Agenda

8 October 2020
LEARNING & STUDENT EXPERIENCE COMMITTEE

Zoom 4.30pm

AGENDA

1.   Apologies for Absence

2.   Declarations of interest

FOR APPROVAL

3.   Minute of Meeting of 11 June 2020

4.   Matters Arising

      a) L/19/030 PI Prediction Tracking Process Update
      b) L/19/031 FVC Guidance for Assessment Documentation
      c) L/19/033 Future Agenda Items

FOR DISCUSSION

5.   Student Association Report   Andrew Smirthwaite

6.   Digital Skills (Verbal)   Helen Young

7.   2019-20 Year-end PIs and PI Prediction Tracker Update   Kenny MacInnes/David Allison

8.   Student Activity Report   David Allison

9.   Future Agenda Items   David Allison/Kenny MacInnes

10.   Review of Risk

11.   Any Other Competent Business

Zoom (commencing at 4.30pm)

Present:	Davie Flynn (Chair)
	Naila Akram
	Fiona Campbell
	Lorna Dougall
	Andrew Smirthwaite, Forth Valley Student Association President (FVSAP)
	Steven Tolson
Apologies:	Jennifer Hogarth
In Attendance:	Ken Thomson, Principal
	David Allison, Vice Principal Information Systems and Communications (VPISC)
	Kenny McInnes, Vice Principal Learning and Student Experience (VPLSE)
	Mr Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)

The Chair commenced the meeting by providing members with a brief overview of the work ongoing within the College to address the impact of the lockdown and prepare for campus reopening. He confirmed that further detail on this would be presented to the meeting of the Board at the end of the month.

He also noted that item L/19/031 which would be discussed later had also been considered by the Audit Committee of the Board who had recommended that members see the detail contained within the document.

The Principal noted that there were also ongoing communications with current and future students as matters progress and that preparatory materials for new students had been created and allocated some of the College credit allocation to support this work.

The Principal confirmed that further information would be brought to the Board of Management meeting and the Chair noted that there may be further opportunities for Board members to support this work.

L/19/026 **Declarations of Interest**

None.

L/19/027 **Minute of Meeting of 18 February 2020**

Members highlighted two spelling errors in the minute document. Members approved the minute subject to their correction.

L/19/028   **Matters Arising**

a) L/19/016 Mental Health and Wellbeing Support (Verbal)

The VPLSE informed members that, following the announcement late in 2019 from Scottish Government of additional funding for student counselling support, the College had recruited 3 student councillors (2 FTE total) just prior to the lockdown. He highlighted that these staff had proved valuable in supporting students during a challenging time and noted that confirmation of funding for these posts for a further year had recently been received.

He also informed members that the College had also recently purchased the "Big White Wall" out of hours counselling service and that this was being promoted to staff and students.

Members welcomed the provision of additional counselling resource

b) L/19/021 PI Prediction Tracking Tool / Curriculum Review

The Chair noted that the committee had recommended demonstration of the PI Prediction Tracker (PIPT) system to the full Board but that, with meetings not happening on campus, this understandably had not occurred yet and would take place at an appropriate time in the future.

Members highlighted that the recommendation on staff awards had been progressed, with a paper being presented to the recent HR Committee meeting.

L/19/029   **Student Association Annual Report**

The FVSAP presented members with the annual report for the Forth Valley Student Association (FVSA).

He highlighted outputs from student council meetings and informed members of the results of the recent student President and Vice President elections, where he had been re-elected for the President role and Alexandars Petrovskis had been elected as Vice President.

Members welcomed the content of the report on the years activity and queried whether students get to see the report.

The FVSAP stated that this normally only went to the Board and was then uploaded onto Moodle. He confirmed that this could be promoted via the student e-zine and he would arrange for this.

a)   Members noted the content of the report and congratulated the FVSAP on his re-election

L/19/030   **PI Prediction Tracking Process update**

The VPLSE provided members with an update on progress using the PIPT system. He highlighted that the College had conducted the scheduled February review prior to lockdown which had impacted on the remainder of the schedule.

He highlighted that the reviews had highlighted improving attainment levels, significant use of the Student Support System (SSS) and an increase in Additional Support Needs disclosures from students.

He outlined the process of engagement with teaching staff, commending the level of preparation that they put into this activity and highlighting that work was continuing on realistic assessment as staff could be quite conservative in their predictions for students compared to the evidence.

He confirmed that work on PIPT had, by necessity, been rolled back to allow staff to focus on remote delivery to students and the development of new assessment guidance.

Members noted and welcomed the depth and quality of information provided until February and endorsed the College's decision to focus on remote delivery following the lockdown.

Members also welcomed the improvements that had been made in student retention by the college.

The Principal commented on the volume of work put in by staff and noted that the system continues to evolve.

The VPLSE confirmed that the system was moving towards continuous curriculum review, with 4 review points in each academic year.

Members welcomed the developments and requested a summary paper be brought to the next meeting outlining how the process is evolving and any lessons learned which have influenced this.

a)   Members noted the content of the report

L/19/031   **FVC Guidance for Assessment Documentation**

The Chair reminded members that this item had been considered at Audit Committee and asked Lorna Dougall, as Audit Chair, to comment further after the VPLSE had presented the paper.

The VPLSE outlined guidance which had been received from SQA following the lockdown and changes to the exam diet. He highlighted that the College felt this

document was quite high level and that the lecturing staff would benefit from more guidance.

He outlined the development of the College guidance and decision tree to support staff. He informed members that lecturing staff in their programme teams had been progressing with making holistic decisions for each student and also outlined the quality control processes in place to challenge and verify these decisions.

The Audit Chair informed members that the committee had welcomed the guidance and felt that, while necessarily operational in nature, the process was very robust and mitigated the risk associated with assessment. She noted that Audit members had commended staff for their work on this.

Members agreed that the process seemed to be robust and noted that they would like to see the outcomes and any staff/student feedback at an appropriate point.

a) Members noted the content of the guidance and commended those staff involved in creating this.

L/19/032   **Student Activity Report**

The VPISC presented the student activity report noting that, while a standard report to the Committee, like all other aspects of College activity there had been an impact from COVID-19.

He highlighted that, prior to entering lockdown, the College had actually been above trend in terms of recruitment, but this declined at the start of the lockdown. The figures have since recovered for mainstream activity thanks to the work of Curriculum Managers and their staff.

He also highlighted to members that part time and evening provision had taken a large drop, in part due to activity that was not able to progress owing to the current lockdown.

He provided an overview of the impact on the College credits target and informed members that the Scottish Funding Council had written to College's to say that they would not be penalised if they failed to meet core credits targets. He cautioned however that, should the College not meet the core credits target, then we would not be able to access the additional funding for ESF related places as this is in additional to our main credits levels.

a) Members noted the content of the report and the current college position

L/19/033   **Future Agenda Items**

The VPISC presented the future agenda paper to members.

The Chair queried whether there would be a paper on PIPT in October. The VPISC confirmed that this would be coming and had been included in another October item in the planning paper.

The Chair noted that, without the Committee becoming involved in the operational aspects of PIPT, it would be useful for PIPT to become a standing agenda item so that members can see the progress with this system.

The College agreed that this would be useful.

The Principal informed members that the College was continuing with its scenario planning and that a paper would be taken to the Board on this at the end of June. He highlighted the value of the involvement of committees and noted that this committee would continue to be involved in supporting the scenario planning activity.

The Chair agreed that he would discuss this further with the Principal after the Board meeting to see what may be coming to the Committee and that he would email members with his thoughts for agreement before this is added to the future agenda.

Members noted the digital skills paper scheduled for October and asked whether this would look at staff and student's digital skills.

The VPISC confirmed that this would be the case.

The Principal also noted that supporting digital skills could form part of the 'keep warm' activity for students over the summer prior to the 2020/21 academic year.

a) Members noted the content of the report

L/19/034   **Review of Risk**

No additional risks were identified.

The Chair of the Audit Committee informed members that there had been a specific COVID-19 risk register created by the College which was quite detailed.

L/19/035   **Any Other Competent Business**

The VPISC highlighted to members that SFC had written to the College to confirm that they would not require Board sign off of the Outcome Agreement for this year.

Members agreed that this item can be removed from the Board agenda.

The VPLSE informed members that SFC was not requiring the College to progress with student satisfaction surveying for them but that the College, supported by the FVSA, was still keen to gain an overview of student's experiences.

The Chair highlighted that this was the final meeting of the Committee for Fiona Campbell and thanked her for her support and insights.

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 Board of Management on the 25th of June FVSA have conducted a number of activities.

   Sabbatical Training
   The Student President and Vice President both attended a series of training events with external partners such as NUS and Sparqs. The training ranged from Student support and activism and Student Engagement and Board Training.

   Student Community Teams
   All students have been invited to join the Student Associations MS Teams team. This will allow for direct communication with students as well as hosting our Clubs and Societies, Class Reps and Student Council.

   Student Association Budget
   The finance committee approved the Student Associations budget for the coming year this was for the total of £18k which is the same as the previous years.

   Mental Health Partnership Agreement
   The Vice president and the Activities and Volunteer Co-ordinator both sit on the Mental Health Strategy Committee, they will bring forward ideas and areas of collaboration with other departments. The main points from the Student Association this year are:

   • To hold mental health events and activities throughout the year to challenge stigma and discrimination
   • To enhance the capacity of students to identify and provide support and signposting where there are concerns around student mental health, by rolling out a number of training opportunities.
   • To provide students a variety of different activities that will allow a whole person holistic approach to relaxation and positive wellbeing.

   Physical Health & Mental Health
   The Vice President has been working with the Leisure Facilities Co-ordinator on ways to encourage more people into becoming physically active which can help with mental health.
   Discussion has involved beginner classes with external clubs and partners to get people into a sport gently, encouraging the use of Gyms including the College facilities, and encouraging more women in to weight training.

Freshers' Fair

For the first time ever the Freshers' Fair was held virtually over the week of the 21st

There were workshops hosted by college departments and external partners, the Student Association hosted Class Rep information sessions, Clubs and Societies Q&As, and Sabbatical question time. Students did not miss out on their freebies for the year, as they could place an order through the Moodle Freshers hub, where they could then collect their freebies from one of the three offices.

Recycling Survey

We are currently surveying students to find out how they feel about recycling as well as how they find recycling on campus, this is a continuation of work from the Sustainability Committee from last year as well as the Student Associations decision to a more sustainable future.

Staff Engagement Survey

This is a survey that has gone out to staff members to gauge how the staff base engages with the Student Association, this ranges from our name (Student Association **NOT** Student Union) to well as our function for students. This will help us understand why some areas of the college have low Student Association engagement.

Voluntary Elections

Election proceedings are underway for our Executive and Liberation officers. Nominations close on the 1st of October, with campaigning and voting starting on the 19th and ending on the 23rd of October with final results announced on the 30th of October.

Student Partnership Agreement (SPA)

The Student Association have a Student Partnership Agreement (SPA) with the College on areas of work that need to be improved. This includes the following:

- Liberation Officers for the underrepresented groups
- Mental Health
- Departmental Reps – On hold for this year but being replaced with departmental meetings / feedback sessions
- Apprentice Engagement

The document contains actions for the Student Association and the College to work on which will be periodically reviewed throughout the year.

4. **Financial Implications**

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

5. **Equalities**

   Assessment in Place? – 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

7.   **Other Implications –**

Please indicate whether there are implications for the areas below.

Communications – Yes
Health and Safety –No

Please provide a summary of these implications – 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 update the Learning & Student Experience Committee on our Year-end top-level PI position for Session 2019-20, and to update on progress and future plans for our PI Prediction Tracker tool.

2. Recommendation

That the Learning & Student Experience Committee note our predicted year-end PI position for Session 2019-20, noting that Covid-19 continues to have an impact on our final position, and noting the update of our PI Tracker Tool, along with our plans for 2020-21 and beyond.

3. Background

The College has implemented an in-year PI Prediction-tracking process that splits the academic year into Curriculum/PI reviews and delivery periods in order to understand, track and turnaround the downturn in Full Time PI performance across the College.

For academic year 2019-20 the first round of PI Prediction-tracking and Curriculum Review meetings were held with all four departments in November 2019, and the second round took place over the first two weeks in March 2020, just prior to lockdown.

To improve the tracking and review process each round of PI Prediction-tracking and Curriculum Review meetings have been assigned a low attainment at-risk value which has been aligned with the predicted performance of courses as we move through the academic year, due to withdrawals and student progress. These at-risk values are reduced in sequence to meet the year-end 19/20 OA targets for FT FE and HE attainment. Courses below the set value are deemed at risk and discussed at the review meetings. The low attainment at-risk values are shown below:

- First round of Reviews (August to November) - 85%.

- Second round of Reviews (November to February) - 80%.

- Third round of Reviews (February to April) - 75%.

4. Key Considerations

4.1 Year-end PI Predictions

The vast majority of student results have been processed to allow the College to produce a close to final estimate of our top-level PIs for Session 2019-20. As a result of Covid-19 there are results for some practical based units which are still outstanding, with each Curriculum Team implementing plans to enable the majority of students to complete in time to meet the SFC FES submission deadline date. We are confident that results will be processed by the closing date for submission to SFC through our FES return, which is 2nd October. As a contingency, SFC have

intimated that results which miss this date can be included within the 2019-20 published PIs (late January), if they are included within the November in-year FES return for Session 2020-21. The figures for achievement provided below include a successful outcome for the majority of deferred students. Table 1 below shows a very consistent picture for part time, with achievement at a consistently high level, and retention being consistently high for FE and slightly up for HE. More significantly, the information shows an increase in retention for Full Time across both FE and HE, and we are predicting a 2% increase in achievement figures for both Full Time FE and HE. More information on achievement is provided in Section 4.2.

Table 1 – Predicted Year-end PIs

FE/HE FT/PT	Retention		Achievement	
			Actual	Predicted
	2018-19	2019-20	2018-19	2019-20
Full Time FE	76%	80%	69%	71%
Full Time HE	83%	85%	70%	72%
Part Time FE	95%	95%	90%	90%
Part Time HE	93%	94%	85%	85%

4.2 PI Prediction tracking update

As stated in the previous PI Prediction–tracking (PIPT) update brought to LSE Committee on the 11th of June 2020, the PIPT review process was halted in March 2020 in response to the Covid-19 pandemic. This decision was taken so as not to overburden Curriculum Teams so as to give space to expedite emergency on-line delivery for our students, and to ensure the staff were fully focused on the Covid-19 year-end emergency completion strategy. It was also felt that as PI predictions could not be gathered under normal circumstances the results may well be skewed and erroneous and could not be compared objectively against February's predictions, or last year's results.

However, it was recognised that the College must not lose its focus on PIs as this would help to ensure validity and robustness in assessment decisions due to the introduction of the new Covid-19 assessment guidance, and help identify any year-end erroneous results which were either too high, or too low. Guidance was released to all Curriculum Teams to review their February PI Prediction-tracking position and then extrapolate this to a projected Covid-19 PI position for May and June, based on student engagement and performance. This allowed any anomalies to be quickly identified and scrutinised for: process, evidence gathered, and decisions made.

Towards the end of the academic session the VP for Information Systems and Communications carried out an initial sense check on student attainment and this was reviewed against February's PIPT results. This highlighted that there were a significant number of students who were deferred due to the Covid-19 lockdown restrictions and unable to complete the vocational elements of their qualifications. The review identified that if the majority of deferred students could complete by the

end of September then the College's would see improvement in FT FE and HE PIs. Due to the easing of lockdown restrictions the College was able to return to on-campus delivery and each Curriculum Team was tasked with putting contingency plans in place to ensure the deferred position was redressed. A further attainment review was carried out in mid-September and this showed an improved position as shown in Table 2 below. However, there is a small risk that some students may not complete by the end of September and this may impact the final PI figures. The College envisages this to be less than 1% impact on PI figures.

The high attainment figures are based on those students that are identified as "will successfully complete" combined with those students that "may successfully complete". The "unlikely to successfully complete" students are discounted for the high attainment figures. The low attainment figures are based only on the worst-case scenario, which are only those students that "will successfully complete", with the "may successfully complete" and "unlikely to successfully complete" students discounted. The table below shows an improvement from both the February FE and HE low predicted positions by 3%, and an improvement on 18/19 by 2% across both FE and HE.

Table 2 – PI Prediction Comparison

Review of delivery period	Predicted October 2019*	Predicted February 2020**	Predicted September 2020 PI results	Actual 18/19 PI results	OA PI Targets 18/19	OA PI Targets 19/20	Amended OA PI Targets 20/21
FT FE High Attainment PI	92%	80%	71%	69%	73%	74%	70%
FT FE Low Attainment PI	79%	68%					
FT HE High Attainment PI	95%	82%	72%	70%	74%	75%	71%
FT HE Low Attainment PI	86%	69%					

  **PI prediction threshold target: 85%
  **PI prediction threshold target: 80%

Although the September position cannot be directly compared to the February predictions, due to the changes in assessment strategy, the methods of gathering evidence, and the volume of deferred students, it does reinforce the statements that were made by the Curriculum Teams that they had been overly cautious in their low prediction estimations, with a number of students having been put into the "may successfully complete" category as a precaution due to the complexity of their additional support needs. Curriculum Teams in March did indicate improving student retention and engagement, and from this there was confidence across the Curriculum Teams that their low attainment courses would improve at year end to an improved PI completion figure (these were pre-Covid-19 predictions). The predicted improvement in PI position, all be it under different assessment guidelines, has been delivered in both FE and HE, and again underlines the tremendous work put in by all teaching and support staff to support students in achieving positive results under unprecedented circumstances.

It must be noted that following the College's 18/19 PI performance (Table 2) the FT FE and HE Outcome Agreement PI target figures for 20/21 were amended, in agreement with SFC, to a lower more realistic figure from that of the three year stretch targets initially set in 16/17 for 18/19 through to 20/21. The 19/20 figures could not be adjusted as the College had already committed to the year; however, 20/21 was adjusted as shown in Table 2. Although the College did not hit the 19/20 OA target, the 2% improvement on 18/19 actual results is encouraging and needs to be built on to ensure we improve beyond the 20/21 amended OA targets.

4.3 Covid-19 Assessment process review and impact on PI results

The paper brought to LSE Committee on the 11th of June 2020 identified the release of guidance documentation by SQA and Colleges Scotland to be used by Colleges and other training providers to assist with a holistic model for internal assessment decisions. This guidance recognised that assessment evidence, for most students, was incomplete, and acknowledged the need for flexibility in approaches to ongoing assessment, where that was possible and practicable. Based on the SQA guidance FVC released its own specific guidance to support our programme teams in choosing the most appropriate approach to ongoing assessment. This guidance related to HNC/HND, NC, NPA, free-standing NQ units and Skills for Work, and also covered the technical elements of a Foundation Apprenticeship (NC and NPA elements only. Not the VQ elements).

A review of the implementation and use of the FVC guidance by Curriculum Teams, carried out by Learning & Quality at the end of the academic year, has highlighted that the FVC guidance, supported by the SQA guidance, was very well received, as it made the assessment challenges faced by Curriculum Teams manageable and achievable. Feedback has emphasised that the process was efficient, clear and concise, and supported Teams in their decision making. Special notice was given to the FVC Decision Tree. Staff have highlighted that this document as being of particular importance, especially as the format of the document guided and supported Curriculum Teams in what evidence could be gathered, and their decision making related to professional holistic estimations.

Further commendation has been given to the L&Q staff, specifically Helen Young and Rob McDermott, for the level of communication and support that was on offer to Curriculum Teams through Programme Team meetings which allowed Teams to quickly engage with the guidance and work through challenges. This is also supported by the PI performance figures which show improvement on last year's figures and highlights the robustness in assessment decision making across the College's Curriculum Teams. This is further backed up by the very low number of complaints received by the College to date.

Overall this has been an unprecedented challenge for the College which the College has risen to, and overcome, and thanks must be given to all College staff for their professionalism and commitment to our students.

4.4 PI Prediction Process for 20/21 and beyond

As the College campuses have now re-opened, in-line with Scottish Government's phase three social distancing guidelines, learning & teaching is being delivered through a blended approach for Block 1 of 20/21. This will allow the PI prediction meetings to be reinstated for 20/21. It was initially planned to introduce the College's new Continuous Curriculum Improvement Cycle (CCI), see Fig.1 below, from the start of academic session 20/21. The CCI cycle builds upon the PIPT meetings, of which there were previously three per year (November, February, May), and introduces a year-end/pre-delivery review meeting in August. This allows the academic year to be split into four delivery periods, with review meetings at each key stage of delivery. The year-end/pre-delivery review meeting allow teams to reflect on the previous year's performance and define actions for improvement to take forward into delivery period 1. At the end of each delivery period a review meeting will be held where the Curriculum Teams predict student performance and review the actions in line with the predicted performance. This allows Teams to then tailor and focus their actions on specific programmes/students across shorter time periods of the year, where required. The shorter time periods, with supporting reviews, will focus teams to continually adjust and revaluate the effectiveness of their actions, thus making their ability to respond to student challenges more effective. The actions derived across the year will form the basis of the curriculum self-evaluation. To further support Curriculum Teams in their decision making on actions the College is introducing a new evaluative tool as of October 2020. The Programme Review Tool will allow teams to access programme trend data in a more concise and easily accessible format and will facilitate analysis to a granular level on programme performance related to enrolments, retention, attainment and financial viability. The analysis of programme performance will form the backbone of improvement actions to be taken forward and will drive improvement across the Curriculum Teams to deliver enhanced performance and a more responsive and financially stable curriculum.

Teaching Departments Continuous Curriculum Improvement cycle

How good is the quality of the provision and services we deliver?
How good are we at ensuring the best possible outcomes for all our learners?
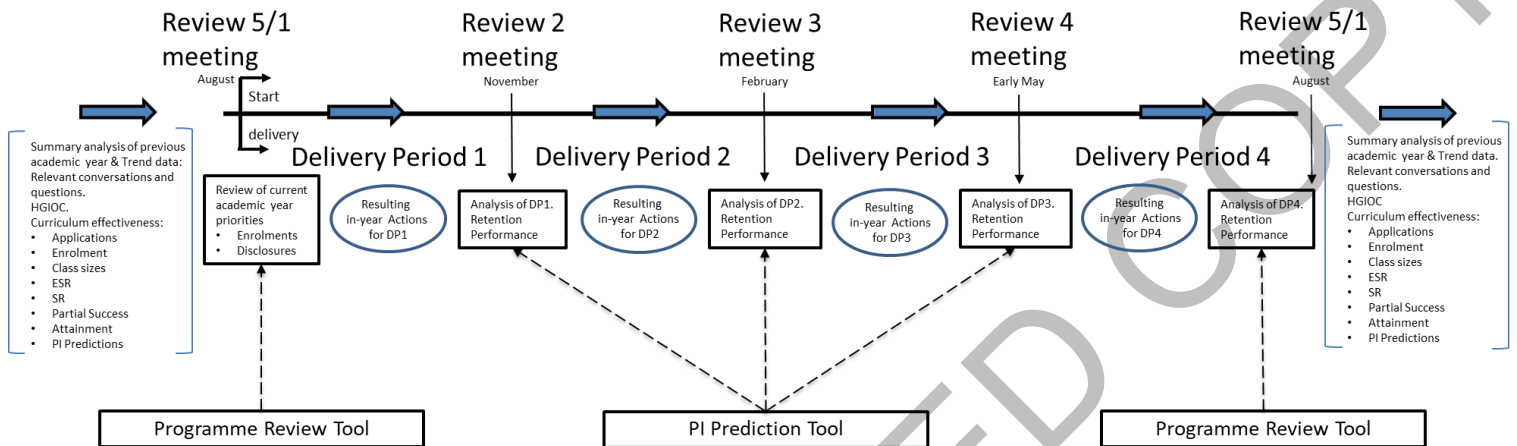

Fig.1 - Continuous Curriculum Improvement Cycle

Due to the current operational challenges being faced by Curriculum Teams in returning to campus under social distancing guidelines, and the new format of blended delivery being experienced by all staff and students, a decision has been taken to not introduce the first stage of meetings in August for the new CCI cycle, but to hold off until review meeting two. This would have been the first PIPT meeting under the previous format. This will give Curriculum Teams space to ensure the new blended approach to learning and teaching is fully operational under the social distancing guidelines. The Programme Review Tool will go live in early October and Curriculum Teams will be expected to identify those programmes with historical poorer performance and collate a series of actions, also related to delivery period 1 predicted performance, to improve course retention and attainment. These actions will be discussed in November, taken forward and reviewed in February.

4.5 Update on 19/20 in year actions

Following the October reviews the following recommendations/actions were drawn up. Below is a review of their progress.

Table 3 - 19/20 in year actions

Action	Status
Complete construction of PI Prediction-tracking (PIPT) dashboard by early December to improve information analytics, enhance team understanding of performance, and improve buy-in and enhancement planning.	Complete
Add live Additional Support Needs (ASN)/Personal Learning Support Plan (PLSP) updates to main PIPT dashboard: i.e. how many disclosures, how many students seen, how many PLSPs completed, how many students still to see. To improve analysis to support decisions.	Complete
Ensure PIPT dashboard is showcased to Heads of Service and Support Services by mid-December to improve communication and performance awareness, and to support enhancement planning.	Complete
Remove all Group Awards for Level 5 programmes where applicable – move from 100% attainment to 70%. To improve attainment rates.	Complete
Roll out of Triple-S again to all staff (teaching and support) through managers and team meetings. Direct intervention rather than E-Focus.	Complete
Operations Manager/Curriculum Managers to ensure PIPT Dashboard is used to communicate performance to their Curriculum Teams throughout the academic year, prior to each PIPT meeting in October/February/April, to improve awareness and enhancement planning.	Complete
Review the Learning Development Worker (LDW) engagement. How effective is this being used and is this consistent across programmes? Identify key areas of LDW engagement across academic year and roll out across College. Review LDW teaching hour and offer pastoral support to reduce withdrawals and improve attainment.	On-going. Now being reviewed as part of phase 2 of the Futures Programme.
Review Support Team's staffing levels related to caseloads. Can existing resource be re-directed. To improve student retention and attainment.	On-going. Now being reviewed as part of phase 2 of the Futures Programme.
Review use of unconditional offers for internally progressing students to reduce partial success. Reduce partial success where students do not complete units as they already have an offer.	Complete. Was reviewed for C-19.
Robustly target support for students who are at risk of partial success.	Key priority for 20/21. Also, being reviewed longer term as part of the Futures Programme.
Where possible increase number of Learning Development Facilitators (LDF) and Counselling staff through remainder of 19/20 academic year to reduce Learning Support caseloads and waiting times.	Additional LDF post extended to January 21. SFC funding now supporting 2 FTE Counsellors.

Review Extended Leaning Support (ELS) training and role profile. How is ELS performing across the College? Are LDFs and ELS staff engaging enough? Ensure support is correctly targeted and used effectively in order to reduce withdrawals and improve attainment.	On-going. Now being reviewed as part of phase 2 of the Futures Programme.
OM/CMs to ensure PIPT Dashboard is used to communicate performance to their Curriculum Teams throughout the academic year, prior to each PIPT meeting in October/February/April, to improve awareness and enhancement planning.	Identified as a priority for 20/21.

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 funding.

6. **Equalities**

   There are no identifiable equalities issues related to the recommendations and suggestions at this stage providing the College adheres to its current policy and procedures.

   Assessment in Place? – Yes ☐   No ☒

   If No, please explain why – See above.

   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		X
Medium	X	
Low		
Very Low		

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

   Covid-19 situation affects student engagement and results, and significantly alters the College's results return which causes reputational damage to the College.

Poor adherence to our Guidance for Assessment process resulting in missed assessment evidence, or poor decision making, that impacts students' results, which impacts the College's reputation.

Poor student engagement through Covid-19 period, or drop-off of engagement through May into June, affecting student results.

Mitigation of risks

Ensure effective communication for students and remove barriers which would prevent students from engaging on-line throughout Covid-19 lockdown.

Maintain student learning support throughout Covid-19 lockdown.

Effective communication and engagement with all Curriculum Teams to ensure the assessment guidance is clearly understood and being implemented on a fair basis.

Timely process reviews and internal audit checks on adherence to process.

Ensure Internal Quality Assurance Panel (IQAP) follows detailed risk-based verification process and plan and reviews courses out with predicted results. IQAP to review all high-risk decisions where:

Sense check on programme performance against last set PI prediction analysis and current estimated PI Predictions.

Continually engage with IT Team to ensure IT systems are functioning and students and staff have access.

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

8.   **Other Implications –** NA

Communications – Yes ☐ **No** ☒   **Health and Safety – Yes** ☐ **No** ☒
Please provide a summary of these implications –

Not applicable

Paper Author – Kenny MacInnes   **SMT Owner –** Kenny MacInnes/David Allison

1. **Purpose**

    To inform the Learning and Student Experience Committee on Student Activity for Session 2019-20, to show recruitment for Session 2020-21 and early progress towards meeting the College's Student Activity target for Session 2020-21.

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 2019-20, provides an early update on 2020-21 full-time recruitment, and early progress towards our 2020-21 Student Activity target.

4. **Key Considerations**

    Session 2019-20 Credits Target

    Figure 1 – Credits Delivery for Session 2019-20

Credits Allocation	Total
Core Grant	84,201
ESF	1,786
Additional Credits	333
Credits Target	**86,320**

Credits Mode of Attendance	Total Credits
Full Time	48,906
Part Time	17,997
Evening	3,315
Assessment of Work Based Learning	6,853
Flexible/Distance Learning	9,424
Total	**86,495**
Variance	**175**

Our Core Credits target for Session 2019-20 slightly reduced by 30 from Session 2018-19. In February the College responded to a call from SFC to deliver additional Credits in-year, and as a result we were funded to deliver an additional 333 Credits. This was agreed pre-Covid when

Credits were tracking above target. Figure 1 shows that we delivered to target, including meeting our ESF target and delivering additional Credits, however this headline figure doesn't convey the significant work which has been undertaken by our curriculum and support teams to get us to this position. The majority of provision which was planned from March onwards was face to face delivery, which as a result of Covid-19 wasn't possible. As such, curriculum teams adapted planned delivery to online where possible, or sought or developed alternative remote and online courses which could be offered. Helpfully, SFC lifted a cap on delivering 'One Plus' activity for Session 2019-20. 'One Plus' activity is delivery to a student above the equivalent full time credits of 18 for FE and 15 for HE. This allowed the College to target our existing, progressing students for additional online courses, along with new students, which has helped us reach our Credits target.

Session 2020-21 Full Time Recruitment

Figure 2 shows progress towards meeting our full time recruitment targets, and indicates that overall we have met our recruitment targets. Full time FE enrolments have exceeded targets, while HE enrolments are below target at this point in time. Recruitment has been closely monitored, and provision changed where necessary, and as such, course by course analysis is showing the majority of courses recruiting close to target, and also showing that there aren't any curriculum areas that are significantly below or above target. The College has utilised online applications for a number of years, however it's worth noting that this year the bulk of interviews and assessment centres also moved online, and that the enrolment process itself moved online for the vast majority of our students for the first time. The online enrolment process will be reviewed and enhanced for next session as part of a new Learner Journey project which is currently being scoped.

Figure 2 – Full Time Recruitment Summary

Level	Dept	Target	Applications	Offers	Enrolments	Variance	% Variance
FE	Business & Communities	255	574	317	282	27	11%
	Creative Industries, Hospitality & Tourism	655	1,538	749	676	21	3%
	Care, Sport & Construction	528	1,294	571	536	8	2%
	Engineering & Science	207	671	290	288	81	39%
FE Total		**1,645**	**4,077**	**1,927**	**1,782**	**137**	**8%**
HE	Business & Communities	230	371	224	197	-33	-14%
	Creative Industries, Hospitality & Tourism	639	1,186	639	603	-36	-6%
	Care, Sport & Construction	402	840	400	377	-25	-6%
	Engineering & Science	223	470	220	217	-6	-3%
HE Total		**1,494**	**2,867**	**1,483**	**1,394**	**-100**	**-7%**
Overall		**3,139**	**6,944**	**3,410**	**3,176**	**37**	**1%**

Figure 3 shows overall recruitment for this session compared to last session at this point. Overall, enrolments have increased by 2%, which is encouraging. The variances by mode of attendance when measured by number are relatively small, and timing will be playing a part in these variances, however the downward movement in part time enrolments, and the upward movement in Flexible and Distance Learning may be an emerging trend.

Figure 3 – Session enrolment comparison by mode of attendance

Mode of Attendance	Enrolments 2019/20 as at 25/9/19	Enrolments 2020/21 as at 25/9/20	Variance	% Variance
Full Time	3,012	3,176	164	5%
Part Time	3,119	2,994	-125	-4%
Evening	1,061	1,030	-31	-3%
Assessment of Work Based Learning	374	448	74	20%
Flexible/Distance Learning	235	312	77	33%
Total	**7,801**	**7,960**	**159**	**2%**

Session 2020-21 Progress towards our Activity Target

Our ESF Credits, and therefore our overall Credits target for Session 2020-21 has been slightly reduced by 100 from Session 2019-20.

Good progress has been made towards our overall Credits target, and taking into account current recruitment and estimated withdrawals, along with future planned activity, we are tracking just over 500 Credits above our target, as can be seen in Figure 4. This position can be attributed mainly to full time recruitment being slightly higher than anticipated, as identified earlier. We will continue to closely monitor our progress towards meeting our Credits target, and take the necessary steps to intervene as necessary. The biggest risk on Credits is the possibility of a second lockdown through Covid-19, with the disruption that would cause, however we are better placed to cope than we were when the first lockdown arrived.

Figure 4 – Credits 2020-21

Credits Allocation	Total
Core Grant	84,201
ESF	1,686
Credits Target	**85,887**

Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	48,240	6,684	54,924
Part Time	10,328	6,492	16,820
Evening	2,550	1,068	3,618
Assessment of Work Based Learning	1,709	4,630	6,339
Flexible/Distance Learning	743	3,950	4,693
Total	**63,569**	**22,824**	**86,393**

Variance			**506**

Within the Credits guidance for 2020-21, SFC are looking for Colleges to prioritise credit activity aimed at future skills areas, and to provide shorter re-training, re-skilling and upskilling courses. To do this, Colleges are being asked to de-prioritise additional units to full-time FE students, unless they are in response to Covid-19 ie deferred units, or are deemed essential in terms of future employability or progression to higher education, and to also de-prioritise School college activity out-with the senior phase. These changes to guidance came very late in the planning process, and will be implemented as we can through this session, and when there is demand for these courses, while ensuring that we meet our Credits target.

Figure 5 shows a comparison of this session with last session at this time by way of comparison, which shows that we are just over 1,200 Credits better off this session than last year at this time, which reflects the earlier reported increase in overall enrolments, and increase in full time numbers.

Figure 5 – Credits Comparison by mode of attendance

Mode of Attendance	Credits 2019/20 as at 25/9/19	Credits 2020/21 as at 25/9/20	Variance	% Variance
Full Time	44,591	48,240	3,649	8%
Part Time	13,217	10,328	-2,889	-22%
Evening	2,555	2,550	-5	0%
Assessment of Work Based Learning	1,436	1,709	273	19%
Flexible/Distance Learning	516	743	227	44%
Total	**62,315**	**63,569**	**1,254**	**2%**

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) – n/a

7. **Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	X	X
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – 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. The main risk is the impact a second wave of Covid-19 could have on the College's ability to deliver to its Credits Target.

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 2021	PI Prediction Review Report	Kenny MacInnes/David Allison
	Sector PIs	David Allison
	SFC College Leaver Destinations	Helen Young
	Outcome Agreement Summary Report	David Allison
June 2021	Learner Journey Project	James Aston
	Outcome Agreement	David Allison
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Project NXGen	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