

Falkirk Campus, Room 73, 4.30pm  
(Refreshments available from 4.15 pm)

**4.30pm – 4.45pm**

**Tour of Pilot Rooms with demonstration of new technology**

**Damien Martin**

**4.45pm – 5.00pm**

**Demonstration of Student Support System**

**Mhairi Shillinglaw**

**AGENDA**

1. Apologies for Absence
2. Declarations of interest

**FOR APPROVAL**

3. Minute of Meeting of 21 February 2019  
(Elements of paper 3 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.)
4. Matters Arising
  - a) Mental Health Support
  - b) 2017-18 Sector PI's
  - c) 2017/18 Sector PI's
  - d) Professional Standards for Lecturers
5. Outcome Agreement 2019-20 David Allison  
(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. Student Association Report Liam Williams
7. Curriculum Case Study: Early Learning and Childcare Fiona Brown
8. Operational Plan Monitoring 2018-19 David Allison

(Elements of paper 8 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.)

9. Student Activity David Allison
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10. Future Agenda Items

David Allison/Fiona Brown

11. Review of Risk

12. Any Other Competent Business

**FOR INFORMATION**

Committee Remit

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**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.

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**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.

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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.

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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.

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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 targets which are currently classed as red on the system and provided an overview for the reasons behind each of the reds.

[REDACTED]

a) Members noted the content of the report and requested a report to the May meeting of the Committee [REDACTED]

[REDACTED]

**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.

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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.

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## 1. Purpose

For the Learning & Student Experience Committee to discuss the latest draft Outcome Agreement for 2019-20 and recommend for approval from the Board of Management.

## 2. Recommendation

That Leadership note the changes and additions to our Outcome Agreement for Session 2019-20, and recommend the Outcome Agreement for approval by the Board of Management.

## 3. Background

The expectation from SFC are for changes to the context statement within our Outcome Agreement to be minimal to reflect only what has changed since last Session, while still ensuring the College meets both existing and new Scottish Government priorities. A first draft of our Outcome Agreement was submitted to SFC by 10<sup>th</sup> December with detailed feedback received by 31<sup>st</sup> January. A further draft (attached) was submitted to SFC on 30<sup>th</sup> April incorporating this feedback. Our Outcome Agreement targets which we set in our first draft weren't challenged through the feedback process.

## 4. Key Considerations

The key message in the Outcome Agreement guidance for 2019-20 is again intensification. This is in relation to widening access; attainment and retention; gender; Developing the Young Workforce; skills; innovation and apprenticeships. Along with ambitious and challenging targets the Outcome Agreement should have greater focus and clear evidence of engagement with external stakeholders and evidence that the actions in the outcome agreement meet their needs.

The number of strategies/plans that are expected to be referenced from within the Outcome Agreement has grown, with a full list shown within Table 1.

**Table 1 – Strategies and plans**

Strategy/Plan	New OA Requirement	Available
Access and Inclusion Strategy	No	Yes
BSL Plan	No	Yes
Corporate Parenting Plan	No	Yes
Developing the Young Workforce Plan	No	Updated annually
Equality and Human Rights Impact Assessment	No	Yes
Gaelic Language Plan	No	Within OA
Gender Action Plan	No	Yes
Public Bodies Climate Change Duties Report	No	Yes
Estates Strategy	No	Within OA
STEM Strategy and Action Plan	No	In development
Student carers support policy	No	Yes
Public Sector Equality Duties Report	Yes	Yes – updated Mar 19
Mental Health Strategy	Yes	In development

A number of staff from across the College have input to the first and second draft of our Outcome Agreement.

The main areas which have been updated or added through this year's Outcome Agreement are set out below:

- Developing the Young Workforce
- Early Learning & Childcare
- Student Progress Tracking
- Student Support System
- Diet and Healthy Weight
- European Social Fund
- Cyber Resilience
- Modern Apprenticeship
- Graduate Apprenticeship
- Innovation
- Corporate Parenting
- Race
- Gender
- Gender Based Violence
- English for Speakers of other languages
- Mental Health
- Carers
- Estranged Students
- Veterans/early service leavers
- Links page

#### **Outcome Agreement National Performance Measures**

There are no significant changes to the National Performance Measures within the current guidance. Appendix 1 of the Outcome Agreement shows Actual performance for the last two Sessions and current Year Target, along with ambitions for 2019-20 through to 2021-22.

These ambitions were reviewed and updated prior to submission of a well-developed first draft of our Outcome Agreement to SFC by 10<sup>th</sup> December, and haven't been questioned by SFC.

#### **Indicative Timeline**

Guidance updated and published	October 2018
2017-18 Evaluative Report and Enhancement Plan submitted	31 October 2018
Updates/additions for the first draft submitted to DA	29 <sup>th</sup> November 2018
Draft Targets set by Leadership Team	4 December 2018
SFC Board review progress with 2017-18 Outcome Agreements	6 December 2018
First draft outcome agreement submitted to SFC	10 December 2018

Feedback from SFC	By 31 January 2019
Indicative funding allocations announced	February 2019
Draft Outcome Agreement reviewed/approved by Learner & Student Experience Committee	21 February 2019
Final Outcome Agreement submitted to SFC	by 30 April 2019
Final Funding allocations announced	May 2019
Outcome Agreement reviewed/approved by Learning & Student Experience Committee	30 May 2019
Outcome Agreement reviewed/approved by Board of Management	27 June 2019
Publication of outcome agreements	June 2019

**5. Financial Implications**

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

**6. Equalities**

**Assessment in Place?** – Yes  No

**If No, please explain why** – The final Outcome Agreement will be Equality impact assessed.

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

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

**Risk Owner** – David Allison

**Action Owner** – David Allison

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes  No

Health and Safety – Yes  No

**Please provide a summary of these implications** – Onward communication to Learning & Student Experience Committee and Board of Management.

**Paper Author** – David Allison

**SMT Owner** – David Allison

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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

As the Student Association approaches the end of term, FVSA are in the process of pulling together and finalising our work from this past year.

4. Update

**Sabbatical Elections**

FVSA had excellent participation in the sabbatical elections this year, with a total of five candidates coming forward for the two election categories; Student President & Vice President. Each candidate showed great enthusiasm for their role and elections were highly visible around the College.

Our newly elected Student President and Vice President was announced in May 2019 and will take up their new role from 1<sup>st</sup> July 2019. Liam Williams has been Re-Elected as Student President and Lindsay Graham has been Re-Elected as Vice President.

**Student Stationery Agreement** (document attached)

The Student President has been inspired through the Student Funding department to set up a Student Association Student Stationery Agreement, which outlines that students in financial hardship or struggles may benefit from a stationery pack provided by the Student Association free of charge.

The packs contain essential stationery that students may require throughout their time at college. The system works by any College staff identifying the student that may most benefit from receiving one if applicable, (students can also self identify for a pack, but that will be monitored to deter misuse), staff will refer students directly to us were they can collect the pack.

The Stationery Agreement has now launched as of the end of May and we are hoping to review the impact this agreement will have had on the selected students that use the provision and we look forward to analysing the feedback/outcome in 6 months' time.

**FVSA Annual Report**

FVSA are set to launch our annual report on June 11 2019. The report shares an overall insight of the Student Association and talks about different campaigns, events and other activities that the

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SA have been involved in through the 2018-19 academic term. FVSA look forward to sharing this document with the committee members around the date specified.

### 5. 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.

### 6. 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.

### 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 – n/a

Risk Owner – Liam Williams

Action Owner – Liam Williams

### 8. 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

# Student Stationery Agreement

This agreement has been set up by Forth Valley Student Association (FVSA) in order to help students that may find themselves facing financial hardship or students in difficult circumstances who would benefit from obtaining a stationery pack, which is designed to help students through their academic time at the College.

## Forth Valley Student Association will:

- Provide a stationery pack to any student that has been identified as being in financial struggle/hardship and would benefit from receiving one.

Students may be identified for the stationery pack by any staff member within the College for example the Student Funding department, Learning Support or the Learner Advisors and many more.

- Provide non-branded stationery, where applicable, in order to maintain discretion with these students.
- Ensure that the stationery packs are available across the three campuses and are always stocked.
- Accept students that staff have identified and referred, that may benefit from this agreement, and assign them with their stationery pack at the nearest Student Association office of that student's choice.
- Produce a standard pack, which will contain six pens, a calculator, two note pads of different sizes, a pack of highlighters, a ruler, a USB and a folder to hold everything together.
- Provide stationery packs while stocks lasts/while funds are available.

## Forth Valley Student Association aims to support students in financial hardship by:

This agreement, which will ensure that no student is disadvantaged by not being financially able to acquire the appropriate stationery to assist them in completing their studies here at Forth Valley College.



Liam Williams  
Student President

A handwritten signature in black ink, appearing to be 'LW', written over a light blue horizontal line.

**1. Purpose**

To provide Committee members with a case study example of how the college decides on the curriculum in a specific subject area, in this case Early Learning and Childcare.

**2. Recommendation**

That members note the case study example provided at Appendix 1.

**3. Background**

At the LSEC meeting on 21 February 2019, the Chair requested case studies of how the college decides on its curriculum for specific subject areas. It is proposed that this information is presented as a series of papers, each relating to a subject area from each of the college's four teaching departments, over the next year.

**4. Key Considerations**

Since merger, the college has worked hard to develop a carefully planned and cohesive regional curriculum offer, which:

- Meets the skills needs of the region and beyond;
- Locates our core curriculum in alignment with the business and industry profile of each campus locality;
- Creates a "hub and spoke" system, with local access to entry level FE courses; and which
- Provides students with clear, progressive learning pathways through and beyond the college.

Every year, as part of its internal evaluation arrangements, college managers undertake an evidence-based review of their curriculum, to assess how effectively we are meeting the education needs of the region. This involves the use of external intelligence (including SDS Regional Skills Assessments/Data Matrices; Skills Investment Plans; national and regional strategies/plans; and other intelligence gathered locally from engagement with employers and other bodies) and internal information (student recruitment, retention, success, progression and satisfaction data). As a result, changes can be made to the curriculum on an annual basis, from minor changes to the content of existing courses, to more major changes, such as the removal of unsuccessful courses and the introduction of replacement provision.

Across most of its core vocational curriculum, the college offers courses from SCQF Level 4 to 8 and, where possible, at all levels in between, to support smooth progression and cumulative learning without unhelpful gaps or leaps across levels. The college also offers degree level study in a number of disciplines, in conjunction with university partners. In addition, a range of more generic courses are available across all three campuses at SCQF Levels 1-3, for students not yet ready to commence study at SCQF Level 4 who need to develop their personal and employability skills.



The case study at Appendix 1 illustrates how the curriculum has been developed in the area of Early Education and Childcare, which is a key growth area for the college and the sector, in the context of the increased skills needs resulting from the Scottish Government's plan to increase entitlements to early learning and childcare.

## 5. Financial Implications

**Please detail the financial implications of this item** – There are no financial implications specifically related to this paper, however there are potential financial implications of the college failing to offer the correct curriculum. For example, if the college fails to recruit to target or to retain students, it could be at risk of not meeting its Credit target, which could result in a claw-back of funding.

## 6. Equalities

**Assessment in Place?** – No

**If No, please explain why** – EQIA is not required for this paper, however equality impact is given full consideration in decisions about curriculum and this is reflected in the college's Gender Action Plan.

**Please summarise any positive/negative impacts (noting mitigating actions)** – Gender balance is a particular issue within Early Learning and Childcare, which is one of the subject areas with a significant gender imbalance across the sector and actions are ongoing to try to address this.

## 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 risks of not reviewing the college curriculum systematically and renewing/replacing curriculum accordingly include:

- Courses not meeting the skills needs of employers;
- Courses not meeting the needs of school leavers and returning learners;
- Poor student success and progression PIs, leading to reputational damage;
- Low recruitment, leading to courses that are not financially viable to run;
- Failure to achieve ROA targets;
- Negative reports from Education Scotland scrutiny activities;

Risk Owner – Fiona Brown

Action Owner – DoCs and CM/OMs

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:

Paper Author – Jeanette McCulloch/Fiona Brown

SMT Owner – Fiona Brown

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## Early Learning and Childcare (ELCC) Curriculum

SCQF Level	Full-time		Part-time		
8	Articulation to BA (Hons) Childhood Studies (University of the West of Scotland)		Articulation to BA Childhood and Youth Studies (Open University)		
7	HNC Childhood Practice (150 student places across Alloa, Falkirk and Stirling)		HNC Childhood Practice (evening) (30 student places across Falkirk and Stirling)		
6	NC Early Education and Childcare (In 2018-2019 64 student places across Alloa, Falkirk and Stirling. This will rise to 96 in 2019-2020)		Foundation Apprenticeship Social Services Children and Young People (schools) (In 2018-2019 48 student places, rising to 64 places in 2019-2020)	PDA Education Support Assistance (evening) (32 places)	Get Ready for HNC Childhood Practice (evening) (24 places)
5	National Progression Award (NPA) Playwork and Childcare (32 places)	NC Child, Health and Social Care (Early Years) (48 places)	Skills for Work Early Learning and Childcare (schools) (48 places)		
4	Step Into Early Learning and Childcare (16 places)		Skills for Work Early Learning and Childcare (schools) (16 places)	Introduction to Early Education and Childcare (evening) (24 places)	

The ELCC team ensure that the curriculum portfolio is reviewed regularly to offer a curriculum breadth and depth that meets current and future needs of stakeholders and supports progression.

To ensure that all new programmes meet local employer/authority requirements, the ELCC team is represented on a range of collaborative working groups including Stirling, Clackmannanshire and Falkirk Early Learning and Childcare Workforce Development Partnerships and West Lothian and Forth Valley Early Learning and Childcare Regional Improvement Collaborative. Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards; this feedback has been actioned and reflected in the portfolio offered. The portfolio includes national qualifications which support eligibility to register with the Scottish Social Services Council at Support Worker (PDA Education Support Assistance award and NQ Early Education and Childcare programme) and Practitioner level (HNC Childhood Practice) and also recognises that Developing Young Workforce associated delivery is a key national priority which promotes progression within vocational orientated subjects. The ELCC portfolio has sought to develop and strengthen Foundation Apprenticeship pathways for senior phase pupils within the areas of Early Learning and Childcare.

At SCQF level 5 the ELCC portfolio includes 2 full-time programmes. The NPA Playwork and Childcare has a key focus on Play (including Play in a Sports Environment) and provides learning and practical opportunities for candidates wishing to develop the knowledge and skills required to follow a career path in Playwork or Sport and Fitness. The NC Child, Health and Social Care (Early Years) programme is an SQA National Certificate, which is designed to enable progression to Support Worker qualifications, such as the NC Early Education and Childcare or SVQ Social Services (Children and Young People). The Skills for Work Early Learning and Childcare programme is delivered to school pupils in S4-S6 and is designed to support pupils to begin to prepare for working in the early learning and childcare sector, by developing knowledge and awareness of the sector and employability skills.

At SCQF Level 6 the ELCC portfolio provides a range of full-time and part-time opportunities to attain a Support Worker level qualification. The NC Early Education and Childcare programme is an SQA National Certificate qualification designed to develop the knowledge and skills required to follow a career path in Early Learning and Childcare and provide for progression to the HNC Childhood Practice qualification. The part-time PDA in Educational Support Assistance is designed for people who are already working, or would like to work, as classroom assistants or in an educational setting supporting young people with additional support needs, whilst the Foundation Apprenticeship Social Services (Children and Young People) is for pupils who are about to move into S5 at school. It is a 2 year programme that pupils undertake, alongside their school qualifications (Nationals and Highers), during S5 and S6. The Get Ready for HNC Childhood Practice is a new programme to the portfolio, which arose mainly from student feedback on the need for a preparation course for direct entrants to HNC Childhood Practice.

Students and employers play a significant part in the design and content delivered and offered as part of the ELCC provision. Industry standard qualifications (such as food hygiene, NHS Childsmile, paediatric first aid and Makaton) have been incorporated in the curriculum, based on student and employer feedback that these qualifications are beneficial in the workplace. Early years establishments provide work placements to students at SCQF levels 5, 6 and 7. FVC staff meet with supervisors on a regular basis during placement visits and ensure expectations are being met. Formal feedback from placement providers is sought on a bi-annual basis to invite contributions to on-going course reviews. This ensures that the ELCC team provides training and services that consistently meet the requirement of learners and employers. The ELCC team at Forth Valley College have long-standing relationships and are proud of the contribution they make to the local ELCC service provision. In recent years we have increased our activity levels with local Early Years establishments, both local authority and private, contributing to the workforce development via recruitment assistance and up-skilling of employees.

The ELCC curriculum portfolio has also been developed and adjusted over the last three years in response to the national and local workforce requirements, in preparation for the Scottish Government's increase in entitlement to early learning and childcare funded places from 600 hours to 1140 hours. The national projected increase in the ELCC workforce between 2018 and 2020 is forecast to be 11,000 additional staff and, within the Forth Valley area, there is a requirement for several hundred additional staff. Since 2016-2017 SFC have set out a requirement for growth in HNC Childhood Practice (the SSSC Practitioner level qualification) places through colleges' Regional Outcome Agreements.

The ELCC curriculum portfolio has therefore increased over the last two academic years to reflect this priority. In 2017-2018, an additional 37 full-time HNC Childhood Practice students successfully completed their programme of study and, in 2018-2019, there has been a further increase of 48 full-time HNC Childhood Practice students recruited, with an overall target to recruit 180 HNC Childhood Practice students being met. A further increase in ELCC places at HNC level is planned for 2019-2020 and it is anticipated that this increase will be required in the long term beyond 2020 to support the requirements of the increased ELCC workforce.

The department has recognised this requirement and has adjusted the overall department portfolio to meet this need. We have increased the number of places available on HNC feeder programmes at SCQF level 6 to ensure that students are well-prepared for study at HNC level, as well as developing flexible part-time provision designed to prepare direct HNC entrants and support workforce development. This has been achieved by reducing the curriculum provision in other subject areas in the department of Care, Sport and Construction, where recruitment has been less buoyant and students less successful.

There is also a recognition for the need for more positive male role models in the early learning and childcare sector. It is recognised at national level that there is an urgent need to encourage males to take up job roles in early learning and childcare, not only to support the ability to meet the workforce expansion requirements but also to provide positive, caring role models of masculinity for children and young people. The ELCC team at Forth Valley College work in partnership with local employers to support the recruitment of males into early learning and childcare. ELCC recruitment materials feature males as well as females and focus on the importance of the role to address the preconception that it is a role of low status or merely “playing with paint pots”. This approach builds on the national government recruitment of males into ELCC roles. The ELCC team actively promote ELCC to males by attending school assemblies and other events and has also worked with Skills Development Scotland on case studies of male students undertaking Foundation Apprenticeship programme.

1. Purpose

To update the Learning and Student Experience Committee on progress towards meeting our objectives set out within the College's Operational Plan for 2018-19.

2. Recommendation

That members note the content of the report.

3. Background

The College has developed a monitoring system to allow active monitoring of progress towards achieving the objectives set out within the College's Operational Plan for 2018-19.

4. Key Considerations

Appendix 1 provides an overview of progress against our 2018-19 objectives. Of our 45 operational plan objectives 37 are progressing to target, three objectives are complete and one objective is yet to commence. Two objective has been rated as having an issue identified, with a further two objectives being identified as progressing with a minor delay. [REDACTED]

Objective OP26 is flagged as progressing with a minor delay, which is because of staff changes which have delayed the development of finance reports to meet the needs of the Directors of Curriculum. Objective OP4 is also flagged as having a minor delay, and this is a result of a revised entry date of 15<sup>th</sup> November for our new Falkirk campus being agreed.

For information, an update for all objectives is included.

5. Financial Implications

Please detail the financial implications of this item – The income targets for International will not be met, however this is partially offset through savings in staff costs. The issue identified in relation to one contract could potentially leave the College with a deficit to find.

6. Equalities

Assessment in Place? – Yes  No

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High	x	x
Medium		
Low		
Very Low		

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

**Risks** – The issue in relation to one contract could have a significant financial impact, and was discussed at the February Board meeting.

**Mitigating Actions**

There is ongoing discussion to attempt to find a resolution to the contract issue in the short and longer term.

**Risk Owner** – SMT

**Action Owner** – SMT

8. Other Implications –

Please indicate whether there are implications for the areas below.

**Communications** – Yes  No

**Health and Safety** – Yes  No

Please provide a summary of these implications – n/a

**Paper Author** – David Allison

**SMT Owner** – David Allison

Appendix 1: Operational Plan Monitoring for Session 2018/19

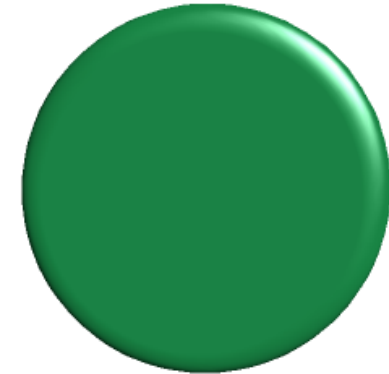
Creating a superb environment for learning



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



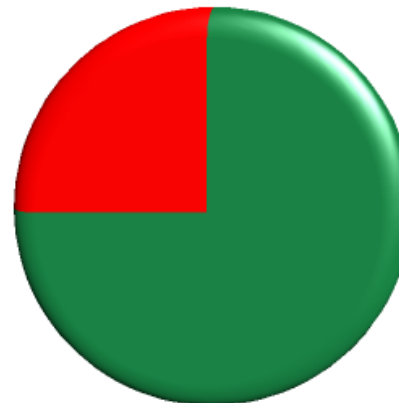
Instilling an energy and passion for our people, celebrating success and innovation



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



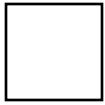
Enhancing our position as the business and community partner of choice



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







## Objectives with issues identified or delayed

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver a new Falkirk campus	<a href="#">OP4</a>	Manage the successful completion on time and within budget.	Continue governance oversight of project		Progressing With Minor Delay	A new entry date of the 15 November has been agreed with a plan in place to fully occupy the new campus in January 2020. The work of the Transitions Group and the Move Champions are going well with everything on track at this stage	May 2019
			Ensure project compliance with timescales and budgets				
We will maximise benefit from first class facilities, resources and services	<a href="#">OP26</a>	Having excellent financial reporting systems which support medium and long term planning and best value investment	Financial reports available to support all decision making		Progressing With Minor Delay	Work still outstanding on developing reports for Directors of Curriculum.	May 2019
We will maximise commercial opportunities	<a href="#">OP31</a>	Operating a successful international model and being recognised in the international arena	Achieve income targets for international activity		Issue Identified	[REDACTED]	May 2019
			Continue to deliver staff/student mobility projects				
			Enhance existing and develop new strategic relationships with other colleges/universities/local authorities and international organisations				
We will maximise commercial opportunities	<a href="#">OP32</a>	Delivering our commercialisation strategy	Achieve income targets for commercial activity		Issue Identified	Business Development Strategy is going to Board of Management in June 2019. Issue identified previously with one contract still remains unresolved. Awaiting input from Scottish Government.	May 2019
			All commercial activity meets established contribution targets				
			Focus on areas of growth				



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
1	Creating a superb environment for learning	Andrew Lawson	Depute Principal & Chief Operating Officer

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise benefit from first class facilities, resources and services	OP1	Providing flexible learning spaces and environments, delivering benefits to our students, our community and local employers	Completion new pilot classrooms New Falkirk Campus build progressing in line with established programme		Complete	Complete	May 2019
	OP2	Increasing flexibility in opening hours to maximise use of campuses all year round	Refreshed College calendar and opening hours		Progressing To Target	This process is nearing completion. The transition sub group are in the process of developing a framework which will include increased opening for the new Falkirk campus	May 2019
	OP3	Providing an effective life cycle and maintenance strategy across all our campuses	Ensure contracted service levels are met at all times		Progressing To Target	This is progressing well and we await confirmation of additional funding to continue with this project. In the meantime the project is continues to be managed appropriately	May 2019
We will deliver a new Falkirk campus	OP4	Manage the successful completion on time and within budget.	Continue governance oversight of project Ensure project compliance with timescales and budgets		Progressing With Minor Delay	A new entry date of the 15 November has been agreed with a plan in place to fully occupy the new campus in January 2020. The work of the Transitions Group and the Move Champions are going well with everything on track at this stage	May 2019
We will deliver fully flexible and digitally enabled campuses which are future proof and fully enabled for our learning communities	OP5	Support enhanced, flexible digital environments for students	Identify most appropriate model for the College based on needs of students and staff Live pilot projects in place		Complete	Classroom pilot and feedback complete. This pilot was helpful in determining the FFE for the classrooms in the new campus	May 2019
	OP6	A College wide Creative Learning and Technologies strategy which is embedded throughout all campuses	Achieve second year objectives of 5 year plan underpinning Creative Learning and Technologies Strategy		Progressing To Target	Processing well and meeting targets	May 2019
We will embed sustainability, equalities and health and safety	OP7	Deploying and evaluating innovative approaches to sustainability and energy conservation, embedding technology and reducing our carbon footprint.	Continue to reduce the College CO2 footprint to support ambition of 25% reduction from 2008/9 levels by 2020 Monitor and achieve targets for BREEAM in new Falkirk Campus Construction Implement Strategic Travel Management Plan		Progressing To Target	Progressing and continuing to meet targets. Effective monitoring and reporting mechanisms in place an working well	May 2019
	OP8	Promoting a positive record for health and well being	Contribute to the enhancement of the College's Health and Safety position		Progressing To Target	Major developments in the area of Health & wellbeing including bespoke CPD for staff and the development of a Mental Health Strategy which will be launched in September	May 2019



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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver streamlined and successful learner journeys	OP9	Working with partners to enable effective and efficient learner journeys through the whole education system	Increase uptake, attendance and achievement on school/college partnership programmes including Foundation Apprenticeships' Senior Phase Vocational Pathways and wider pupil inspiration activity  Maximise opportunities for students through additional articulation agreements		Progressing To Target	Foundation Apprenticeship and other school-college partnership recruitment progressing well. Tender submitted to SDS for additional pilot "pre FA" activity at SCQF levels 4 and 5. Schools attendance and progress reporting system at test stage.	May 2019
	OP10	Actively engaging employers with curriculum design to meet future skills demand	Active employer/external stakeholder engagement in curriculum planning and delivery across all subject areas		Progressing To Target	Ongoing engagement taking place within departments.	May 2019
We will maximise creative and digital approaches to learning	OP11	Embedding engaging, collaborative, creative and blended approaches to learning	Create opportunities for staff to share digital pedagogical practice, develop their skills and to collaborate and experiment		Progressing To Target	Staff induction resources available on Moodle. All new staff have taken part in the Learning and Teaching Enhancement Programme, as have all staff undertaking TQFE and PDA.	May 2019
			Deliver high quality pedagogical skills learning for new and existing teaching staff to ensure continuous enhancement of learning and teaching practice				
Having staff and students who are digitally competent and confident	OP12		Implement an approach to assessing and developing students' digital competence		Progressing To Target	Digital competence learning pathways work in progress and aim to complete for June 2019. Approximately 70% of training materials available on Moodle at present. Everything to be available by June 2019. Research still underway regarding student digital competence to find the best approach to adopt.	February 2019
			Refine staff digital competence framework and develop learning resources for teaching staff for all priority digital competences				
			Implement an approach to assessing and developing students' digital competence				February 2019
			Refine staff digital competence framework and develop learning resources for teaching staff for all priority digital competences				
Providing resources to support learning which are available digitally; inclusive; and accessible	OP13		Complete an audit of existing Moodle learning resources		Progressing To Target	JISC VLE Review of Moodle took place in February 2019 and we are waiting the outcome of this review. We expect feedback on quality of a sample of courses on Moodle. Moodle exemplar course available for staff. Development of baseline for digital assessment in progress. Plagiarism software now in use by some staff and work to develop this more widely is ongoing.	May 2019
			Develop and evaluate models of digital assessment				
			Develop clear guidelines for the creation and effective use of accessible, engaging and interactive digital learning resources and support staff to implement these in their own practice.				
We will prepare our students to stand out in the future job market	OP14	Preparing successful students for positive and sustainable destinations	All team evaluation reports identify and track appropriate actions to increase student retention and success		Progressing To Target	SFC Leaver Destination Survey results submitted to deadline and currently shows a 93% return rate and 94% of leavers in positive destinations (subject to further data cleansing by SFC).	May 2019
			Sustain current high levels of leavers moving into positive destinations				
			Work with schools to increase percentage of Forth Valley school leavers coming to the College				
Developing students whose skills ensure the best opportunity in the job market	OP15		Forth Valley STEM Education strategy developed and year 1 implementation plan achieved		Progressing To Target	Work to secure placements for Foundation Apprentices is progressing well. Development of Regional STEM Hub is ongoing. STEM inspiration activity for primary schools also progressing well.	May 2019
			Increase the number of students benefiting from work experience as part of their College programme of study				
Consistently being one of the top three Colleges in the Scottish FE sector for all student success	OP16		All team evaluation reports identify and track appropriate actions to increase student retention and success		Progressing To Target	In-year PI prediction tracking activity repeated in April and actions being take to address issues.	May 2019
			Increase student retention with a focus on full-time and school learners				
			Increase student success with a focus on full-time				



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
3	Instilling an energy and passion for our people, celebrating success and innovation	Andrew Lawson	Depute Principal & Chief Operating Officer

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
<b>We will deliver streamlined and successful learner journeys</b>	<a href="#">OP17</a>	Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support	Implementation of people strategy		Progressing To Target	Very successful programme with a range of staff now on relevant CPD and or specific projects with a mentor for support The in house training session as well attended with very positive feedback.	May 2019
	<a href="#">OP18</a>	Developing future leaders ensuring effective succession planning	CPD provision directed by talent management plans		Progressing To Target	This continues to be a productive and successful processes. Staff have already secured a promoted most within the college as part of our initiative to recruit internally in the first instance	May 2019
	<a href="#">OP19</a>	Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative initiatives to support our people	Implement organisational change based on feedback from listening to employees		Progressing To Target	Good response from staff involved in the process. Their contributions to the development of an Employee forum have been well revived and the sub group formed to take this forward are actively seeking contributions from their peers	May 2019
	<a href="#">OP20</a>	Delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technology and practices	Support the implementation of Creative Learning and Technology		Progressing To Target	Plans are well underway for this years conference which will not only explore further development in Creative Learning and Technology but also include specific workshops to explore the professional standards for lectures and the development of Health and Wellbeing into the curriculum	May 2019
<b>We will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation</b>	<a href="#">OP21</a>	Fully integrated equality and diversity	Delivery against targets within the Equalities Action Plan		Progressing To Target	A challenging concept of making sure data in in place, relevant and meets the need of the organisation and links directly into our Outcome Agreement. There continues to be a focus on the Action Plan across departments with a clearer understanding of how The Equalities Action Plan impact on different area and more importantly how staff and learners contribute to this.	May 2019
<b>We will value staff and students by recognising and celebrating success</b>	<a href="#">OP22</a>	Celebrating our staff and students	Support Student Association to achieve their strategic and operational planning goals		Progressing To Target	The result of the recent election have returned both the current student president and vice president. This will ensure that they work they carried out in relation to Health and Wellbeing and Mental Health will continue to grow and develop. The SA have develop strong relationships with key areas within the college and this ensure a greater understand of issues and continuity in delivery	May 2019

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Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
4	Leading as a business that is a champion for governance, financial control and balanced risk taking	Alison Stewart	Vice Principal Finance & Corporate Affairs

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise benefit from first class facilities, resources and services	OP23	Delivering approved budgets	Quarterly management accounts Year-end statutory accounts		Progressing To Target	Quarterly Management accounts being prepared. Q3 (April 2019) reforecast completed and will be taken to Finance Committee in June. Projected outturn is ahead of budget.	May 2019
	OP24	Fully utilising resource allocations from SFC	Fiscal year end resource return Quarterly resource returns		Not Started	SFC have removed the requirement to complete Resource Returns for 2018/19 onwards. This objective is now redundant.	February 2019
	OP25	Identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community	5-year commercial plan for CompEx etc Raising awareness with Board of Management of progress with commercial ambitions		Progressing To Target	Commercial activity overall on target. SFC now recognises there is limited scope for expanding commercial activity within the College sector. Additional £52k received for Flexible Workforce Development fund.	May 2019
	OP26	Having excellent financial reporting systems which support medium and long term planning and best value investment	Financial reports available to support all decision making		Progressing With Minor Delay	Work still outstanding on developing reports for Directors of Curriculum.	May 2019
We will maximise value for money and efficient practices	OP27	Identifying opportunities for collaboration in service and procurement	Produce annual report on Fundraising strategy Produce report on performance against Procurement Strategy		Progressing To Target	No further update.	May 2019
	OP28	Implement efficiencies through business transformation projects	Effective monitoring of all approved business improvement projects		Progressing To Target	The main projects completed are the introduction of Engagement/Progress monitoring linked to attendance registers, the introduction of in-year student attainment tracking, a redevelopment of the website application process, and full roll-out of our Employer Portal. Our Student Support System has been built and is beginning to be rolled out. An upgrade to SharePoint has commenced, with all functionality tested, and the rollout will be phased.	May 2019
We will lead by example through strong governance	OP29	Basing our strategic decisions for investment and the use of resources on robust information and review of risk	Board of Management Strategic Discussions & Decisions Risk Appetite and Strategic Risks set by the Board of Management		Progressing To Target	Risk register continues to be monitored at Audit Committee.	May 2019
	OP30	Enabling a high performing, truly transformational learning community through sound governance, leadership and strategic planning	Board Development Plan Board meetings/ strategic Discussions		Progressing To Target	No further update.	May 2019



Strategic Theme No	Strategic Theme	SMT Lead	Lead Responsibility
5	Enhancing our position as the business and community partner of choice	Alison Stewart	Vice Principal Finance & Corporate Affairs

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will maximise commercial opportunities	OP31	Operating a successful international model and being recognised in the international arena	Achieve income targets for international activity		Issue Identified	[REDACTED]	May 2019
			Continue to deliver staff/student mobility projects				
			Enhance existing and develop new strategic relationships with other colleges/universities/local authorities and international organisations				
We will collaborate with employers and our community to develop and deliver training and skills requirements	OP32	Delivering our commercialisation strategy	Achieve income targets for commercial activity		Issue Identified	Business Development Strategy is going to Board of Management in June 2019. Issue identified previously with one contract still remains unresolved. Awaiting input from Scottish Government.	May 2019
			All commercial activity meets established contribution targets				
			Focus on areas of growth				
We will collaborate with employers and our community to develop and deliver training and skills requirements	OP33	Implementing a Marketing and Communications Plan which fully supports the commercialisation plan	Continue to increase visibility of College commercial offering out with the Forth Valley area		Progressing To Target	No further update.	May 2019
			Continue to promote the benefits of Foundation and other apprenticeship paths to employers				
			Utilise new links to employers through FWDF to increase commercial activity levels				
We will grow and influence strategic partnerships	OP34	Fully engaging with employers to recognise the value and benefits of college delivery in terms of developing the skills of their workforce	Work with employers to ensure the skills and training offered meets their current needs and prepares students for future challenges		Progressing To Target	There is a significant increase (£1m) in the contract awarded or Foundation apprenticeships for 2019/20. Recruitment going well to date.	May 2019
			Engage with SDS on MA levels and funding				
			Developing and growing our Modern Apprenticeship activity				
We will grow and influence strategic partnerships	OP35	Ensuring our place as a prominent partner in supporting a region wide skills development and economic strategy	Continue to engage at local, national and regional level with key skills development groups to represent the FE perspective		Progressing To Target	SMT strategic input into Stirling/Clacks City Deal project and also Falkirk Investment Plan. Continuing to support sector wide group on Construction apprenticeships.	May 2019
			Being recognised as active leaders in business and the community; providing ideas, resource and influence				
			Promote engagement with key groups such as CPP and relevant strategic sub groups				
We will grow and influence strategic partnerships	OP36	Continuing to build strategic partnerships to deliver opportunity in securing funding sources and developing commercial opportunities	Identify and secure new strategic partnerships to secure non-SFC funding		Progressing To Target	Commercial income is on budget.	May 2019

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

Strategic Objective	Objective No	How	Performance Measure	Links	Status	Latest Update	Quarter Updated
We will deliver a safe, robust and agile IT infrastructure	OP39	Identifying, planning and deploying new technology and system developments to be sector leading	Prepare for the move to the new Falkirk Campus through extending pilot of new interactive screens		Complete	MS Surface Rollout complete. Skype for Business phone solution implemented. New LCD screens have been deployed as part of an extended pilot.	May 2019
			Replacement of current telephony system with the rollout of Skype for Business phones				
			Rollout of MS Surfaces to staff in Alloa and Falkirk				
	OP40	Providing a long term investment plan to modernise IT equipment, resources, infrastructure and support in response to staff and student expectations	As part of Creative Learning and Technology Strategy develop 5-year IT Investment Plan		Progressing To Target	The IT network for the new campus has been procured, and is currently being and configured built off-site.	May 2019
			Scope network requirements for the new Falkirk Campus				
We will enable and support students and staff to take full advantage of IT	OP41	Providing our students and staff with excellent support	Further develop and publish user guidance notes for College systems and software		Progressing To Target	User guidance notes have been prepared for the new Student Support System (Triple S), and training and support materials have been produced for our e-portfolio system for VQ students (Onefile).	May 2019
	OP42	Enabling and supporting staff and students to use their own IT devices within the College	Review and update guidance available to staff and students on cyber security		Progressing To Target	More training sessions have been run to staff on cyber security.	May 2019
We will make information work for us	OP43	Realising the benefit of strong marketing and communication for internal and external engagement	Continue to promote the new Campus through the New Falkirk Campus Communication Plan		Progressing To Target	There has been regular newsletters produced for staff and students, and the local community. The new Campus micro-site has been updated with recent photos of the campus.	May 2019
			Year four of the Communications and Marketing Strategy delivered				
	OP44	Developing and modernising a "One College System" ensuring all processes are digital	Key information systems developed to target key roles within the College		Progressing To Target	All systems have been reviewed and changes implemented, in-line with GDPR. The College's project to enable further digitisation is progressing with a visit to an external organisation, and equipment scoped to enable high-speed scanning. Our e-portfolio tool for VQ students (Onefile) is now being used by Engineering and Construction VQ students.	May 2019
		Rollout Onefile system following successful pilot					
			To continue to develop and implement key strategies of information management in-line with GDPR and business requirements.				
	OP45	Using learner analytics enable us to more effectively utilise our data to support students	Launch the College analytics system pilot to support student retention and improve outcomes		Progressing To Target	Our tool to enable real-time PI predictions for all full time students has been developed and launched. This is linked to a process which enables lecturers to log whether students are engaging with their course of study alongside attendance recording.	May 2019

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## 1. Purpose

To report to the Learning and Student Experience Committee on progress towards meeting our Credits targets for Session 2018-19, and view progress of applications for Session 2019-20.

## 2. Recommendation

That members consider the content of the report.

## 3. Background

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

## 4. Key Considerations

### Session 2018-19 Recruitment

Figure 1 shows overall recruitment for this session compared to last session at this point. Overall, enrolments have increased by almost 1,500, with increases being reported within part time, full time and evening. There may be elements of timing in these figures, however there has been an increase in the number of evening courses offered, and on the timing of the launch of our evening provision. There has also been an increase in part time provision through more Flexible Workforce Development Fund courses, more Foundation Apprentices, and the introduction of STEM primary school engagement.

Figure 1 – Session enrolment comparison by mode of attendance

Mode of Attendance	Enrolments 2017/18 as at 17/5/18	Enrolments 2018/19	Variance	% Variance
Full Time	3,221	3,337	116	4%
Part Time	6,015	8,073	2,058	34%
Evening	1,423	1,858	435	31%
Assessment of Work Based Learning	1,207	1,025	-182	-15%
Flexible/Distance Learning	728	749	21	3%
<b>Total</b>	<b>12,594</b>	<b>15,042</b>	<b>2,448</b>	<b>19%</b>

### Session 2018-19 Progress towards our Activity Target

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

Significant progress has been made towards our Credits target, with the current estimate being that we are on course to meet our target, based on current delivery and planned delivery, as per



Figure 2. Work is ongoing from Departments and the Leadership Team to ensure we deliver to our Activity target.

Figure 2 – Credits 2018/19

Credits Allocation	Total
Core Grant	84,202
ESF	1,816
<b>WSUMs Target</b>	<b>86,018</b>

Credits Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	50,755	0	50,755
Part Time	21,249	806	22,055
Evening	3,501	0	3,501
Assessment of Work Based Learning	5,782	878	6,660
Flexible/Distance Learning	2,550	600	3,150
<b>Total</b>	<b>83,837</b>	<b>2,284</b>	<b>86,121</b>
<b>Variance</b>			<b>103</b>

Figure 3 shows a comparison of this session with last session at this time which shows that we are over 2,600 Credits better off this session than last year at this time, and have delivered more Credits in all modes of delivery other than Assessment of Work Based Learning, which is purely a timing issue. Although enrolments are up by 19% this hasn't all converted to Credits as there are areas of provision, such as Foundation Apprenticeship and Flexible Workforce Development Fund, which don't attract Credits.

Figure 3 – Credits Comparison

Mode of Attendance	Credits 2017/18 as at 17/5/18	Credits 2018/19	Variance	% Variance
Full Time	49,516	50,755	1,239	3%
Part Time	19,356	21,249	1,893	10%
Evening	3,117	3,501	384	12%
Assessment of Work Based Learning	7,183	5,782	-1,401	-20%
Flexible/Distance Learning	2,015	2,550	535	27%
<b>Total</b>	<b>81,187</b>	<b>83,837</b>	<b>2,650</b>	<b>3%</b>

**Full Time Recruitment Session 2019-20**

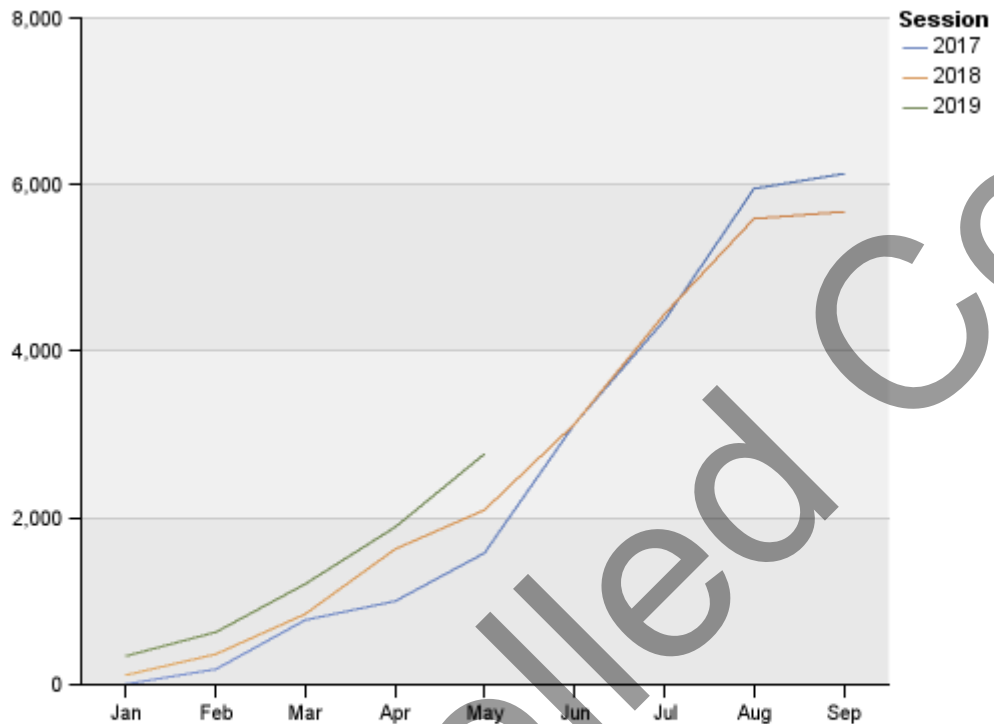
Full Time application numbers for Session 2019-20 are trending slightly down on the previous two Sessions, as can be seen from Figure 4. Conversely our offers to date for Session 2019-20 are trending higher than previous sessions (Figure 5), indicating that places are being offered earlier for Session 2019-20 than previous sessions. To date in Session 2019-20 we have seen a significant reduction in the number of applications which have been withdrawn by the applicant or suspended through inactivity of the applicant.

**Figure 4 – Full Time Cumulative Applications for August start courses (to 22/5/19 for 2019 Courses)**



Session	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2017	734	1,290	2,632	3,481	4,351	4,757	5,817	6,297	6,609	6,994	7,099
2018	736	1,268	2,572	3,444	4,277	5,417	5,870	6,263	6,548	6,950	7,064
2019	745	1,148	2,380	3,159	4,013	4,544	5,383				

Figure 5 – Full Time Cumulative Offers for August start courses (to 22/5/19 for 2019 Courses)



Session	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2017	4	183	765	991	1,574	3,125	4,382	5,957	6,135
2018	107	360	840	1,626	2,097	3,126	4,446	5,590	5,679
2019	341	622	1,200	1,890	2,765				

Figure 6 – Full Time Applications by Level and Department

Level	Department	Target	2019-20 Applications (As at 23rd May 19)	Variance	% Variance
FE	Business & Communities	285	382	97	34%
	Creative Industries, Hospitality & Tourism	709	1,113	404	57%
	Care, Sport & Construction	527	1,037	510	97%
	Engineering & Science	295	453	158	54%
<b>FE Total</b>		<b>1,816</b>	<b>2,985</b>	<b>1,169</b>	<b>64%</b>
HE	Business & Communities	218	293	75	34%
	Creative Industries, Hospitality & Tourism	630	996	366	58%
	Care, Sport & Construction	503	809	306	61%
	Engineering & Science	300	315	15	5%
<b>HE Total</b>		<b>1,651</b>	<b>2,413</b>	<b>762</b>	<b>46%</b>
<b>Overall</b>		<b>3,467</b>	<b>5,398</b>	<b>1,931</b>	<b>56%</b>

Figure 6 shows that overall, and for both FE and HE, the College has received more applications than places, and overall we have received over 50% more applications than places.

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		
Low	X	X
Very Low		

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

**Risk Owner** – David Allison

**Action Owner** – David Allison

8. Other Implications –

Please indicate whether there are implications for the areas below.

**Communications** – Yes  No

**Health and Safety** – Yes  No

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

**Paper Author** – David Allison

**SMT Owner** – David Allison

**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
<b>October 2019</b>	Evaluative Report & Enhancement Plan	Kenny MacInnes
	Student Satisfaction	Helen Young
	Developing the Young Workforce Report	Kenny MacInnes
	Qualification Verification	Helen Young
	Digitalisation/Information Management	Laura Calder
	Mental Health Strategy	Mhairi Shillinglaw
	PIs Case Study	Kenny MacInnes
	Curriculum Case Study 2	Kenny MacInnes
<b>February 2020</b>	Sector PIs	David Allison
	Student Destinations	Helen Young
	Curriculum Case Study 3	Kenny MacInnes
<b>May 2020</b>	Outcome Agreement	David Allison
	Curriculum Case Study 4	Kenny MacInnes

**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
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#### 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

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