments at an early opportunity has given students a greater chance of success.

The BACE activity came about as an idea to offer students the opportunity to utilise their accountancy skills in a fun, but practical way, and allow them to see the exciting opportunities that await them in the future. It was about engaging them with not only their course, but the profession and careers they are embarking on. The Curriculum Team brought together all our Accountancy students (from both Alloa and Falkirk campuses and NC to HND level) and gave them the opportunity to engage and work with professional bodies, employers and universities working through a business accountancy challenge in a competitive environment. The event was extremely well received by all involved and is planned as a biennial event going forward.

Based on feedback from listening to learners, we took on board the suggestion to remove USAP and include Research Skills to the HN Accountancy framework. Students had become disengaged from the USAP unit and felt there was very little value or relevance to their accountancy studies. Research skills on the other hand is a subject that Students feel is more relevant and helpful in support of their HN studies and beyond.

These interventions have improved the PIs:

- Early Retention improved from 96% for 16/17 to 97% for 17/18
- Retention improved from 80% for 16/17 to 83% for 17/18
- Attainment improved from 70% for 16/17 to 74% for 17/18

The attainment PIs for 18/19 have remained the same at 74%. This highlights that the curriculum interventions have maintained attainment standards for the students who completed their courses.

Applied Biological Science year 1

Through engagement with the College's Programme Review and Self-evaluation procedures the Life Science Curriculum Team determined that the Applied Biological Science Year 1 programme, in its current format, was not delivering positive results year on year, with drops in enrolment, retention and attainment.
Through a focused review of the programmes structure and delivery there has been significant change in the delivery format which has led to significant improvement in recruitment, retention and attainment from 15/16 to 18/19:

- Recruitment has improved from 19 to 23;
- Retention from 50% to 87%;
- Attainment from 50% to 76%.

There are a number of factors that have contributed to this improvement. The programme was originally centred around the NAT 5 Biology qualification and all students had to sit the final exam. A review of data highlighted that a high proportion of students were passing the individual units but failing the final exam. This meant that overall success could not be achieved for students if they failed the final exam. This was viewed as a barrier to attainment and progression, and upon review, the final exam was removed with the programme being changed to continuous assessment.

There was also an intense review of the recruitment process and the decision was taken to lower the entry qualifications, in-line, with other Level 5 programmes across the College. Other programmes within the College had lowered their entry qualifications, and had improved applications, but were also achieving success with retention and attainment.

By lowering the entry qualifications, this required an improved recruitment process, as well as enhancing the student support from the Department's Extended Learning Support staff and the Student Support Team. The focus on enhancing the learning support across the student base and ensuring students have early interventions, with access to staff mentors and learning support when required, has paid off as demonstrated in the improved levels of attainment. We will continue to monitor the student performance to ensure we are delivering effective support.

5. **Financial Implications**

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

6. **Equalities**

   Assessment in Place? – Yes ☐ **No** ☒

   If No, please explain why – initial screening shows that there is no requirement for a full EQIA for this activity.

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

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The risk of not engaging in Programme Review and Self-evaluation is the dropping of standards. However, the quality assurance processes within Forth Valley College are robust, very well understood and embedded within Curriculum Teams' practices. The risk is low and is mitigated by careful planning and engagement in the Self-evaluation review process.

Risk Owner – Kenny MacInnes   **Action Owner –** Kenny MacInnes

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 – NA.

Paper Author – Kenny MacInnes   **SMT Owner –** Kenny MacInnes

1. **Purpose**

    To inform the Learning and Student Experience Committee on Student Activity for Session 2018-19 and provide a report on recruitment for Session 2019-20 and progress towards the College's Student Activity target for Session 2019-20.

2. **Recommendation**

    That members note the content of the report.

3. **Background**

    The College has a strong track record on meeting its Credits target, and could face financial claw-back if this target is not met. This report provides a year-end position of Student Activity for Session 2018-19, provides an early update on 2019-20 recruitment, and progress towards our 2019-20 Student Activity target.

4. **Key Considerations**

    Session 2018-19 Credits Target

    Figure 1 – Credits Delivery for Session 2018-19

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

Credits Mode of Attendance	Total Credits
Full Time	50,766
Part Time	22,107
Evening	3,603
Assessment of Work Based Learning	7,337
Flexible/Distance Learning	2,278
Total	**86,100**
Variance	**82**

Our overall Credits target for Session 2018-19 was reduced by 859 Credits due to all Colleges receiving a reduced allocation of ESF Credits.

Credits have been closely monitored throughout the session, with a number of interventions 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 2019-20 Full Time Recruitment

Figure 2 shows progress towards meeting our full time recruitment targets. Full time FE enrolments have exceeded targets, while HE enrolments are below target. From reviewing our HE recruitment there are a number of courses where Year 2 progression has been less than expected, and therefore below target, and this will be considered as future curriculum is reviewed for suitability. Another factor within our HE recruitment is that our HEI funded places with Heriot Watt University didn't recruit to target, and to secure funding and provide capable students with an excellent opportunity, existing HNC/D students were targeted to transfer, however this has had a negative impact on our overall recruitment.

Figure 2 – Full Time Recruitment Summary

Level	Department	Target	Applications	Offers	Enrolments	Variance	% Variance
FE	Business & Communities	314	692	352	354	40	13%
	Care, Support & Construction	509	1,334	562	486	-23	-5%
	Creative Industries, Hospitality & Tourism	641	1,522	692	635	-6	-1%
	Engineering & Science	295	439	179	295	0	0%
FE Total		**1,759**	**3,987**	**1,785**	**1,770**	**11**	**1%**
HE	Business & Communities	198	383	209	194	-4	-2%
	Care, Support & Construction	375	939	390	365	-10	-3%
	Creative Industries, Hospitality & Tourism	628	1,189	604	572	-56	-9%
	Engineering & Science	271	447	196	205	-66	-24%
HE Total		**1,472**	**2,958**	**1,399**	**1,336**	**-136**	**-9%**
Overall		**3,231**	**6,945**	**3,184**	**3,106**	**-125**	**-4%**

Figure 3 shows overall recruitment for this session compared to last session at this point. Overall, enrolments have increased by 5%, with all modes of attendance showing an increase. There may be elements of timing in these figures, however, overall this is a very positive position for the College this early in the session.

Figure 3 – Session enrolment comparison by mode of attendance

Mode of Attendance	Enrolments 2018/19 as at 25/9/18	Enrolments 2019/20 as at 25/9/19	Variance	% Variance
Full Time	3,032	3,106	74	2%
Part Time	3,085	3,250	165	5%
Evening	1,107	1,168	61	6%
Assessment of Work Based Learning	433	509	76	18%
Flexible/Distance Learning	206	246	40	19%
Total	**7,863**	**8,279**	**416**	**5%**

Session 2019-20 Progress towards our Activity Target

Our overall Credits target for Session 2019-20 has slightly reduced by 30 from Session 2018-19.

Good progress has been made towards our overall Credits target, and taking into account current recruitment along with future planned activity, we are tracking just over 1,000 Credits short of target, as can be seen in Figure 4. This shortfall can be attributed to being down against full time recruitment targets as identified earlier. The positive is that a larger shortfall was identified in the previous two sessions at this time, which allowed for interventions to be planned for to bring us back to target. We will continue to closely monitor our progress towards meeting our Credits target, and take the necessary 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 2019-20

Credits Allocation	Total
Core Grant	84,201
ESF	1,786
WSUMs Target	**85,987**

Credits Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	48,749	4,252	53,001
Part Time	14,259	4,254	18,513
Evening	2,713	1,273	3,986
Assessment of Work Based Learning	1,930	4,900	6,830
Flexible/Distance Learning	471	2,100	2,571
Total	**68,122**	**16,779**	**84,901**
Variance			**1,086**

Figure 5 – Credits Comparison by mode of attendance

Mode of Attendance	Credits 2018/19 as at 25/09/18	Credits 2019/20 as at 25/09/19	Variance	% Variance
Full Time	46,252	47,749	1,497	3%
Part Time	12,617	13,759	1,142	9%
Evening	2,582	2,713	131	5%
Assessment of Work Based Learning	1,591	1,930	339	21%
Flexible/Distance Learning	520	471	-49	-9%
Total	**63,562**	**66,622**	**3,060**	**5%**

5.   **Financial Implications**

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

6. **Equalities**

   Assessment in Place? – Yes ☐   **No** ☒

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

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

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low		
Very Low	X	

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

1. **Purpose**

   To present members with proposed future agenda items for Committee consideration

2. **Recommendation**

   That members discuss the future agenda items listed below and highlight any additional business they would like brought before the Committee.

3. **Future Agenda Items**

Meeting	Agenda Item	College Lead
February 2020	Sector PIs	David Allison
	Student Destinations	Helen Young
	Curriculum Case Study 3	Kenny MacInnes
	Mental Health Strategy	Mhairi Shilinglaw
	Developing the Young Workforce	Helen Young
May 2020	Outcome Agreement	David Allison
	Student Satisfaction	Helen Young

4. **Financial Implications**

   Please detail the financial implications of this item – Not Applicable

5. **Equalities**

   Assessment in Place? – Yes ☐   **No** ☒

   If No, please explain why – Items will be assessed as needed when presented to Committee

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		
Very Low	X	X

   Please describe any risks associated with this paper and associated mitigating actions – Risks will be assessed on individual papers

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

7. **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 – David Allison **SMT Owner –** David Allison

Learning & Student Experience Committee

1   Committee Rationale

To contribute to good governance by providing assistance to the Board of Management on the educational performance of the College, to act as the primary linkage between the Board of Management and the Student Association Executive, and to consider matters relating to the interests of learners in the College.

2   Purpose

- •   To provide advice in relation to the preparation of the College's Outcome Agreement

- •   To promote Creative Learning and Technologies across the College

- •   To contribute towards the College's vision of a digitally agile workforce, student body and learning environment

- •   To consider and endorse the College's Evaluative Report and Enhancement Plan

- •   To receive reports on the activities and progress of the Student Association

- •   To receive reports on the safety and security of the College's digital infrastructure and information management processes

- •   To receive reports on a range of learner analytics to maintain an overview of student learning and performance

- •   To consider and advise on reports relating to student support activity such as core skills, financial support and development of support technologies

3   Membership

- •   The Committee shall comprise 7 Board of Management members including at least one student Board member

- •   The Chairman of the Board of Management and College Principal shall be ex officio members and are not eligible to vote on committee matters.

- •   The Chair of the Committee shall be appointed by the Board of Management and should not be the Principal. In the event that the Chair is unavailable to attend a meeting of the committee, a substitute will be nominated by the Committee members in attendance

- •   Other members of the Board of Management may be invited to attend meetings of the Committee e.g. for consultation on significant strategic projects

4   Meetings

- The meeting shall be quorate if 3 or more members eligible to vote are in attendance

- The Committee will normally meet 3 times per year, on dates consistent with the College's Outcome Agreement and Evaluative Report and Enhancement Plan cycle. Other meetings may be arranged as necessary.

- Minutes will be kept of the proceedings and, following approval by the Chair, shall be circulated as part of the papers for the next available meeting of the Board of Management. The minutes will be presented to the following meeting of the Committee for final approval

- Meetings will be held in accordance with the Board of Management Standing Orders and Operating Guidelines

- Other members of College staff or students may be invited to attend meetings of the Committee

5   Specific Duties of the Committee

- To provide advice and support on Creative Learning and Technologies to the Board of Management and College Senior Management, monitoring progression against the 6 key components of the Creative Learning and Technology strategy

- To consider and provide advice and support on the preparation of the College's Outcome Agreement for approval by the Board of Management and submission to the Scottish Funding Council

- To consider and provide advice and support on the preparation of the College's Evaluation report and Enhancement Plan for approval by the Board of Management and submission to Education Scotland

- To provide and advice and guidance to the College in relation to any review/update of the Creative Learning and Technology strategy

- To monitor and review progress towards appropriate strategic and corporate objectives relevant to committee activity

- To receive regular reports on the activities of the Student Association and their Executive

- Monitor student satisfaction and feedback

- Monitor learner analytics such as retention, achievement, satisfaction and progression

- To maintain an overview of the College portfolio and the alignment of provision with corporate and national priorities

6   Authority

- The Committee is authorised by the Board of Management to approve all policies relevant to the Committee, or where appropriate refer to the Board of Management for final approval

- The Committee may establish sub-groups on key projects/developments as appropriate