

Falkirk Campus, Steeple Suite, 4.30pm  
(Refreshments available from 4.00 pm)

**AGENDA**

1. Apologies for Absence
2. Declarations of interest

**FOR APPROVAL**

3. Minute of Meeting of 10 October 2019
4. Matters Arising
  - a) L/19/002 Minute of Meeting of 21 February 2019 and 30 May 2019
  - b) L/19/004 SFC Annual Report on Performance for 2018-2019
  - c) L/19/009 Future Agenda Items

**FOR DISCUSSION**

5. Student Support System Mhairi Shillinglaw
  6. Mental Health and Wellbeing Support (Verbal) Mhairi Shillinglaw
  7. SFC College Leaver Destination Survey Helen Young
  8. Student Association Report Andrew Smirthwaite
  9. Outcome Agreement Summary Report of Changes David Allison  
(Elements of this paper are withheld from publication on the Forth Valley College website under Section 27 Information Intended for Future Publication of the Freedom of Information (Scotland) Act 2002.)
  10. 2018-19 Sector Performance Indicators David Allison
  11. PI Prediction Tracking Tool / Curriculum Review Kenny MacInnes
  12. Student Activity Report David Allison
  13. Future Agenda Items David Allison/Kenny MacInnes
  14. Review of Risk
  15. Any Other Competent Business
-

**FOR INFORMATION**

Committee Remit

UNCONTROLLED COPY

---

**Boardroom, Falkirk Campus (commencing at 4.30pm)**

Present: Davie Flynn (Chair)  
Fiona Campbell  
Lorna Dougall  
Jennifer Hogarth  
Andrew Smirthwaite, Forth Valley Student Association President (FVSAP)  
Steven Tolson

Apologies: None

In Attendance: 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)

Davie Flynn informed members that he had been appointed as one of the vice chair's to the Board, pending formal approval later in the month, and as such has been asked by the Chair to take on the Chair of this Committee.

**L/19/001 Declarations of Interest**

None.

**L/19/002 Minute of Meeting of 21 February 2019 and 30 May 2019**

21 February 2019

Members noted that there was a typo in L/18/018.

Members approved the minute subject to the above change.

30 May 2019

Members noted that there was an error in the attendance list. The CGPO agreed to update the minute.

Members queried whether the College was proceeding with developing staff awards. The VPISC informed members that this had been discussed at SMT and wasn't being taken forward at this point in time, but would be considered going forward.

Members queried whether the CGPO had approached neighbouring College's to see if it was possible for members to attend their equivalent to this committee. The CGPO informed members that this had not happened to date and confirmed he would approach West Lothian College to see if they would be interested and to get dates of meetings.

---

**L/19/003 Matters Arising**

Members queried where the College was on developing the Mental Health Strategy. The VPISC informed members that the staff lead had been off for a period of time and that this had been added to the future agenda items for the Committee.

**L/19/004 SFC Annual Report on Performance for 2018-2019**

The VPLSE presented a paper outlining the performance of the College against the 2018-19 Outcome Agreement targets.

He informed members that final guidance had only been received that week and that the paper had been prepared on the provisional guidance.

He highlighted a number of trends showing developments against recruitment, retention, attainment and progression.

He confirmed to members that the College was working with partners such as universities to understand some of these trends and that, to allow for more effective intervention, some PI collection was being moved to earlier in the annual cycle to allow for time for intervention.

The Chair noted it was important for the College and the Committee to understand both what is working well along with what areas are experiencing slippage.

He noted that the Committee did not need to see operational information but a focus on key areas would be welcomed. He highlighted the information being provided under item 8 on the agenda and elements of this report could be brought in to give members a better understanding of highlighted issues.

Members noted that the SSS system had been demonstrated at the last meeting and queried whether this was having a positive effect on retention. The VPLSE noted that it was still early in the deployment of this system but the impact of this would be looked at in due time.

The Chair noted that a review of the SSS System should be added to the future agenda for consideration next February.

- a) Members noted the content of the report

**L/19/005 Adding Value to the Learner Journey (Presentation)**

The VPLSE provided a presentation to members which outlined his ambitions for his new role within the College. He informed members that the presentation was the one he had used at the interview stage.

---

Members welcomed that the presentation highlighted a number of areas which they had raised and queried whether being in the role had changed his perception any.

The VPLSE noted that the need to deliver against the College's targets within existing resources and the supporting role of College data was of greater relevance to his role.

The FVSAP noted that it was reassuring to hear the continued focus on removing barriers to students.

a) Members noted the content of the presentation

**L/19/006 Student Association Report**

The FVSAP presented members with a report on the activities of the student association since the start of the academic year. He highlighted the successful fresher's fayres which had been held on all three campuses, with over 800 attendees.

He noted the increase in the number of student led clubs and societies.

He provided members with an overview of the Student Executive elections which were running at this time, with 3 candidates involved.

a) Members noted the content of the report

**L/19/007 Performance Indicators/Curriculum Enhancement Case Studies for 2018-2019**

The Chair noted that this paper had been both an interesting and assuring read.

The VPLSE provided members with an overview of the process whereby curriculum teams review programmes and develop/implement enhancement plans for identified programmes.

Members noted that there was learning identified which would benefit other areas of the College. The VPLSE noted he hoped to see consistency in these areas across the College.

Members queried if the College was confident that these changes were not lowering the bar or interfering in the quality of learning. The VPLSE confirmed to members that this was not the case and that, for the example given, there were university articulation routes in place which gives external scrutiny to the quality being provided to students.

Members welcomed the fuller narrative provided in the paper and recommended a conclusion section briefly highlighting the lessons learned, both positive and negative.

Members also agreed that elements of this approach would enhance the PI paper presented earlier in the agenda.

---

a) Members noted the content of the report

**L/19/008 Student Activity**

The VPISC presented a paper on student activity levels. He informed members that the College had met its credit target for 2018/19. He also noted that the College was on track to meet the target for this year, with the College currently 5% above the similar time period in 2018/19.

He highlighted that there was a decrease in 2<sup>nd</sup> year student numbers which can impact on expected tuition fee income.

Members queried the levels for recruitment for Heriot Watt HEI places. The VPISC noted that this was the first year where recruitment was an issue and this was being looked at.

Members noted the disparate disciplines within College departments and queried whether, when there was an issue with an individual discipline, this could be teased out of the information provided.

The VPISC noted that, at individual discipline level, this was normally reviewed at curriculum manager level but that relevant information could be included in the papers where required.

a) Members noted the content of the report

**L/19/009 Future Agenda Items**

The VPISC presented a paper outlining proposed future agenda items. He informed members that, following earlier discussion, he had noted that staff awards and the SSS system should be added to this.

Members discussed the most effective way to bring the Outcome Agreement to the Committee. It was agreed that a summary report on any changes being made should be brought early in the year, with the full document coming to the May meeting.

a) Members noted the content of the report

**L/19/010 Review of Risk**

Members highlighted future funding levels for Foundation Apprentices as a potential risk

**L/19/011 Any Other Competent Business**

None.

---

### 1. Purpose

To provide members of the Learning and Student Experience Committee with an update on the Student Support System (Triple S)

### 2. Recommendation

That members note the progress made and current developments

### 3. Background

Students are disclosing a wider range of needs in College – and Colleges are asked to encourage this disclosure, offer support to students and evidence impact to SFC via the ROA.

In terms of Services to students, there are several disparate areas who provide specialist advice and support to students, e.g., Student Funding team, Student Services team, Equalities and Inclusion team (Learning Support), FVSA etc. As well as this, there will be interventions and support/advice provided by teaching staff; LDWs and other staff in the College.

The reality is the 'average' student attending FVC could speak to up to 8-10 different College staff to get the help they require, for example:

- |                                                        |   |                  |
|--------------------------------------------------------|---|------------------|
| • Help/guidance with money                             | ~ | Student Funding  |
| • Help/guidance re: accommodation                      | ~ | Learner Advisers |
| • ASD (specific learning difficulty)                   | ~ | E&I Team         |
| • Mental health needs/other non-learning support needs | ~ | Student Services |
| • Timetable query/issues                               | ~ | CM/lecturer      |

So the onus is on the 'average' FVC student to tell their story or ask for help, time and time again.

It is worth noting that no one team or individual member of staff in in a college the size of FVC can have all of this specialist knowledge.

In addition, information on a student is currently managed via a number of key College MIS, such as Unit-e, Enquirer, SharePoint and Moodle and requires a member of staff to navigate through various databases and SharePoint forms to access student data. Obviously, this is not an effective way of recording and managing student support and prompted the need to develop this project.

### 4. Key Considerations

Triple S is a web based portal which links into existing college MIS, providing a single point of entry for any staff member to view information already held on a student and add information on their dealings with the student too. The portal went live in September 2019 following a soft launch.

Triple S enables the student to **tell us once** and that information can be easily accessed by any staff member. This should alleviate the need for the student to repeat information already provided.

---

Triple S will help the college demonstrate the impact of interventions/support because as staff use it and a bank of qualitative information is built up, when analysed with PI data, this will show evidence towards student attainment and progression, our core business. The qualitative information which staff can provide is vital in filling the 'gaps' between the key times of year when PIs are analysed and gives a more accurate picture overall of the student journey through college.

Early feedback suggests staff are keen to explore the system and understand the point of having it.

**5. Financial Implications**

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

**6. Equalities**

**Assessment in Place?** – Yes  No

**If No, please explain why** – not required as this system will be of benefit to all students regardless of protected characteristics

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low		
Very Low	X	

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

- The system will only be effective if staff use it – staff must be made aware of the system and given information on how to use it. Engagement with/usage of the system must be monitored.
- If the College is unable to fully demonstrate the impact or difference of providing support to students, this could have a detrimental impact on funding allocation via the ROA.

**Risk Owner** Kenny MacInnes

**Action Owner** Kenny MacInnes



8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes  No

Health and Safety – Yes  No

Please provide a summary of these implications

- Currently, various communications are being developed to fully launch Triple S. These include:
  - a video aimed at staff explaining Triple S;
  - an easily accessible from SharePoint's front page, Triple S information site consisting of the technical guide; link to the system; FAQs; and an explanation of the icons used in the system;
  - input to be delivered to key staff such as Directors; CMs; OMs

Paper Author – Mhairi Shillinglaw

SMT Owner – Kenny MacInnes

UNCONTROLLED COPY

---

### 1. Purpose

This briefing paper seeks to inform the Learning and Student Experience Committee about how the College gathers information on College Leaver Destinations (CLD) and the data gathered regarding response rates and positive destinations from this survey.

### 2. Recommendation

That members note the contents of the report, including data gathered and understand the process of collecting CLD information.

### 3. Background

The Scottish Funding Council (SFC) requires colleges to return information on CLD on an annual basis, about 8 months after typical full time course completion. For example, data for 2018/19 was required to be returned by the end February 2019. The data collection includes FE and HE full-time successful leavers.

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

### 4. Key Considerations

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

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

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

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

The amount of staff hours the information takes to collate is in the region of 170 hours, equating to around 5 weeks of work for one person. Administrators are finding it more challenging to make contact with leavers as in many cases, only mobile phone numbers are made available, and

---

experience is showing leavers are reluctant to answer calls to an unknown number. Many leavers are reluctant to provide the name of name of their employer and in some cases, they have ended the call when this question was asked. The information gathered is therefore, deemed as incomplete and will not be counted in the survey when returned to SFC.

Forth Valley College have a consistently high response rate to the survey. Table 1 illustrates the response rate for the survey across Scotland versus the response rate at FVC. There is always a level of unconfirmed destinations as it is difficult to get in touch with every full time student who studied at the College in a particular academic year. In the last 5 years the percentage of unconfirmed destinations has ranged between 6 – 10%.

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

	Forth Valley College	Scotland
2015/16	90	87.2
2016/17	81.8* (94)	88.9
2017/18	93	89.6

\* The figure of 81.8% was published by SFC for 2016-17. This was due to a discrepancy in the information returned to SFC, caused by changes in the survey guidelines, which had not been made clear. The actual FVC response rate was 94% and further calculations in Table 2 are based on this figure as they give an accurate representation of the data actually collected.

The CLD data is still being collected for 2018-19, but the last 3-year College trends, with a break down for FE and HE students in the categories constituting a positive destination can be found in Table 2.

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

	FE FT Learners			HE FT Learners			All FT		
	2017/18	2016/17**	2015/16	2017/18	2016/17**	2015/16	2017/18	2016/17**	2015/16
Number of Students	1167	1252	1141	532	549	568	1699	1789	1709
Number of responses	93%	94%	89%	92%	94%	92%	93%	94%	90%
Employed full-time	16%	16%	16%	40.2%	32%	33%	23.5%	21%	22%
Employed part-time	5%	4%	5%	11%	10%	8%	6.9%	6%	6%
At College or University	72.6%	73%	74%	43.7%	51%	54%	63.7%	66%	67%
Totals in Positive Destination (of responses)	94%	92%	95%	95%	93%	93%	94%	93%	95%

\*\* Figures are based on actual data collected by FVC. The figure published by SFC for overall positive destinations for FVC was 92.5% for 2016/17. Despite our response rate having been reduced by SFC, there was little impact on the overall measure published for positive destinations.

The Regional Outcome Agreement sets out targets for the number and proportion of full-time college qualifiers in work, training and/or further study, i.e. those in a positive destination, 3-6 months after qualifying. For 2017/18 we achieved 94% against a target of 93%. The target is 94% for 2018/19.

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

## 5. Financial Implications

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

## 6. Equalities

**Assessment in Place?** – No

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

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

## 7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	x	x
Very Low		

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

**Risk Owner** – Helen Young

**Action Owner** – Kenny MacInnes

## 8. Other Implications –

Please indicate whether there are implications for the areas below.

**Communications** – No

**Health and Safety** – No

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

**Paper Author** – Helen Young

**SMT Owner** – Kenny MacInnes

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 5<sup>th</sup> of December FVSA have conducted a number of activities.

**College eActivities Group**

The Student President attended the College eActivities Group Winter Fayre in December, this event was well attended by College Staff across Scotland. The day had various activities for the attendees to take part in, such as Flexible learning spaces on a budget, Chat bot Activity, Public Sector Accessibility Guidelines, and Easy App development with spreadsheets using GlideApps.

**Volunteers Scotland (VS)**

The Student President in partnership with the Principal sent a letter to George Thomson, CEO of VS in regards to the lack of volunteer certification for those over 25. This is with the aim to improve recognition for volunteers of all ages, the FVSA have a meeting in February with the Strategic Engagement Manager and Head of Learning and Practice from VS.

**World Aids Day**

The Vice President organised an awareness event for World Aids Day on the 2<sup>nd</sup> of December. This was held across all three campuses, where FVSA hosted Waverly care, where freebies and information were available to students and staff, this included the red ribbon that indicates this event.

**Stirling Champions Board**

On the 17<sup>th</sup> of December the Vice President attended a Stirling Champions board meeting after being invited by Tracy Degan from Stirling council. This is a meeting where Care Experienced young people can talk directly to the local authorities to raise issues they have faced whilst being in care. The Vice President spoke with several FVC students here and a few issues were raised around funding.

---

### White Ribbon

On the 10<sup>th</sup> of December the Vice President took part in a spin class in place of a led bike ride that was cancelled due to bad weather which was organised as part of the 16 day of action against Gender Based Violence (GBV). Both the Student President and the Vice President are part of the White Ribbon Equalities sub group.

### Class introductions

The Student President and the Vice President held class introductions over November and December for LDW classes in the Stirling campus and the Raploch campus. The class introductions cover what FVSA do as a Student Association, how the FVSA can help them, how and why the Sabbaticals ran for their positions, and to ensure these classes have their Class reps in place to ensure their voices are heard at student council.

### New Campus

Throughout January FVSA have been supporting students with the move to the new campus by helping the students get to class when they get lost, easing concerns around the glass walls, and signposting students to the correct support departments. There has been great interest from external companies to hold events, Sparqs will be holding their Student Engagement Staff Network meeting in the conference area in February.

### FVSA & Stirling Students Union (SSU) Partnership

FVSA and SSU have had a partnership in place for the previous 3 years so that our students could attend Clubs and Societies at the University, however some students had been turned away. Therefore the Student President and the Activities and Volunteer Co-ordinator had a meeting with SSU to discuss this and how to get the Partnership degree students more involved with the SSU elections. This ended positively where the SSUs Elections Officer is looking at coming to the college to talk to the partnership degree students around elections, the FVSA will also be communicating the SSU Candidates to the Partnership degree students.

### Blue Monday

On Monday 20<sup>th</sup> January the Vice President hosted an event in the new Forth Valley College Falkirk Campus marking "Blue Monday" which is an important date in the Mental Health calendar. To give this event it's widely acknowledged explanation, "The third Monday of January has been awarded the gloomy title due to a combination of post-Christmas blues, cold dark nights and the arrival of credit card bills." FVSA & FVC are working very hard to help students & staff who identify as having mental health illnesses & it is important that we mark the day with an event. The event was attended by FVSA, FVC (Alice Smith), Falkirk Council (Money Advice & Welfare Benefits) as well as contributions from SeeMeScotland.

The event was run from 11am until 2pm. Both Students & Staff attended this event. Over 85 free teas & coffees were handed out.

---

#### **Falkirk Football Club Partnership**

The Vice President attended FVC's launch of the partnership with Falkirk Football Club on Tuesday 22<sup>nd</sup> January. The Vice President took part in the photoshoot, tour & launch of the Tickets for Scheme. The Vice President also gave the Marketing department a quote, marking his thoughts on the partnership & launch.

#### **NUS Mental Health Survey**

FVSA Hosted the NUS in partnership with Think Positive at the Falkirk campus on the 31<sup>st</sup> of January, this was to get student feedback throughout Scotland on the mental health and Wellbeing support provided by Colleges and Universities. This is to support the development of support and services provided by the Colleges and Universities around Scotland and to provide data to the Scottish Government as nearly all mental health data is from Colleges and Universities south of the border.

#### **Re-freshers**

The FVSA hosted the annual Re-freshers event over the three campuses with a 80s theme. They were all well attended by the students and staff and had the chance to meet many of the stall holders which included Makeup artistry and Hairdressing students who got to practice their skills on students, staff and stall holders. FVSA held a tombola at their stall where students could win anything from a £50 hamper to a pair of leg warmers to get in the 80s mood.

In total the amount raised from the event was over £250.

#### **By-Elections for Voluntary officer position**

The FVSA Voluntary officer by-elections are under way, a student going for the Disabled student officer. With the election of this position the FVSA Executive Committee will be up to three voluntary officers.

#### **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

For the Learning & Student Experience Committee to note the main changes to the College's Outcome Agreement for 2020-21.

### 2. Recommendation

That the Learning & Student Experience Committee note and discuss the main changes to the College's Outcome Agreement for 2020-21.

### 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 13<sup>th</sup> December, with feedback expected soon. The attached document is a condensed version of the first draft of our Outcome Agreement, focusing on changes, as requested at the previous committee meeting.

### 4. Key Considerations

The key message in the Outcome Agreement guidance for 2020-21 is again intensification. The guidance specifically asked for an update on Developing the Young Workforce, but beyond that, there have been no significant additions or changes to expectations of what should be included within our Outcome Agreement. As such, the document has been updated for currency, with the sections included within the condensed version being our demographic information (updated with the latest available statistics), and the aforementioned Developing the Young Workforce Plan.

#### Outcome Agreement National Performance Measures

There are no significant changes to the National Performance Measures within the current guidance. The appended table of Outcome Agreement Targets shows Actual performance for the last four Sessions and current Year Target, along with ambitions for 2020-21 through to 2022-23.

These ambitions were reviewed by LMT prior to submission of the first draft to SFC, with attainment targets re-based on performance from Session 2018-19, to allow targets to remain ambitious, but also be more realistic, as targets have previously been set when the College had higher attainment PIs. Prior to submission of the draft there was a discussion between the College and our SFC Outcome Agreement Manager to agree this approach, with both parties comfortable with the logic behind this approach.

---

**Indicative Timeline**

Guidance updated and published	October 2019
2018-19 Self Evaluation Report	31 October 2019
Draft Targets set by Leadership Team	10 December 2018
First draft outcome agreement submitted to SFC	13 December 2019
Feedback from SFC	By 31 January 2020
Indicative funding allocations announced	February 2020
Final Outcome Agreement submitted to SFC	By 30 April 2020
Final Funding allocations announced	May 2020
Outcome Agreement reviewed/approved by Learning & Student Experience Committee	30 May 2020
Outcome Agreement reviewed/approved by Board of Management	25 June 2020
Publication of outcome agreements	June 2020

**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 –

**Please summarise any positive/negative impacts (noting mitigating actions)** – The Outcome Agreement sets targets for students with protected characteristics, and aims to ensure that equality and diversity duties are met. Through the Equality Impact Assessment no negative impacts were identified.

**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 Scottish Funding Council

**Paper Author** – David Allison

**SMT Owner** – David Allison

UNCONTROLLED COPY

---

### 1. Purpose

For the Learning & Student Experience Committee to discuss College Sector Performance Indicators for Academic Year 2018-19.

### 2. Recommendation

That the Learning & Student Experience Committee discuss the Sector Published PIs for Academic Year 2018-19.

### 3. Background

SFC has issued official College PIs to Colleges, produced from FES information. The PIs published by SFC are for SFC funded courses where the learning undertaken is greater than or equivalent to 4 Credits. All Colleges are asked to publish their own PIs, however the SFC publication allows analysis at a sector level, and allows for comparisons to be made across Colleges.

### 4. Key Considerations

The sector had a small increase in the overall student success PI when you look over all modes and levels, with the 2018-19 PI rising by 0.6% to 74.6%. However, the student success PI for Full Time FE students for the sector has slightly fallen by 0.9% to 65.2%, and for Full Time HE has fallen by 1.5% to 69.8% in 2018-19. The sector PI for Part Time HE has also fallen by 1.5% to 78.9%, while the sector PI for Part Time FE has increased by 1.5% to 79.7%.

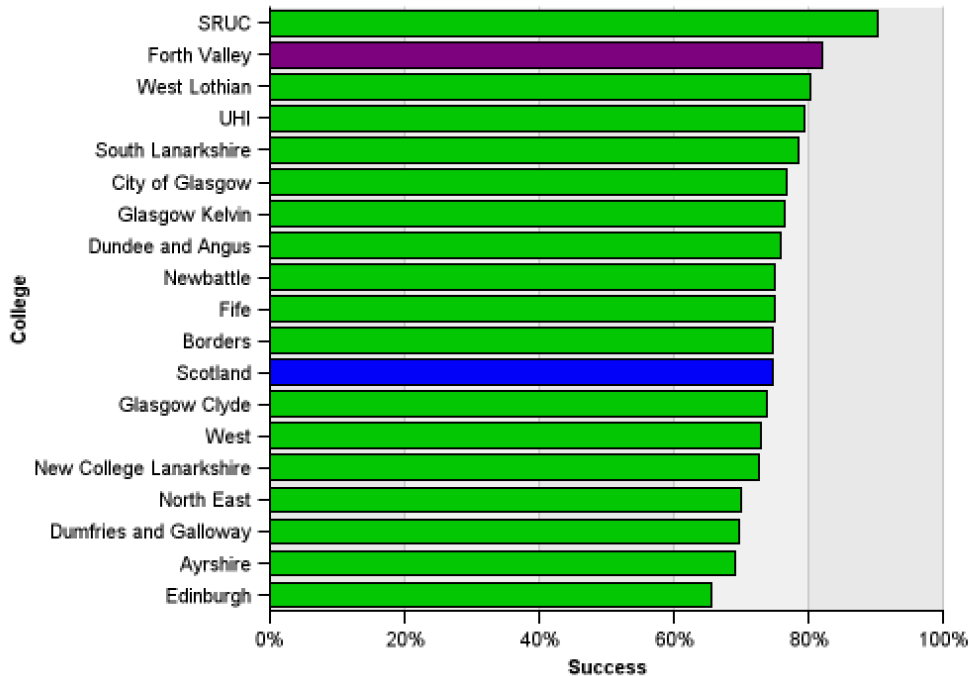
The College has performed well against the Sector in Academic Year 2018-19. We are well above the sector average for success of Full Time FE students, Part Time FE students and Part Time HE students, and we are just slightly above the sector average for Full Time HE, as can be seen in Figure 1.

**Figure 1 - 2018-19 Success PIs Summary**

	Sector	FVC	Variance
Full Time FE	65.2%	69.1%	3.9%
Full Time HE	69.8%	70.0%	0.2%
Part Time FE	79.7%	89.6%	9.9%
Part Time HE	78.9%	84.5%	5.6%

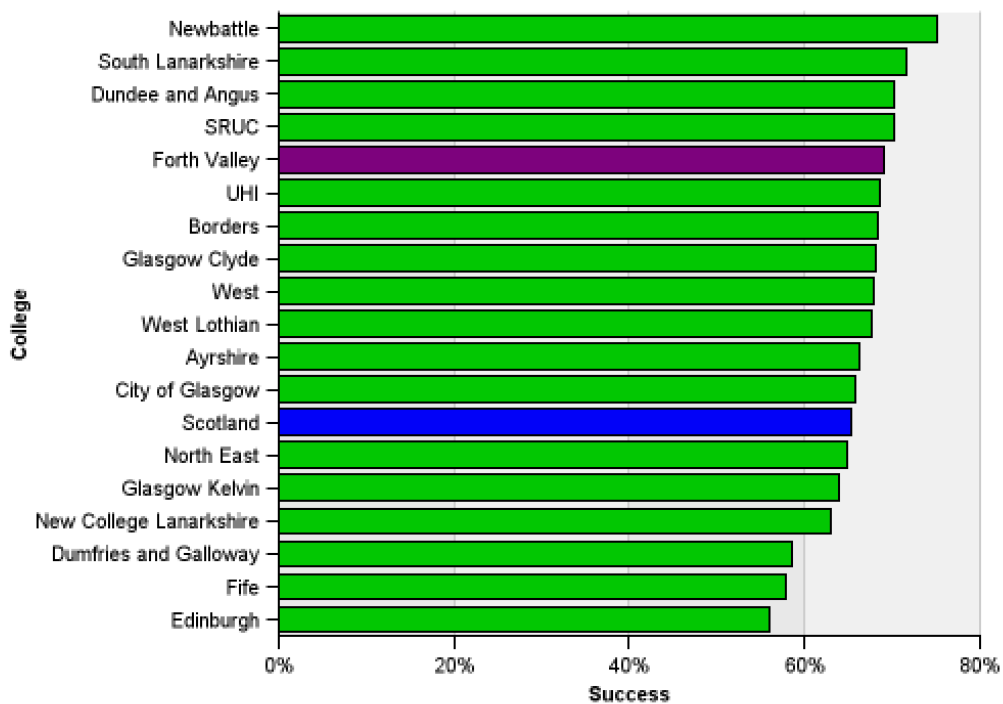
Figure 2 shows the overall success PI for all modes and levels for each College, and the sector overall.

Figure 2 – Overall Success PI across all modes and levels

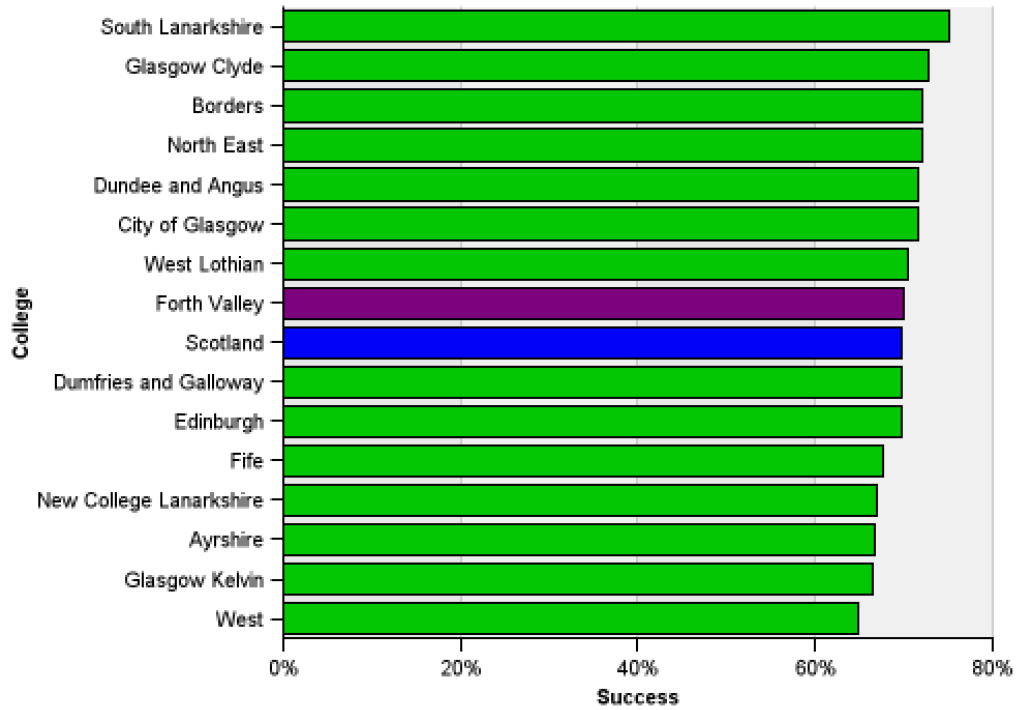


Figures 3 through 6 show success PI by College for Full Time FE, Full Time HE, Part Time FE and Part Time HE.

Figure 3 – Success PI for Full Time FE



**Figure 4 – Success PI for Full Time HE**



**Figure 5 – Success PIs for Part Time FE**

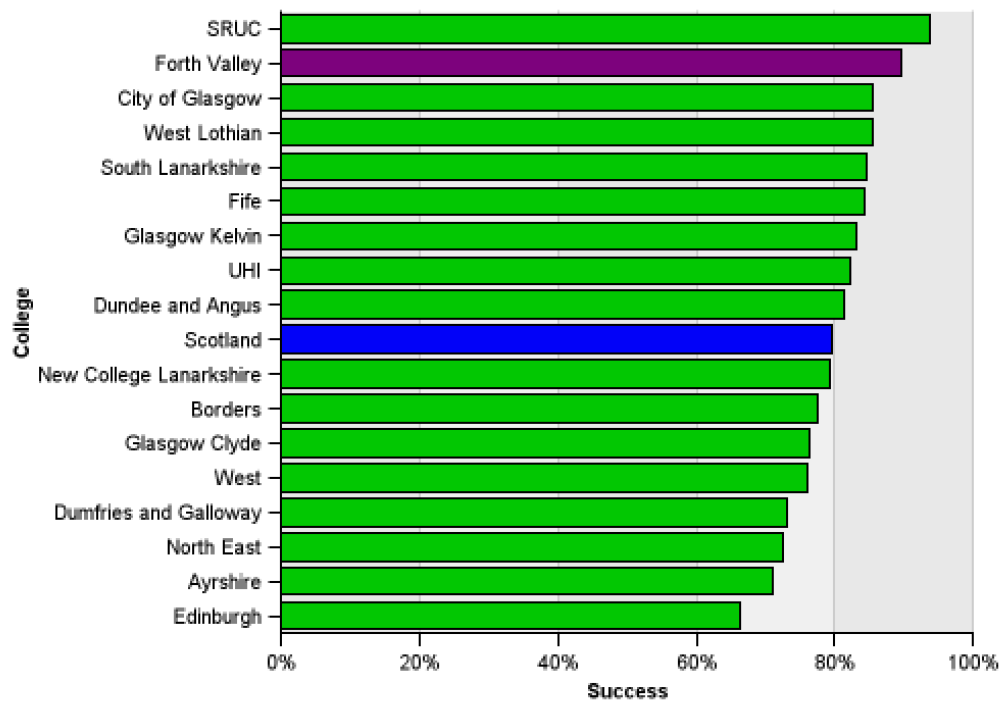


Figure 6 – Success PIs for Part Time HE

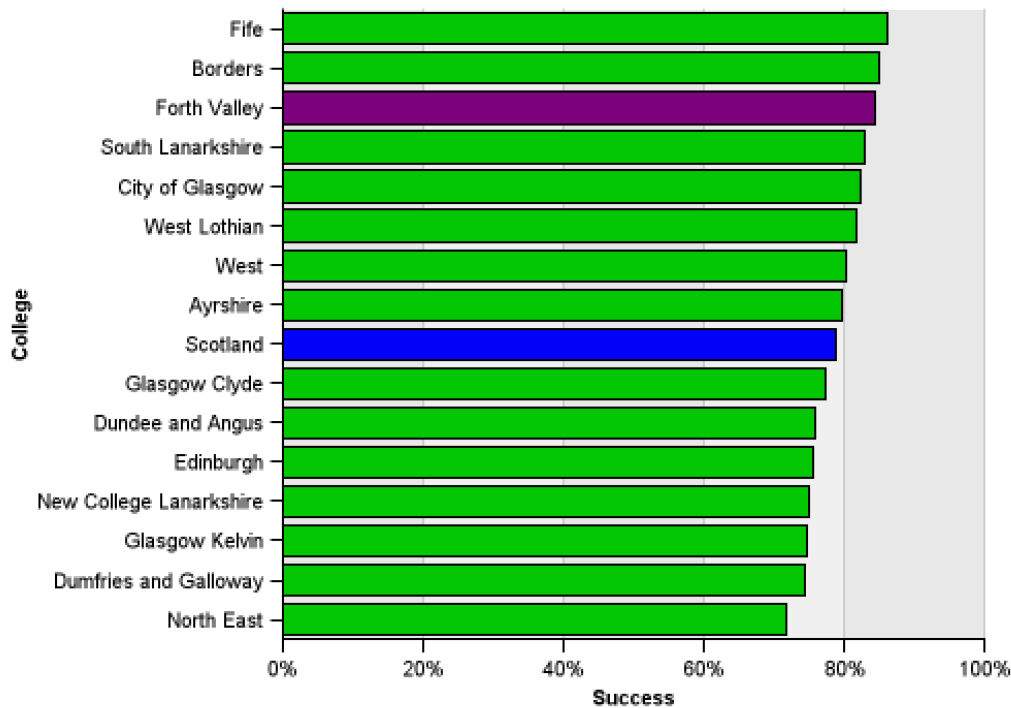


Figure 7 below shows a comparison of the College’s retention PIs with the overall sector, which highlights that across each combination of mode and level the College is performing above the sector average.

Figure 7 - 2018-19 Retention PIs Summary

	Sector	FVC	Variance
Full Time FE	75.3%	76.2%	0.9%
Full Time HE	81.5%	83.0%	1.5%
Part Time FE	90.7%	94.9%	4.2%
Part Time HE	91.0%	93.2%	2.2%

In terms of performance against our Credits target the College has met its target, and overall the sector has met its activity target, with only three colleges (New College Lanarkshire, North East and SRUC) failing just short of their activity target.

The College has a higher success rate than the sector average for every age band, and has the highest success PI for the 18-20 year old age band. The College has higher success rates compared to the sector average for each combination of gender and level. Within both FE and HE the College has a higher success rate for males compared to females, whereas the sector has a higher success rate for females at HE level.

Within Key Groups, our success rates are higher than sector average for students from the most 10% deprived postcodes, students from the 20% most deprived postcodes, students from an ethnic minority, students who are disabled, students who have their fees paid by their employers, and students who have a year of study greater than first year. We are just below sector average for students who are care experienced.

Within subject areas at FE level we have the highest success rates in Engineering and Computing and ICT. We are above sector average for Business, Management and Administration, Construction, Care, Special Programmes, Science, Hairdressing, Beauty and Complimentary Therapies, Languages and ESOL and Media. We are below sector average for Hospitality and Tourism, Sport and Leisure, and Art and Design.

Within subject areas at HE level we are above sector average for Art and Design, Computing and ICT, Hospitality and Tourism, Sport and Leisure, Social Subjects, Engineering, Media and Business, Management and Administration. We are below sector average for Care, Construction, Hairdressing, Beauty and Complementary Therapies and Science.

#### 5. Financial Implications

Please detail the financial implications of this item – None

#### 6. Equalities

Assessment in Place? – Yes  No

If No, please explain why – The published PIs report on Sector and individual college performance against a number of protected characteristics.

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

#### 7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		x
Low	x	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – There is a risk that the College may not achieve the grades that it would want to achieve through its Evaluative Report if full time success PIs are not showing continuous improvement. Overall the



College has performed above sector average in Session 2018-19 in terms of success PIs. However, in line with the Sector, the College has seen a dip in its full time success PIs, which we are addressing through regular PI Tracking and analysis, and through the introduction of our Student Support System.

**Risk Owner** – David Allison/Kenny MacInnes

**Action Owner** – David Allison/Kenny MacInnes

#### 8. Other Implications –

Please indicate whether there are implications for the areas below.

**Communications** – Yes  No

**Health and Safety** – Yes  No

**Please provide a summary of these implications** – The College publishes its own PIs on its website.

**Paper Author** – David Allison

**SMT Owner** – David Allison

UNCONTROLLED COPY

---

**1. Purpose**

To update the Learning & Student Experience Committee on the PI Prediction Tool / Curriculum Review process, and the evaluation of student recruitment, withdrawals and partial success to facilitate discussion regarding the recommendations to improve retention and attainment.

**2. Recommendation**

That the Learning & Student Experience Committee note the PI Prediction Tool and Curriculum Review process and are aware of the withdrawal, partial success and attainment data, and discuss the plans to improve retention and attainment.

**3. Background**

Forth Valley College is one of the top performing College's in Scotland and consistently delivers sector leading retention and attainment figures across all FE and HE categories. However, over the period 2016/2017 to 2018/2019 there has been a decline in FVC's actual year-on-year attainment figures across three of the four categories: FT FE -5%; PT FE -3%; FT HE 0%; PT HE -2% (See Appendix 1: Table 1). The College has also failed to meet the attainment targets set in the College's Outcome Agreement (OA) for 18/19, and this in conjunction with the actual year-on-year attainment decline; a 2% drop off in FT FE retention from 16-17 (See Appendix 1: Table 2); an increase in student disclosures (See Appendix 1: Table 7/8/9), creates cause for concern. Therefore, the continued application of the PI Prediction Tool in conjunction with detailed analysis and evaluation of our student recruitment, disclosures, withdrawals and partial success data is required to understand the challenges facing our students, in order for the College's curriculum teams and support services to jointly formulate robust improvement plans to address the downturn in attainment performance.

In 18-19 the College introduced in-year PI prediction-tracking as part of our enhancement planning to address the reduction in attainment. However, this alone has not had the intended result as the College's attainment figures for 18/19 have continued to drop. It has been decided to continue the process for 19/20, but upon reflection we will employ a more focused, proactive and interactive approach to the prediction-tracking, where we will conflate numerous live and historic data sets to a central dashboard. By centralising and combining our data sets, we aim to create a clearer picture of the challenges faced by students, lecturing and support staff. We will then use this information to review our current systems and approaches, and inform future decision making to ensure we utilise and target the College's support systems effectively to reduce withdrawals and partial success to improve attainment.

---

#### 4. Key Considerations

The first round of 19/20 PI Prediction-tracking and Curriculum Review meetings have now taken place across all four departments, and the second round is planned for the first week in March. The first round was six weeks earlier than when we started this process in 18/19, in reaction to the attainment drop-in 18/19 PIs. The focus of discussion at each of the sessions were those courses where the 19/20 October attainment PI predictions were below 85%. For the first round of reviews, the low attainment at-risk value was set at 85% as this was felt to be the acceptable predicted attainment position for FT programmes at this stage of the academic year due to early withdrawals and students settling into their courses. For the second and third rounds of PI Prediction Reviews the low attainment at-risk values will be set at 80% for February and 75% for April, due to further withdrawals and drop offs in attainment. These figures have been set in-line with the predicted performance of courses as we move through the academic year that are expected to meet the year-end 19/20 OA targets for FT FE and HE attainment. For the October review all courses below 85% were considered to be at risk at this point in the year, and were reviewed in detail with each academic department's management team. For each of these sub-85% courses there was further discussion on 19/20 enrolment figures, early withdrawals, ASN disclosures and Triple S information. Also reviewed was the three-year trend data for 16/17, 17/18 and 18/19 for courses that did not meet the OA set attainment targets for FT FE and HE, which focused on target enrolment numbers, volume and complexity of student ASN disclosures, number of early withdrawals, further withdrawals and partial success. This process will be repeated for the February and April reviews.

##### 4.1 PI predictions analysis

Analysis of the first PI Prediction-tracking review for October has highlighted that the College's current overall combined FT FE and HE predicted attainment position is:

- October High Attainment PI 93%
- October Low Attainment PI 82%

The breakdown for the FT FE and FT HE categories is shown below:

- |       |                                                                                                                          |
|-------|--------------------------------------------------------------------------------------------------------------------------|
| FT FE | <ul style="list-style-type: none"><li>• October High Attainment PI 92%</li><li>• October Low Attainment PI 79%</li></ul> |
| FT HE | <ul style="list-style-type: none"><li>• October High Attainment PI 95%</li><li>• October Low Attainment PI 86%</li></ul> |

The attainment figures are based on three categories of student predicted performance:

- will successfully complete
  - may successfully complete
  - unlikely to successfully complete
-

The high attainment figures are based on those students that are identified as “will successfully complete” and “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 from the low attainment figures.

As shown above, the October combined FE/HE predicted low attainment position of 82% is below the 85% internal review threshold, and is concerning for this stage of the academic year. This is only 8% above the College’s combined FT annual attainment OA target for 19/20.

The October FT HE predicted low attainment position is currently 86% and is just above the 85% internal review threshold; however, the FT FE predicted low attainment position is 79%, and is below the 85% internal review threshold. This is concerning for this stage of the academic year as this is only 5% above the FT FE 19/20 OA target. This identifies that there is no capacity in the FT FE figures to absorb an increase in withdrawals rates and further drop-offs in attainment predictions, without converting “may successfully complete” students to “will successfully complete”. As we enter February, the current withdrawal rate for FT FE/HE programmes has seen an improvement of 16% on the withdrawal numbers for this time last year (Appendix 1: Table 4). This is a positive trend and the February review will analyse the data and look to understand the reasons for the improvement. It must be noted that the OA prediction targets for 19/20, 20/21 and 21/22 were set in 16/17, before the College had a downturn in performance. These are ambitious, stretched targets in response to the Scottish Government’s intensification guidance, and these were set to drive forward attainment within the College and Sector.

Each 19/20 course displaying sub-85% predicted performance, or courses where the 18/19 PIs, or historic trend data displayed sub-74% attainment performance, were discussed in detail with discussions centring on enrolment figures, early withdrawals, Triple S information, volume and complexity of student ASN disclosures, number of early withdrawals, further withdrawals and partial success.

#### 4.1 Analysis of findings and recommendations to improve withdrawals and attainment PIs

All four Teaching Department’s fully committed to engaging in the PI Prediction-tracking reviews, and commented they found value in the meetings being held earlier within the academic cycle. All Teams openly contributed and were very frank and honest in their discussion. This was a very valuable and rewarding exercise and has highlighted key areas of focus and areas of excellent creative and innovative practice. It is clear that all OM/CMs intimately know their programmes and students. The level of detail the OM/CMs had on those students, who were identified as not performing well, was very encouraging. They are clearly engaging with their students and working hard to ensure the students receive the correct support and continue to attend College.

---

Analysis of the data and the Curriculum Review meetings has highlighted the following challenges currently facing students, teaching and support staff:

- Third year of continued drop in PI attainment performance;
- 19/20 October PI prediction-tracking showing cause for concern: FT FE/HE combined only 8% above OA year-end target; FT FE only 5% above OA year-end target.
- Overall applications down over three year period (Appendix 1: Table 3);
- Losses to employment, Universities, MAs and FA programmes for HNC year 1 and HND year 2;
- Recruitment/enrolment/ESR loses due to decrease in 16-24 youth unemployment rates;
- Decrease in the quality of applications;
- Reduced course waiting lists impacting the replacement of early withdrawals;
- Increase in the number and complexity of student disclosures (Appendix 1: Table 7/8/9);
- Analysis of 18/19 withdrawal rates for FT students at 20.5%: 76 as off 1/11; 375 pre-Christmas; 250 post-Christmas (Appendix 1: Table 4/6; Figure 1/2);
- Student ASN, PLSP, counselling, wellbeing workloads all increased: 55% increase on 16/17 figures; 300% increase in mental health (Appendix 1: Table 8);
- Waiting times for key support services increasing, with early closure on Counselling and Wellbeing due to 6 week waiting lists;
- Staffing not increased in support services pro-rata to increase in ASN disclosures;
- Partial success cases are complex and in the main not one or two units per student but multiple non-completions (Appendix 1: Table 7/8/9);
- Post November withdrawals partly due to increase in student workload owing to students carrying BK 1 in-complete work into BK2 with limited time for pastoral/academic support to catch up;
- Selection choices for reasons for withdrawals too generic to analyse: i.e. personal circumstances could include health, employment (Appendix 1: Table 6);
- No clear understanding of assessment loading within qualifications and the impact of withdrawals;
- Feedback from staff that the reduction from 36hrs to 33hrs was impacting the pastoral support that could be offered by lecturing staff at the end of classes for some students.

Following the October reviews a number of recommendations/actions were drawn up and these have been placed in a priority order by all four academic teaching departments and the Equality, Inclusion and learner Support Department. As these recommendations are introduced analysis of their impact will be closely monitored as we go through the PI tracking process.

### 19/20 in year actions

- 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.
  - Add live ASN/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.
-

- 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.
- Remove all Group Awards for Level 5 programmes where applicable – move from 100% attainment to 70%. To improve attainment rates.
- Roll out of Triple-S again to all staff (teaching and support) through managers and team meetings. Direct intervention rather than E-Focus.
- 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.
- Review the 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.
- Review Support Team's staffing levels related to caseloads. Can existing resource be re-directed. To improve student retention and attainment.
- 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.
- Robustly target support for students who are at risk of partial success (Appendix 1: Table 10).
- Where possible increase number of LDF and Counselling staff through remainder of 19/20 academic year to reduce Learning Support case loads and waiting times.
- Review 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.
- 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.

### 20/21 and beyond

- Increase staffing in Support Team at start of academic year to work through disclosures. To improve student retention rates.
  - Implement standard case conferencing between support team and delivery team at the start of the year.
  - Improve transition information from schools for all school pupils enrolling on school programmes or FT courses. To improve information flow to improve student support plans and target specific support for students. Drop referral requests.
-

- All Departments to map exams, assessments, reports submission dates to understand student workload in order to balance workload, reduce student stress, improve retention and attainment. To become part of SE.
- To include wider departmental staff knowledge of ELS too – TNA on this area for the staff to improve ownership.
- Further emphasise role of lecturer in retention and attainment in their job profile and perhaps through the PRD/ reflective practice process, specific mention could be made to how staff are actively contributing to these PIs.
- More direct scrutiny of underperforming courses with specific evidence in the Self-evaluation as to why courses will/are required to continue where recruitment and attainment is below targets, or detail of replacement courses. To ensure effective curriculum that meets industry needs, which will enhance student retention and improve attainment.
- Map assessment loading of qualifications and overlay against withdrawal patterns.
- Map timing of disclosures over the academic year for spikes etc. To improve analysis to support planning decisions.
- Use a triage format to decide on targeted support for courses and students so existing resources are used more effectively: LDWs, Support staff. To improve student retention rates, especially at key points in the academic year.
- Review entry qualifications to programmes.

## 5 Financial Implications

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

## 6 Equalities

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:

Continued drop in PI performance resulting in financial and reputational damage to the College.

**Mitigation of risks** Please see section 4.2

**Risk Owner** – Ken Thomson

**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



Appendix 1

Table 1 - Attainment

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

Table 2 - Retention

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

\*Combined average FT FE and HE retention for 19/20 is 79.5%: withdrawal rate 20.5%

Table 3 – Recruitment

	Cumulative Applications for Full Time August start courses	Cumulative Offers for Full Time August start courses	Withdrawn or Suspended (through no activity) Applications
Session	Aug	Aug	Aug
2017	6994	5957	2553
2018	6950	5591	2497
2019	6839	5493	1699

Table 4 - Full Time FE/HE Withdrawals by Month (August Start)

Withdrawal Month	2016-17	2017-18	2018-19	2019-20
August	23	0	1	3
September	93	38	77	98
October	53	57	73	120
November	157	195	159	103
December	78	75	70	43
January	85	62	96	32
February	62	57	57	0
March	63	65	78	0
April	22	21	21	0
May	19	15	13	0
June	2	4	3	0

Table 5 – Sector Retention Comparison

Session	Full Time FE				Full Time HE			
	Early Retention		Retention		Early Retention		Retention	
	FVC	Sector	FVC	Sector	FVC	Sector	FVC	Sector
2015-16	95.6%	91.0%	75.1%	74.5%	98.3%	95.4%	83.1%	82.8%
2016-17	93.5%	91.0%	77.6%	74.9%	97.1%	95.2%	81.4%	82.8%
2017-18	97.1%	91.0%	77.2%	74.9%	97.5%	95.0%	80.7%	81.6%
2018-19	95.0%	89.8%	76.2%	75.3%	96.2%	94.9%	83.0%	81.5%
2019-20*	95.0%				96.3%			

\* Information as at 20/11/19

Table 6 – Withdrawal reasons

Withdrawal reason	2016-17	2017-18	2018-19	2019-20*	Grand Total
PERSONAL CIRCUMSTANCES	226	196	226	53	701
TO TAKE EMPLOYMENT	138	132	107	26	403
HEALTH PROBLEMS	92	115	121	29	357
PROGRESS UNSATISFACTORY	68	58	68	15	209
COURSE UNSUITABLE	20	23	30	10	83
FINANCIAL ISSUES	20	13	16	13	62
NOT CONTINUING INTO SECOND YEAR	25	1	9	0	35

\* Information as at 20/11/19

Table 7 – ASN Disclosures

ASN disclosures - totals	Total ASN	PLSP Complete
2016/17	952	680
2017/18	1098	611
2018/19	1285	804
2019/20 (YTD)*	1180*	510*
2019/20 (year end prediction)	1480**	970**

\*YTD as of 20/11/19

\*\* 19/20 predicted based on position as of 20/11/19 and historic data on ASN disclosures from Nov 17 until May 18.

Table 8 – % of Students by ASN disclosure

2017/18 % of Students By ASN Disclosure total 952	AD(H)D / ASD actual	Dyslexia / Dyspraxia actual	Blind / Partially Sighted actual	Mental Health actual	Deaf / Hard of Hearing actual	Study / Computer Skills actual	Numeracy / Maths actual	Reading / Writing actual	Sign Language actual	Medical / Health Concerns actual	Physical Disability actual
ES	219	396	25	211	34	110	93	286	0	236	76
BC	62	247	27	349	27	240	301	322	7	431	110
CSC	64	302	45	298	30	238	228	327	0	377	45
CHT	130	306	9	300	29	162	107	248	3	361	66
Average	119	313	26	289	30	187	182	296	2	351	74
2018/19 % of Students By ASN Disclosure total 1098	AD(H)D / ASD actual	Dyslexia / Dyspraxia actual	Blind / Partially Sighted actual	Mental Health actual	Deaf / Hard of Hearing actual	Study / Computer Skills actual	Numeracy / Maths actual	Reading / Writing actual	Sign Language actual	Medical / Health Concerns actual	Physical Disability actual
ES	298	407	27	258	41	203	176	339	0	312	68
BC	55	266	33	299	11	244	200	377	11	566	78
CSC	28	134	17	150	6	123	100	189	6	284	39
CHT	184	411	12	371	32	208	120	319	4	487	76
Average	141	304	22	270	22	194	149	306	5	412	65
2019/20 % of Students By ASN Disclosure total predicted 1480	AD(H)D / ASD actual	Dyslexia / Dyspraxia actual	Blind / Partially Sighted actual	Mental Health actual	Deaf / Hard of Hearing actual	Study / Computer Skills actual	Numeracy / Maths actual	Reading / Writing actual	Sign Language actual	Medical / Health Concerns actual	Physical Disability actual
ES	344	275	0	327	86	293	224	379	0	465	155
BC	178	374	18	446	18	232	178	481	0	678	143
CSC	169	615	6	426	50	439	295	564	0	464	75
CHT	324	585	13	504	54	360	135	472	4	598	103
Average	254	462	9	426	52	331	208	474	1	551	119
	increase	increase		increase	increase	increase	increase	increase		increase	increase

Table 9 – Average number of ASN disclosures per student.

Average Number of ASNs Disclosed per student	17/18	18/19	19/20*
ES	1.77	1.78	1.62
BS	2.23	2.07	1.77
CSC	2.05	1.96	1.96
CHT	1.8	1.85	2.00
Average	1.96	1.92	1.84

\*Not year end figures. 19/20 is still live data.

Table 10 – Partial Success

Level: FE	2015-16		2016-17		2017-18		2018-19	
	No	%	No	%	No	%	No	%
Number of students who complete their course without gaining any units/credits	6	2%	7	3%	1	1%	9	6%
Number of students who complete their course achieving up to 25% of planned units	23	9%	14	7%	27	14%	21	14%
Number of students who complete their course achieving 25 to 50% of planned units	62	25%	58	28%	50	27%	76	52%
Number of students who complete their course achieving 50 to 75% of planned units	84	33%	76	37%	65	35%	20	14%
Number of students who complete their course achieving at least 75% of planned units	76	30%	49	24%	44	24%	20	14%
<b>Total FE Partial Completion</b>	<b>251</b>		<b>204</b>		<b>187</b>		<b>146</b>	
Level: HE	2015-16		2016-17		2017-18		2018-19	
	No	%	No	%	No	%	No	%
Number of students who complete their course without gaining any units/credits	4	3%	2	1%	0	0%	29	17%
Number of students who complete their course achieving up to 25% of planned units	27	21%	45	20%	43	22%	41	24%
Number of students who complete their course achieving 25 to 50% of planned units	43	34%	65	30%	63	33%	56	33%
Number of students who complete their course achieving 50 to 75% of planned units	49	39%	74	34%	53	27%	27	16%
Number of students who complete their course achieving at least 75% of planned units	4	3%	34	15%	34	18%	17	10%
<b>Total HE Partial Completion</b>	<b>127</b>		<b>220</b>		<b>193</b>		<b>170</b>	

Figure 1 – FT Withdrawals

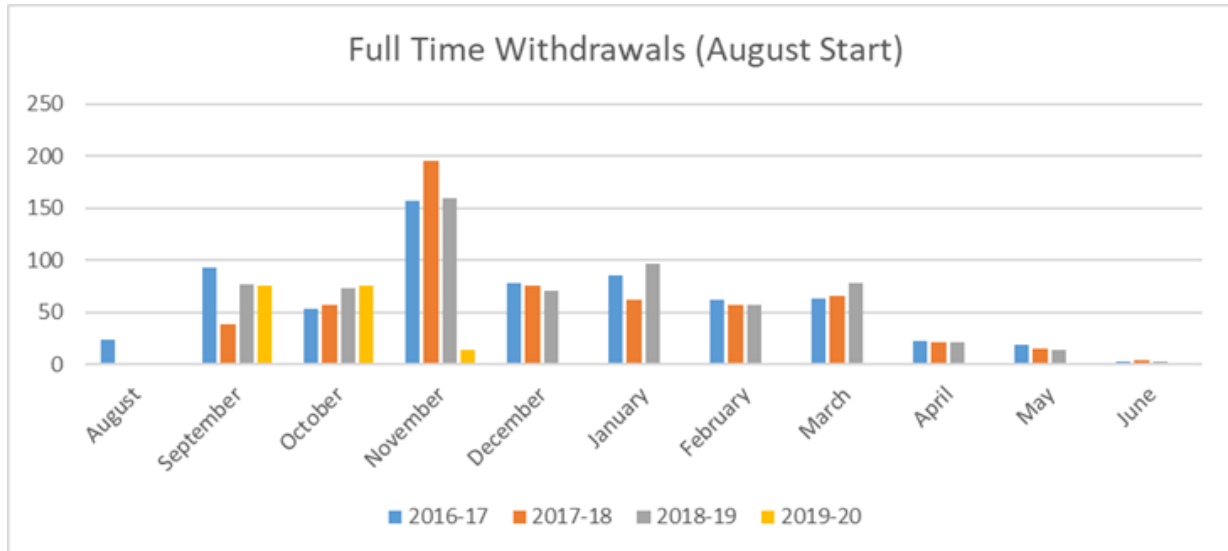
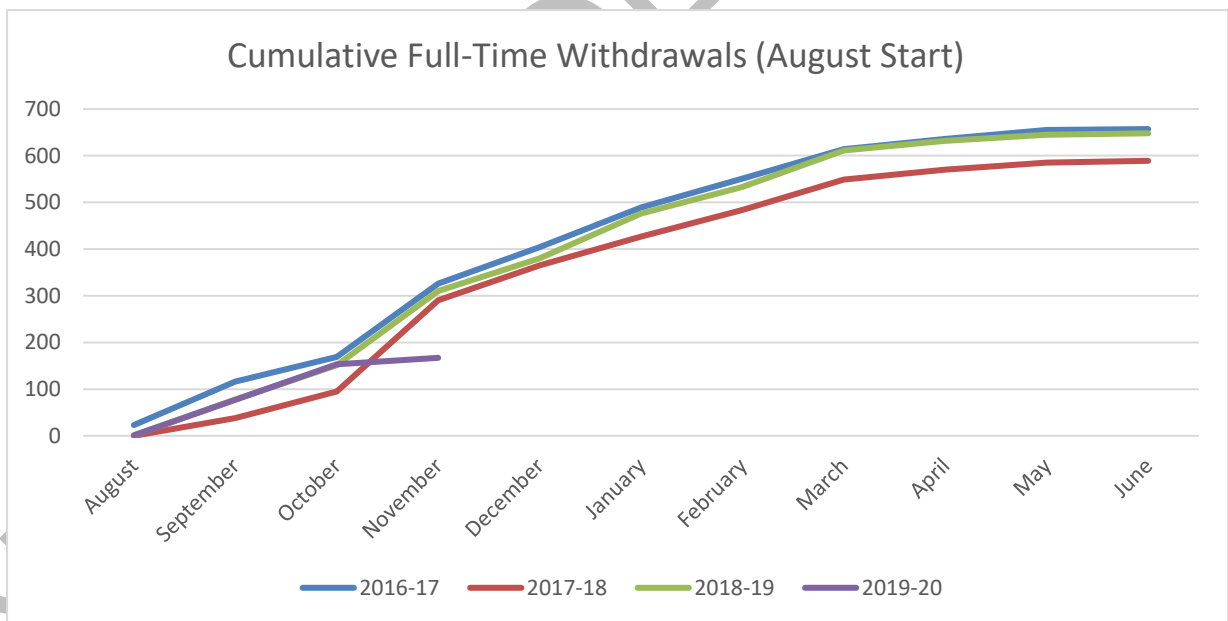


Figure 2 – Cumulative FT Withdrawals



## 1. Purpose

To report to the Learning & Student Experience Committee on progress towards meeting our Credits targets 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 2019-20.

## 4. Key Considerations

### Session 2019-20 Recruitment

Figure 1 shows overall recruitment for this session compared to last session at this point. Overall, enrolments have increased by 379, with increases across all modes of attendance. 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, where the largest growth (by number) has been witnessed.

**Figure 1 – Session enrolment comparison by mode of attendance**

Mode of Attendance	Enrolments 2018/19 as at 6/2/2019	Enrolments 2019/20 as at 6/2/2020	Variance	% Variance
Full Time	3,295	3,348	53	2%
Part Time	6,282	6,290	8	0%
Evening	1,642	1,818	176	11%
Assessment of Work Based Learning	934	1,014	80	9%
Flexible/Distance Learning	516	578	62	12%
<b>Total</b>	<b>12,669</b>	<b>13,048</b>	<b>379</b>	<b>3%</b>

### Session 2019-20 Progress towards our Activity Target

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

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 2019/20

Credits Allocation	Total
Core Grant	84,201
ESF	1,786
<b>WSUMs Target</b>	<b>85,987</b>

Credits Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	50,403	1,762	52,165
Part Time	18,019	2,348	20,367
Evening	3,594	546	4,140
Assessment of Work Based Learning	4,291	1,650	5,941
Flexible/Distance Learning	1,337	2,130	3,467
<b>Total</b>	<b>77,644</b>	<b>8,436</b>	<b>86,080</b>

<b>Variance</b>	<b>93</b>
-----------------	-----------

Figure 3 shows a comparison of this session with last session at this time which shows that we are just over 1,400 Credits better off this session than last year at this time, and have delivered more Credits in all modes of delivery. There is still work required to ensure that we meet our Credits target, and courses are planned to ensure that we do. This will be monitored by the Leadership Management Team.

Figure 3 – Credits Comparison

Mode of Attendance	Credits 2018/19 as at 6/2/2019	Credits 2019/20 as at 6/2/2020	Variance	% Variance
Full Time	50,155	50,403	248	0%
Part Time	17,347	18,019	672	4%
Evening	3,478	3,594	116	3%
Assessment of Work Based Learning	4,013	4,291	278	7%
Flexible/Distance Learning	1,217	1,337	120	10%
<b>Total</b>	<b>76,210</b>	<b>77,644</b>	<b>1,434</b>	<b>2%</b>

## 5. Financial Implications

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

6. Equalities

Assessment in Place? – Yes  No

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
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
May 2020	Outcome Agreement	David Allison
	Student Satisfaction	Helen Young
	Progress Visit	Kenny MacInnes
	PI Prediction Review Report	Kenny MacInnes/David Allison
October 2020	Evaluative Report and Enhancement Plan	Kenny MacInnes
	Mental Health Strategy	TBC
	Digital Skills	David Allison

**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

UNCONTROLLED COPY

---

## Learning & Student Experience Committee

### 1 Committee Rationale

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

### 2 Purpose

- To provide advice in relation to the preparation of the College's Outcome Agreement
- To promote Creative Learning and Technologies across the College
- To contribute towards the College's vision of a digitally agile workforce, student body and learning environment
- To consider and endorse the College's Evaluative Report and Enhancement Plan
- To receive reports on the activities and progress of the Student Association
- To receive reports on the safety and security of the College's digital infrastructure and information management processes
- To receive reports on a range of learner analytics to maintain an overview of student learning and performance
- To consider and advise on reports relating to student support activity such as core skills, financial support and development of support technologies

### 3 Membership

- The Committee shall comprise 7 Board of Management members including at least one student Board member
  - The Chairman of the Board of Management and College Principal shall be ex officio members and are not eligible to vote on committee matters.
  - The Chair of the Committee shall be appointed by the Board of Management and should not be the Principal. In the event that the Chair is unavailable to attend a meeting of the committee, a substitute will be nominated by the Committee members in attendance
  - Other members of the Board of Management may be invited to attend meetings of the Committee e.g. for consultation on significant strategic projects
-

**4 Meetings**

- The meeting shall be quorate if 3 or more members eligible to vote are in attendance
- The Committee will normally meet 3 times per year, on dates consistent with the College's Outcome Agreement and Evaluative Report and Enhancement Plan cycle. Other meetings may be arranged as necessary.
- Minutes will be kept of the proceedings and, following approval by the Chair, shall be circulated as part of the papers for the next available meeting of the Board of Management. The minutes will be presented to the following meeting of the Committee for final approval
- Meetings will be held in accordance with the Board of Management Standing Orders and Operating Guidelines
- Other members of College staff or students may be invited to attend meetings of the Committee

**5 Specific Duties of the Committee**

- To provide advice and support on Creative Learning and Technologies to the Board of Management and College Senior Management, monitoring progression against the 6 key components of the Creative Learning and Technology strategy
  - To consider and provide advice and support on the preparation of the College's Outcome Agreement for approval by the Board of Management and submission to the Scottish Funding Council
  - To consider and provide advice and support on the preparation of the College's Evaluation report and Enhancement Plan for approval by the Board of Management and submission to Education Scotland
  - To provide and advice and guidance to the College in relation to any review/update of the Creative Learning and Technology strategy
  - To monitor and review progress towards appropriate strategic and corporate objectives relevant to committee activity
  - To receive regular reports on the activities of the Student Association and their Executive
  - Monitor student satisfaction and feedback
  - Monitor learner analytics such as retention, achievement, satisfaction and progression
-

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

**6 Authority**

- The Committee is authorised by the Board of Management to approve all policies relevant to the Committee, or where appropriate refer to the Board of Management for final approval
- The Committee may establish sub-groups on key projects/developments as appropriate

UNCONTROLLED COPY

---