

Zoom 4.30pm

AGENDA

1. Apologies for Absence
2. Declarations of interest

FOR APPROVAL

3. Minute of Meeting of 18 February 2020
4. Matters Arising
 - a) L/19/016 Mental Health and Wellbeing Support (Verbal)
 - b) L/19/021 PI Prediction Tracking Tool / Curriculum Review

FOR DISCUSSION

- | | |
|--|-------------------------------|
| 5. Student Association Annual Report | Andrew Smirthwaite |
| 6. PI Prediction Tracking Process update | David Allison/ Kenny MacInnes |
| 7. FVC Guidance for Assessment Documentation | Kenny MacInnes |
| 8. Student Activity Report | David Allison |
| 9. Future Agenda Items | David Allison/Kenny MacInnes |
| 10. Review of Risk | |
| 11. Any Other Competent Business | |

FOR INFORMATION

Outcome Agreement

(Elements of the Outcome Agreement 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.)

Committee Remit

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)

Apologies: Naila Akram
Steven Tolson

In Attendance: Ross Martin, Chair
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)
Mhairi Shillinglaw, Head of Equalities Inclusion and Learning Services (HEILS) for L/19/015 and L/19/016 only
Helen Young, Head of Learning and Quality (HLO) for L/19/017 only

L/19/012 Declarations of Interest

None.

L/19/013 Minutes of Meeting of 10 October 2019

Members approved the minute of 10 October 2019.

L/19/014 Matters Arising

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

The CGPO informed members that a meeting was scheduled with West Lothian Council and the proposal for members to attend their equivalent to the LSE Committee would be raised. If West Lothian were amenable, a list of potential dates would be circulated to members.

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

Members had requested further information on the Student Support System (SSS). This has been added as an agenda item.

c) L/19/009 Future Agenda Items

Members had requested that the Outcome Agreement (OA) be brought back in a manner that highlighted any changes since the current OA. This has been added to the agenda.

d) Staff Awards

The Chair noted that staff awards had been raised previously by the Committee but wasn't on the agenda or future items paper and stated that he did not want to lose sight of this recommendation.

Following discussion, it was agreed that this matter would be passed to the HR Committee, with members receiving updates via the Committee minutes published with each set of Board papers.

L/19/015 Student Support System

The Head of Equalities Inclusion and Learning Services (HEILS) presented members with a paper on the Student Support System (SSS).

She provided members with an overview of the system, which is designed to ensure that a student should only have to declare a support need once as the system ensures all relevant staff have access to the information. It also allows staff providing support to enter notes so that other staff have the most up to date picture on what has been provided/agreed with the student.

She highlighted that, over time, the SSS will also allow the College to examine how effective the range of support options provided are at helping students to remain at College and achieve their qualification. It will also allow for the identification of best practice which can be rolled out across the College.

Members queried if College staff were engaging with the new system. The HEILS noted that there were early adopters who were good advocates for the system and that the information being generated was also useful to Curriculum Managers who would ensure their staff keep the information current.

Members queried whether students were aware that their data would be used on the system and whether there were data protection concerns.

The HEILS informed members that a Data Protection Impact Assessment had been carried out on SSS to ensure it was compliant. She noted that having the information on one system prevents sensitive information being duplicated on multiple different systems within the College which increased security. She also highlighted that for especially sensitive data, such as safeguarding, the detail was restricted to specialist staff only.

Members queried how this information would be used to measure the impact of interventions.

The Vice Principal Learning and Student Experience (VPLSE) noted that this information would be linked to PI tracking.

Members queried what data the College gets on support needs prior to the student self declaring, for example from Schools.

The HEILS noted that this would be beneficial to have to ensure that support is in place at an early point but that it has been challenging to source the data. She highlighted that there were some national initiatives underway looking at how best to share data between different sectors in education.

a) Members noted the content of the report

L/19/016

Mental Health and Wellbeing Support (Verbal)

The HEILS provided members with an overview of mental health and wellbeing support within the College.

She noted the positive partnership work with the Student Association on the Student Mental Health Agreement and how this agreement had been embedded into the remit of the equalities action group to ensure it remains a topic of focus for the College.

She outlined some of the services to student provided by the College wellbeing officer and the externally sourced counselling service as well as online resources such as the Big White Wall that were open to students and staff. She informed members that the Scottish Government had made additional funding available to support counselling provision and that this was being progressed at this time.

She highlighted to members that demand for these services continued to rise year on year, with over 1,300 students being supported in one form or another and over 400 mental health disclosures.

She discussed the continuing professional development framework which has been prepared as part of the College's People Strategy to support staff mental health and wellbeing. She noted that, for specific roles, elements of this training had been added to the role specification and induction process.

She referenced the work being conducted by the Student Association to support mental health, with a number of recent events including a Blue Monday event.

She noted that funding had also been sourced to support mental health workshops with over 223 students taking part.

She highlighted how all this activity underpinned and supported the overall approach to Mental Health which will be compiled into the Mental Health strategy.

Members noted the diverse range of activity within the College. They highlighted the importance of links to external agencies such as the NHS to ensure that students continue to receive support once they finish at College.

The HEIS agreed that there were elements out with the College's control and remit and that students were signposted to additional support.

The VPLSE noted that the intention of systems such as SSS and the PI tracking tool was to help to identify, as early as possible, students who may need support and ensure that support is in place throughout their time at the College.

Members noted that the Wellbeing and Support Officer was externally funded and that the funding for this post was ending this year and queried whether there were plans to replace this post. The HEILS noted that the post had been externally funded for three years and this was unlikely to continue. She confirmed that the College would look at additional sources of funding but cautioned that, now Scottish Government were funding counselling support, many funders did not see the need to provide additional funds.

Members commented that, if the post could not be protected or funded by the College, then the good practice developed should be embedded into wider College provision.

The VPLSE informed members that the HEILS was leaving the College and he expressed his appreciation for the amazing work she has done for the College and acknowledged the breadth of experience she had brought to the role.

Members echoed his sentiments and expressed their thanks.

a) Members noted the content of the report

L/19/017

SFC College Leaver Destination Survey

The Head of Learning and Quality (HLQ) presented a paper on the annual leaver destination survey that the Scottish Funding Council (SFC) required the College to carry out. The outputs of this survey both evidence the College's performance against OA targets and are also published annually in comparison with other Colleges.

She outlined the process used by the College, with staff calling a selection of students identified by SFC. She also highlighted the SFC restrictions on what is considered to be a positive destination, noting that this can be challenging as the College is reliant upon the students being willing to answer all the questions in the survey to get a complete response.

Members welcomed the report and the data showing the level of positive destinations.

Members highlighted that it might be useful to make students more aware of the survey while they are still at College and that this might help with response rates.

The VPLSE informed members that SMT acknowledged that, while the College was skilled at inducting students, the exiting process could be strengthened and that the College was looking into this.

a) Members noted the content of the report and commended the work of the HLQ

and her team on obtaining high response rates to the survey

L/19/018 Student Association Report

The Forth Valley Student Association President (FVSAP) presented a report on the activities of the Association since the last meeting of the Board in December 2019.

He highlighted a number of developments, such as engaging with Volunteering Scotland to help recognise voluntary activity of over 25's, as well as a range of events held in College such as the refreshers fayre.

He also reported increased level of class interaction, with the FVSA team meeting with new classes of students to make them aware of the Association and the support that can be accessed through them.

He informed members that the University of Stirling Student Union had voted to make their clubs and societies open to all College students instead of only students on degree link courses. He noted that there had been some initial problems with the new arrangements but that they had worked with their SSU counterparts to address this.

a) Members noted the content of the report

L/19/019 Outcome Agreement Summary Report of Changes

The Vice Principal Information Systems and Communications (VPISC) presented a paper outlining the changes to the Outcome Agreement (OA) for 2020/21. He reported that SFC had sought more challenging targets but noted that, where the College now had 2018/19 destination data to support realistic target setting, our SFC OA Manager had agreed to some targets being scaled back.

Members welcomed the data driven approach, noting that continually increasing targets for the sake of increasing targets was not realistic.

Members queried the increase of Foundation Apprenticeship activity instead of HNC outlined in the appendix. The VPLSE confirmed that this was due to a combination of school preference and Scottish Government/SDS pushing Foundation Apprenticeships.

a) Members noted the content of the report

L/19/020 2018-19 Sector Performance Indicators

The VPISC presented a report on the College sector performance indicators for 2018/19.

He highlighted that there had generally been a slight drop in performance across the sector and also for the College but noted that the College performance is still above the sector average for all measures.

He also confirmed to members that the College had achieved its allocated credit target for the year.

a) Members noted the content of the report

L/19/021

PI Prediction Tracking Tool / Curriculum Review

The VPLSE demonstrated the PI Prediction Tracking (PIPT) tool to members. He informed members that the tool, introduced last year, provided the College and individual curriculum managers with the information they need to ascertain likely performance of students and courses over the academic year.

He demonstrated how class lecturers can regularly agree a consensus on a student's progress within their class and how that information is used to both identify where individual student support may be required and also predict the overall performance of the course against relevant OA targets. He stressed the advantage of the system in enabling the College to be proactive rather than reactive when students and/or courses require support.

He informed members that there were three PI review periods in year which allowed himself and the VPISC to meet with teams to discuss progress and identify courses that require additional focus/support.

Members queried if student feedback is incorporated into this process. The VPLSE confirmed that information from student satisfaction surveys and "Listening to Learners" sessions all support the assessments within the system.

Members welcomed the use of data to support College decision making, especially as a tool to instigate and support conversations with department staff on courses that require additional attention to identify mitigation if required.

Members noted that it would be useful for the wider Board to see this system at a relevant point in the process.

a) Members noted the content of the report

L/19/022

Student Activity Report

The VPISC updated members on student activity rates, noting that the College was on track to meet its target for the year.

a) Members noted the content of the report

L/19/023 Future Agenda Items

The VPISC presented a paper on proposed future agenda items.

a) Members noted the content of the report

L/19/024 Review of Risk

Members noted that there was a risk of funding levels impacting on performance but also noted that the PIPT system was a mitigating factor in addressing performance.

L/19/025 Any Other Competent Business

None.

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Forth Valley Student Association

Annual Report

2019-20

Last updated: 04 June 2020

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FVSA Highlights of 2019/2020



#fvsafreshers

#fvsa19

#fvsa20

#fvsawelcome

#fvsaelections

#fvsafe

#fvsareprtraining



@forthvalleySA



@fvstagram

Nominated for SVE Volunteering for strong organisations

SAGA Nominated for Volunteering for inclusion and diversity

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Introduction

Welcome to Forth Valley College's FVSA Annual Report 2019-2020. It has been a remarkable academic year for FVSA and this report will detail all the hard work that has gone into ensuring our students have the most productive and enjoyable learner experience possible.

We would like to thank our executive team, student members, volunteers, and partners for their continued support in making the student experience here at Forth Valley College the best it can be.

About Forth Valley Student Association

Forth Valley Student Association (FVSA) are an autonomous organisation who are responsible for representing the voice of students in order to improve the educational experience of its members and students of the College as a whole.

FVSA Strategic & Operational Plan

Strategic Plan 2018-22: [Click here](#) to view the Strategic Plan for 2018-2022

Operational Plan 2019/20: [Click here](#) to view the operational plan for 2019/20.

FVSA Constitution

FVSA are required by the Education Act 1994 to have a Constitution. This Constitution is a legal document that sets out the activities and procedures of FVSA. It provides a framework for the operation of FVSA by:

- Defining what the Association can or cannot do.
- Indicating how the Executive Committee can act on behalf of Association members.
- Outlining how Association members can air their concerns.

The FVSA Constitution also outlines the FVSA structure and role profiles for each Executive Officer. The current version of the Constitution was published in April 2017 however changes were made to the document which were approved at Student Representative Council in April 2020.

[Click here](#) to view the FVSA Constitution.

Student Council

The Student Council is the decision making body of FVSA, and forum for students to hold elected officers to account, provide feedback to FVSA on the learner experience and to shape the work of the Student Association based on the views of students. Students can put forward motions, vote on issues and vote for changes to the FVSA constitution. FVSA are responsible to the student body via the constitution, which outlines what the Association and its members can and cannot do.

Student Council takes place twice a year, once in block 1 and once in block 2. The meetings are always well attended and gives the Class Representatives/students a chance to provide feedback on their learning experience directly to a member of the Senior Management Team (SMT) through an open floor discussion.

FVSA Team 2019/20

FVSA Executive Committee:



Andrew Smirthwaite
Student President



Lindsay Graham
Vice President



Megan Kay
Executive Officer



Elizabeth Clark
LGBT+ Officer (Resigned)



Beth Duke
Disabled Students Officer

FVSA Staff members:



Angela Muirhead – Student Association
Co-ordinator (maternity leave block 1)



Lynne McClelland – Student Association
Co-ordinator (Block 1) & Administration
Assistant (Block 2)



Elena Semple – Student Activities
& Volunteer Co-ordinator

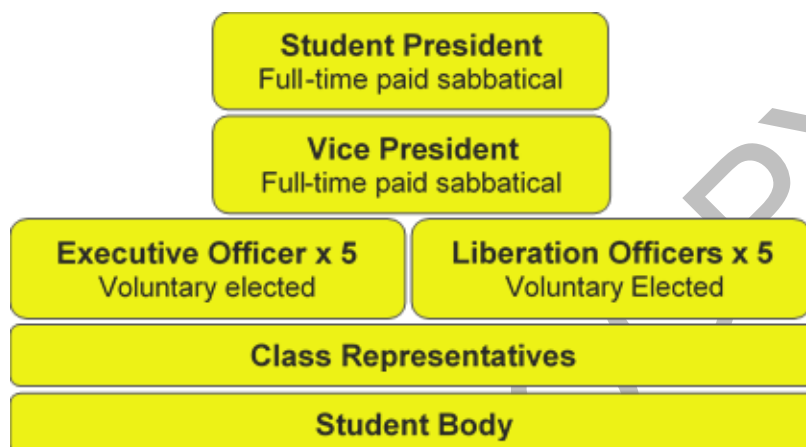


Luke Walker – Administration Assistant
(May 2019 – November 2019)

FVSA Structure

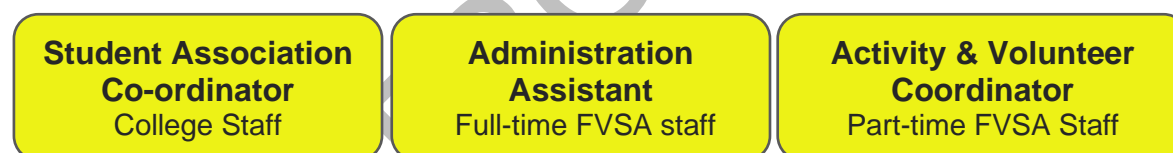
FVSA Student Members

The Sabbatical officers lead the work of FVSA through the Executive Committee, which consists of the Sabbatical and Voluntary officers. All elected members are responsible to the Student Council, which is made of class reps and students from across the College. This ensures that students are fairly represented and able to hold officers to account for their work. Student Council is also the forum where any larger decisions are voted on by the student body, as set out in the FVSA Constitution.



The five liberation¹ officer roles are Black & Minority Ethnic, Disabled, LGBT+, Mature & Womens. This structure follows the liberation/sections representation that the National Union of Students offers on a national level, with our local officers ensuring under represented student groups have a voice within FVSA, and are able to take this to a national platform through NUS Scotland and NUS UK.

FVSA Staff Members



The Student Association Co-ordinator supports FVSA Officers and Staff and is responsible for supporting FVSA to deliver on the Strategic Plan. Staff members are line managed through the Student Association Co-ordinator, however they support the work of FVSA as set out in by the Executive Committee, and within the Strategic Plan.

FVSA Advisory Group

FVSA currently have an advisory group in place, made up of students, sabbatical officers, College Board members, College Staff and an independent member from another Student Union. The group are responsible for supporting the development of FVSA, advising on HR or other challenges we are facing and for advising us on managing our relationship with the College. This is recognised by NUS Scotland as good practice in ensuring good governance within FVSA.

¹The term 'liberation' is used as the role of these officers is to remove barriers for under-represented groups, 'setting them free'.

Highlights of 2019-20

This has been another excellent year for FVSA with many success stories. Some of our highlights are listed below.

Free Hot water

As part of the Don't let our students starve motion submitted in Block 2 of 2018/19, We worked with The Health and Safety committee who worked directly with the Refectory to allow free hot water to anyone with their own container.

Stirling University Union Partnership

We worked with Stirling University Union to ratify our partnership, to help our partnership degree students feel more a part of the democratic side of the University. As well as our students accessing their clubs and societies.

Falkirk Community Trust Partnership

This year we partnered with Falkirk Community Trust to bring their members into the college for our freshers events as well as get our students discounts at some of their establishments.

New Campus

We moved over to the new campus in Falkirk This was a much needed move, which made the Student Association a lot more visible within the college, which has helped with SA Visibility and increased student engagement as we are no longer a broom cupboard!



Student Democracy

Student Council

This year we updated our format for the meetings to increase the accountability of officers, encourage more discussion on FVSA activity and to encourage students to shape the work of FVSA through the use of motions/voting.

- Block 1 – [Click Here](#)
- Block 2 – [Click Here](#)

Motions passed at Student Council in April 2020:

- [Value Education, Value Lecturers and Support Staff](#)
- [Ongoing Support for Student Carers](#)
- [Partnership with SVE](#)
- [Protect Student Workers Rights](#)

NUS Scotland

Due to a global pandemic this was held on Skype for the first time, we submitted a motion which unfortunately didn't get presented at the conference. Motions that were presented revolved around Mental health and Mental wellbeing, Student Transport, and Student Support all motions passed with minor amendments.

The 2020/22 NUS Scotland President elect is Matt Crilly 2019/2020 Strathclyde Union President

NUS National Conference

Due to the same global pandemic, NUS UK was held online but was held in a different manner to NUS Scotland which mostly consisted of pre-recorded videos. The policies passed at conference were around mental health, Housing, funding, ending student exploitation. The new NUS UK President was announced as Larissa Kennedy (University of Warwickshire).

Events and Campaigns

FVSA have provided a number of opportunities for students and supported student events and campaigns throughout the year.

Freshers & Refreshers Fayres

Our freshers Fayre held in September with a Science theme was well received by students, who on entry got a free FVSA Water bottle (Whilst Stocks Lasted) and a goody bag of other merchandise including a FVSA Stress ball. We had Popcorn, Candy Floss, and Slushies available for donate what you can, as well as a tombola with gifts up for grabs including a £50 hamper in total with the snacks we raised £267.



In January we held our Refreshers Fayre with a 80s theme, we had Hair and Beauty and Make-up Artistry students giving away free hairdos and make-overs, a Tombola with useful gifts as well as some 80s style swag. We had the pleasure of hosting the first big event in the new Falkirk Campus! We raised £257



Nurdle Hunting

In November we went to Boness Beach to picking up these tiny pellets of plastic, which had been released into the Firth of the Forth and washed up on the shore.



Suicide Prevention Day

In September we held an event across all three campuses with SeeMe Scotland, Think positive, and Clackmannanshire council. To be there for our students for a tea/coffee and a chat, and give out advice. Over 170 teas and coffees were given out over the three days/campuses



Show Racism the Red Card

As part of Black History Month, Vice president Lindsay Graham and Our Admin at the time Luke Walker ran a very successful event designed to get people to pledge that racism would not be tolerated at College or in society as a whole. Pictured Rob McDermot Quality Manager



Christmas Gift Appeal

Over December we collected Gifts to donate to Kersiebank Community Centre for the who are less fortunate in life. We collected a lot and Andrew can be seen here getting crushed by it all!



Volunteer Fayre

In October Our Activities and Volunteers Co-ordinator hosted the Volunteer Fayre, where many Third Sector organisations were invited in and students had the change to discuss volunteering. There was a bit of fun as well as students got to play stall holder bingo!

Vue Stirling Fire Drill

We helped Vue Stirling perform a mock fire evacuation drill in November 2019. With students who then got to enjoy a free film, which was chosen as 21 Bridges.

Stepcount Challenge

Created and ran by our Activities and Volunteer co-ordinator Elena Semple, students and staff pitted themselves each other to see who could walk the most in 3 weeks from 20th January to 7th Febuary with 4,079,958 Steps submitted Walk on the Wild Side won with a staggering 1,072,466 Steps! The members (pictured below) were rewarded with Tunnocks Tea Cakes and medals.

- Lesley Picksley
- Sarah Lamb
- Gillian Hume
- Robert Truesdale
- Lindsay Brown



Apprentice Week

As part of the Scottish Apprentice week, we invited in Trade Unions to hold tables for students to talk about workers rights. We invited in Unite, Prospect, GMB, Citizen Advice Bureau and ACAS.

Pictured right, you can see Prspect's table full of freebies for students and useful information.



Blue Monday

The 20th of January (the third Monday) this year is when all the bills start hitting the door mat. We held an event that promoted Mental Health and Mental well being with, See Me Scotland, SAMH, and The Wellbeing and Support Officer(Alice Smith). There was also a Tea/Coffee and a chat.

Pass it on week

Staff and students were asked to donate food, clothing, toiletries and Brik a brac that was in decent condition. This was so students who were in need or are disadvantaged could use them. 15 bikes and safety equipment worth over £100 were donated by Recykle Bike in Stirling which was raffled off.

Purple Friday

On the 28th of February LGBT+ Youth Scotland as part of LGBT+ History month, to borrow a quote from their website "It's a day to stand against homophobia, transphobia and bi hobia and show your support for LGBT equality." And that is what we did, We held stalls and posted signs on why we should do this.



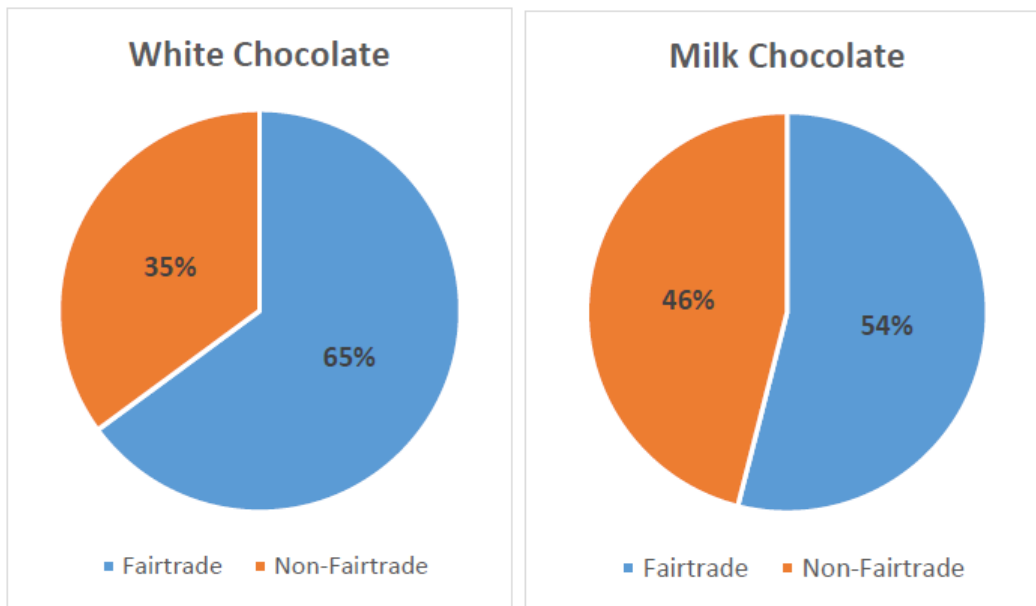
Fairtrade Week

We held tables over all three campuses with White Chocolate and Milk Chocolate to see if students could tell the difference between the Fair trade Chocolate or not, In the end you can see below that student prefer the taste of the fair trade Chocolate! There were health options on the table too like Bananas!

Fairtrade taste test, March 2020

	How many people preferred:	
	Fairtrade	Non-Fairtrade
White Chocolate	37	20
Milk Chocolate	34	29

Based on the results of: 66 people



Meetings

FVSA attended various meetings/events throughout the year. These included the following:

Date	Meeting/Description	Attended by
1/7/19	Met with the Wellbeing & Support Officer, David Gentles (LRC) and Wai Mun Lee (Fitness) to implement strategy and plans for mental health for year 19/20	VP
2/7/19 & 3/7/19	Attended "Lead & Change" NUS Scotland event which was held in Livingston.	VP
5/7/19	Meeting to go over initial plans for Healthy Body, Healthy Minds	VP, AVC
17/7/19	FVSA Team building day	Full team
18/7/19	Meeting with Lisa Baxter to go over plans for intended certificated work "Going further for student carers" award.	VP, AVC
22/7/19	Think Positive launch event, NUS Scotland.	VP
31/7/19	Met with Kim Reid & Lisa Baxter to go over the topics discussed on 18 th July.	VP, SAC, AVC
5/8/19	Met with the new Sabbatical team from Stirling University to go over both our plans for the year ahead.	VP
7/8/19 & 8/8/19	Sparqs "That's Quality" residential event held in Dundee.	VP, AVC, Admin
14/8/19	Staff development workshops in Falkirk. These were mindfulness sessions.	Full Team
15/8/19	Attended an accommodation meeting to discuss and view the new purpose built student accommodation in Stirling student.	VP, SAC
19/8/19	Conference meeting with other institutions such as Stirling Uni, Aberdeen, SRUC, Fife, Herriot Watt and Abertay. This meeting was facilitated by NUS Scotland where the topic was centred round students with disabilities, assistive technology as well as DSA funding.	VP
22/8/19	Conference meeting run by NUS Scotland to talk about student support (financial) as well as the part UC plays in student poverty	VP
23/8/19	Meeting with Michelle Hamilton to go over plans for student fitness and badge scheme	VP
29/8/19 & 30/8/19	Board of Management residential in Cumbernauld	VP
3/9/19	SVE awards ceremony at Collesio where FVSA were finalists in 2 categories	FVSA Team
4/9/19	Student Association Development / Funding Discussion with the Scottish Funding Council, NUS, Sparqs, Kim Reid and David Alison	SP, SAC
5/9/19	Creative Learning & Technology Committee	VP
6/9/19	Monthly FVSA meeting with the FVC Principal	FVSA Team
17/9/19	Finance Committee meeting with new Student President	VP, SP
24/9/19	Spoke with a class in Alloa who are interested in running a mental health event	VP

24/9/19	Met with Georgia (NUS Scotland) to go over work schedule for 2019/20	VP
25/9/19	Met Rob McDermott to go over HGIOC/EREP and Class Rep training	FVSA Team
26/9/19	Met with Jean Hamilton, Clacks Youth Parliament to talk about Student Poverty	VP
1/10/19	Planning meeting with SA, Kim Reid and Sarah Tervitt to go over Care Experienced week	VP, SAC
2/10/19	Listen To Learners Focus Group with Rob McDermot and Class Reps	SP
3/10/19	Met with Jean Hamilton from Clacks Youth Parliament	VP
10/10/19	Student Association Partners Forum with Kim Reid - To discuss the relationship between SA and HR	SP
22/10/19 – 21/10/19	Class rep training across all three campuses	Full Team
24/10/19	Represented FVSA at Board of Management meeting	VP
1/11/19	SA attended monthly meeting with Principal Ken Thompson	FVSA Team
4/11/19	Sparqs College advisory group meeting	VP
8/11/19	Met with Tracy Degan from Stirling Champs board	VP
11/11/19	Meeting with Sparqs to go over Mental Health group	VP
14/11/19	Sparqs National Education Officers Network (N.E.O.N)	SP, VP
18/11/19	Student Council Meeting Falkirk	FVSA Team
19/11/19	Student Council Meeting Alloa	FVSA Team
19/11/19	Audit Committee meeting	VP
20/11/19	Met with Trades Unions representatives to discuss mental health	VP
21/11/19	Student Council meeting (Stirling)	FVSA Team
21/11/19	Met with Jasmine Hodge to look at Fujitsu hub in Stirling	FVSA Team
22/11/19	Met with Martin Wylie, Falkirk Community Trust	VP
26/11/19	Operational planning meeting Stirling	FVSA Team
27/11/19	FVSA Advisory Group Meeting	Full Team
29/11/19	Board Of Management Interviews	SP
5/12/19	Executive Committee meeting Falkirk	FVSA Team
9/12/19	Meeting with Steph Black (Sparqs) Edinburgh	VP

11/12/19	White Ribbon Meeting	SP, VP
12/12/19	Colleges eActivites Group (CeAG) Winter Fayre	SP
8/1/20	Moved in to the new Falkirk Campus/Induction to new campus	Full Team
14/1/20	Met Hairdressing class with Lynne to talk about refreshers fayre	VP
15/1/20	Catch up meeting with student Stirling	VP
16/1/20	Spoke with Student President from Abertay University about Student Poverty campaign	VP
17/1/20	Chatted with Jeroen NUS Scotland about Student Poverty Campaign	VP
17/1/20	Chatted with St. Andrews University President about the above national campaign	VP
17/1/20	FVSA / Stirling Students Union (SSU) partnership discusion	SP, AVC
20/1/20	Scottish Waterways Legacy Project Meeting with Alan Buchan to discuss the potential of a mobile app project	SP, SAC
10/2/20	FVSA Trustee Training	Full Team
11/2/20	Volunteer Scotland Meeting - To discuss accreditation for Class reps and Volunteers for any age	SP,AVC
12/2/20	White Ribbon Meeting	SP,VP
17/2/20	Met with Martin Wylie (Falkirk Community Trust)	VP
19/2/20	Sparqs N.E.O.N	SP,VP
24/2/20	Fujitsu Hub launch	FVSA Team
27/2/20	Board of Management meeting	VP
2/3/20	FVSA Advisory Group Meeting	Full Team
6/3/20	Sustainability waste sub group meeting	SP
17/3/20	Last day of in College Teaching due to Covid-19	NA
19/3/20	NUS Scotland Conference Online	SP, VP
1/4/20	NUS Conference Online	SP, VP
18/5/20	Forth Valley Foundation Meeting	SP

SP - Student President

VP- Vice President

SAC - Student Association Co-ordinator

AVC - Activities & Volunteer Co-ordinator

Admin - Administration Assistant

Exec - Executive Officers

Looking ahead to 2019/20

The year ahead for FVSA will be an interesting one. There will be many barriers, that being said the Sabbaticals and the Staff will work to break these down by any means necessary to support the students of FVC.

Sabbatical Elections

Student President, Andrew Smirthwaite **Vice President, Alexandars Petrovskis**

Re-Elected



Elected



1. Purpose

To update the Learning and Student Experience Committee on the 2nd PI Prediction-tracking position for February 2020, and the subsequent impact of Covid-19 on the process from March through to June.

2. Recommendation

That the Learning and Student Experience Committee note the College's PI Prediction-tracking position for February 2020, and the subsequent impact of Covid-19 on the process from March through to June.

3. Background

The College has implemented an in-year PI Prediction-tracking process that splits the academic year into delivery periods and corresponding PI/Curriculum reviews in November, March and May, in order to improve PI performance across the College. In order to improve the tracking and review process each round of PI/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. The low attainment at-risk values are shown below:

- 1st round of Reviews (August to November) - 85%.
- 2nd round of Reviews (August to November) - 80%.
- 3rd round of Reviews (August to November) - 75%.

The results for the first round of reviews are shown in Table 1.

Table 1 - PI Prediction Reviews - delivery period 1: August to November

Review of delivery period 1: August to November PI prediction threshold target: 85%		OA PI Targets 19/20	Actual 18/19 PI results
Combined FT FE and HE October High Attainment PI*	93%	74%	70%
Combined FT FE and HE October Low Attainment PI**	82%		
FT FE October High Attainment PI*	92%	74%	69%
FT FE October Low Attainment PI**	79%		
FT HE October High Attainment PI *	95%	75%	70%
FT HE October Low Attainment PI **	86%		

*high attainment figures include both "will successfully complete" and "may successfully complete" students.

** low attainment figures are only those students that "will successfully complete". The other categories are discounted.

4. Key Considerations

The 2nd round of 19/20 PI Prediction-tracking and Curriculum Review meetings have now taken place across all four departments in early March with the low attainment at-risk value set at 80%. As per the first review, each of the at-risk courses (sub-80%) were analysed for further withdrawals, ASN disclosures and Triple S information, alongside the three-year trend data for 16/17, 17/18 and 18/19.

4.1 PI Predictions - analysis of February's results

Analysis of the College's 2nd PI Prediction-tracking review is shown in Table 2.

Table 2 - PI Prediction Reviews - delivery period 2: November to February

Review of delivery period 2: November to February PI prediction threshold target: 80%		Diff from review period 1	OA PI Targets 19/20	Actual 18/19 PI results
Combined FT FE and HE February High Attainment PI	81%	-12%	74%	70%
Combined FT FE and HE February Low Attainment PI	68%	-14%		
FT FE February High Attainment PI	80%	-12%	74%	69%
FT FE February Low Attainment PI	68%	-11%		
FT HE February High Attainment PI	82%	-13%	75%	70%
FT HE February Low Attainment PI	69%	-17%		

*high attainment figures include both "will successfully complete" and "may successfully complete" students.

** low attainment figures are only those students that "will successfully complete". The other categories are discounted.

As shown in Table 2, the February predicted low attainment position is 68% for the FT FE/HE combined and FT FE categories, and 69% for the FT HE category. All three are below the 80% internal review threshold; 6% below the College's respective annual attainment OA targets for 19/20 (74%); and 1% below the FT FE/HE 18/19 actual figures (FE 69% and HE 70%).

The February low attainment results for FE 68% and HE 69% are concerning; however, they must be considered in conjunction with the period 2 evidence from the PI/Curriculum Reviews. In terms of analysing the reasons for the drops in predicted attainment figures through November to February, all Curriculum Teams highlighted:

- continuing student withdrawals;
- higher volume of students moving from the "will successfully complete" category to the "may successfully complete" category.

Curriculum teams attributed the drop in PI Predictions to multiple complex additional support needs of these students, and this was evident from the high volume of Triple S evidence. It must be noted here that the volume of Triple S records demonstrates the complexity of the student needs, but also highlights the effort being put in place to support these students. 41% of all 19/20 FT students have identified an ASN disclosure. CMs identified that individual cases are challenging and cannot normally be fixed with one simple intervention but require composite support across several support departments over a period of time. There was clear evidence that the Student Support Teams, during delivery from November through to February, were fully engaged with the Curriculum Teams to try and prevent further withdrawals and reduce partial success and ensure these students received the correct support that would help maintain their attendance at College, and improve their chances of achieving a successful outcome.

As can be seen from Table 2 there are significant swings from high and low attainment positions, and it must be noted that during the 2nd reviews in March all Curriculum Teams stated that they had been overly cautious in their low prediction estimations. Discussion highlighted that across all programmes a number of students had been put into the “may successfully complete” category as a precaution due to the complexity of their additional support needs. Teams did indicate improving student retention and engagement, and from this there was confidence across the Curriculum Teams that their low attainment courses would improve in the May reviews (these were pre-Covid-19 predictions), to an approximate mid-position PI completion figure. If delivered, this would have taken the College to an improved PI position from that of our 18/19 results and was extremely encouraging.

Again, as was seen in the November reviews, the level of preparation and contribution for and during the reviews from each department was reassuring. All Teams know their students and the issues. The level of detail the OM/CMs had on those students, who were identified as having slipped to the “may successfully complete” category was very detailed, and there were plans in place to address the slippage.

4.2 PI Predictions - analysis of May's results

As the Period 2 reviews were just being completed in early March the College was considering its response to the Covid-19 outbreak. The PI Prediction reviews were completed on the 11th of March and the College went into Lockdown on the 17th of March and moved straight into a state of emergency on-line delivery.

In normal circumstances this report would also include the May PI Prediction reviews, which would allow a more in-depth analysis of the March PI figures, and to check if the support interventions were tracking to deliver the improved position that we expected in PI predictions. However, due to the Covid-19 pandemic a decision was taken not to overburden Curriculum Teams by engaging in PI Prediction reviews, but to give space to Curriculum Teams to expedite emergency on-line delivery for our students and to ensure Staffs' attention was fully on the Covid-19 year-end emergency completion strategy. It was also felt that as PIs could not be gathered

under normal circumstances the results may well be skewed and erroneous and could not be compared objectively against February's, or last year's results.

As stated, the College has implemented emergency assessment guidance for the 19-20 year-end and this process is being closely monitored by the College's emergency Internal Quality Assurance Panel to ensure Curriculum Teams adhere to the emergency guidance so that results are robust, valid, equitable and balanced. Curriculum Teams and Student Support Teams are acutely aware of the impact that the last 11 weeks has had on all students and have doubled their efforts to mitigate the effect of the lockdown and to engage with those students who are more at risk of not completing. However, the Covid-19 situation has been challenging and enhances the risk of students not engaging and fully achieving.

As stated in section 4.1, as of February, and pre Covid-19, all Curriculum teams did expect to see an improvement in low prediction figures in May's performance. Through February there was a 16% improvement in retention and even through lockdown we have seen an improvement on last year's retention figures and we can confidently predict that the overall FT will finish at 83% (+4% on last year); FT FE retention rate will finish at 82% (+6% on last year) and FT HE retention rate will finish at 86% (+4% on last year). This does not predict our final PIs, especially as we work through the Covid-19 impact, which will not be fully understood until we review all final results registers, but does indicate we have retained more students, which should help with achieving positive outcomes.

4.3 Covid-19 impact on PI prediction-tracking

The predominant focus for Curriculum teams over the last 11 weeks has been the implementation of the year-end Covid-19 emergency guidance for assessment. However, although PI Predictions were not gathered, it is recognised that the College must maintain a focus on PIs to ensure student result decisions, during this period of emergency assessments, are valid and robust. Guidance has been released to all OM/CMs through their respective Directors to ensure all Curriculum Teams review their February PI Prediction-tracking position and to extrapolate their Covid-19 projected PI position for May and June, based on current student engagement and performance. OM/CMs have been asked to identify courses where final results are significantly different to where OM/CMs expect courses to be in May/June. These courses will be reviewed by the College's emergency Internal Quality Assurance Panel and the results and processes will be scrutinised for validity and veracity.

Due to the complexity of the situation that has been created by Covid-19 it is difficult to predict a final PI position. L&Q are working continually with the Curriculum Teams to ensure they are following the assessment guidance to obtain the best outcomes for students. However, even though Curriculum Teams are reporting a positive level of student engagement, as per predicted final retention figures, Teams are still concerned about the impact of Covid-19 on results as there are pockets of limited to no student engagement, but are doing their utmost to deliver positive

results for most students. Upon completion of the emergency Covid-19 situation, an in-depth analysis will be carried out across all programmes to review the College's performance.

4.4 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 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.	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
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.	Complete
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.	On-going. Progress impacted by C-19. Will recommence after C-19 emergency period.
Review Support Team's staffing levels related to caseloads. Can existing resource be re-directed. To improve student retention and attainment.	On-going. Phase 2 of Future 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. However, under review for C-19.
Robustly target support for students who are at risk of partial success (Appendix 1: Table 10).	On-going. Will continue post C-19 emergency period.

Where possible increase number of LDF and Counselling staff through remainder of 19/20 academic year to reduce Learning Support caseloads and waiting times.	On-going. Phase 2 of Future programme.
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.	On-going. Progress impacted by C-19. Will recommence after C-19 emergency period.
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.	On hold due to C-19. Will recommence after C-19 emergency period.

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:

Risks:

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 Emergency Covid-19 Guidance for Assessment process resulting in missed assessment evidence, or poor decision making, which impacts students' results and impacts the College's reputation.

Mitigating actions:

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

Prioritise student learning support throughout Covid-19 lockdown.¹

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 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 – 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

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1. Purpose

To update the Learning and Student Experience Committee on the release of the College's Guidance for Assessment documentation.

2. Recommendation

That members note the College's Guidance for Assessment documentation.

3. Background

On 03 April 2020, SQA and Colleges Scotland issued guidance documentation to be used by Colleges and other training providers to assist with a holistic model for internal assessment decisions. This guidance recognises that assessment evidence, for most students, is incomplete, and acknowledges the need for flexibility in approaches to ongoing assessment, where this is possible and practicable. Based on this guidance it was decided to release FVC specific guidance to support our programme teams in choosing the most appropriate approach to ongoing assessment. This guidance relates to HNC/HND, NC, NPA, free-standing NQ units and Skills for Work. This also covers the technical elements of a Foundation Apprenticeship (NC and NPA elements only. Not the VQ elements).

4. Key Considerations

The approach to developing this guidance for Programme Teams commenced with the creation of a short life working group consisting of staff from L&Q and all four teaching departments to consider the operation and the practicalities of the Colleges Scotland and SQA produced guidance (Assessment of evidence — HN Qualifications, NC, NPA and NQ freestanding units-COVID-19 emergency 2020).

The expertise and feedback from this group has been invaluable in developing the best approach for Forth Valley College. The SLWG group has now evolved into the College's Internal Quality Assurance Panel (IQAP), and over the next number of weeks this group will be key to helping to support the Quality Team through the operational aspects of interpreting and implementing the guidance as it is implemented by Programme Teams across the College.

4.1 Covid-19 Assessment process

The College's Guidance for Assessment is centred around three key documents and supporting proforma documentation:

4.1.1 Forth Valley College Decision Tree

The FVC Decision Tree illustrates a process based on Programme Teams working together to analyse gaps in evidence for all students and making the best decisions together going forward to

ensure appropriate evidence is gathered to make judgments on achievement for all students against the overall programme aims of the group award.

The decision tree allows for a holistic approach to gathering evidence and making decisions in a number of ways, comprising of: the use of evidence already gathered; ongoing assessment under normal conditions; new approaches to assessment, combined with being able to make reasonable estimates to satisfy overall programme aims; and/or specific learning outcomes at unit level. Programme Teams can also consider evidence requirements outlined within the unit specification for Graded Units to help make decisions.

4.1.2 Programme Unit Matrix

The Programme Unit matrix will be used to show the current overall evidence situation for each programme. It will capture the individual unit evidence completed to date, the assessment/s currently underway, and individual unit evidence still required. Once the current evidence position is established an assessment gap analysis can be carried out which will aid Programme Teams, in conjunction with the Decision Tree, in deciding how the assessment gaps for each unit may be filled under current assessment arrangements.

4.1.3 Student Achievement Matrix

The Student Achievement Matrix will be used to initially determine the current evidence position of each individual student and show the assessments that each individual student has completed and passed to date. Once this has been done this will show the gaps in assessment evidence for each student. Then, as evidence is generated or awarded, using the Programme Unit Matrix as the control document, the gap evidence can be filled in for each student where appropriate.

4.1.4 Alternative Evidence Decision Record (AEDR Pro forma)

The AEDR form is required for recording decisions where exceptional circumstances are being used to gather alternative assessment evidence. This form will be completed by Programme Teams and signed off by Curriculum Managers in the instance of completion where teams are using alternative assessment approaches or using professional judgement to make an assessment decision. The form will then be sent to the Internal Quality Assurance Panel by an email to iqap@forthvalley.ac.uk for review and ratification by the panel. Once the Curriculum Manager has signed off the form, the Programme Team can progress with gathering the appropriate evidence.

4.1.5 Candidate Outcome Record (COR Pro forma)

The COR form will be used to record assessment decisions for students where alternative approaches to assessments have been used. For example, where evidence from other units has been used to demonstrate achievement or where professional judgements have been used to make a final assessment decision. The form Candidate Outcome Record Graded unit (CORGU) Appendix 6 should be used to record Graded unit grades where alternative assessment approaches have been used to make a final grading solution.

All of these documents will be used as detailed in the steps below, in conjunction with the Guidance for Assessment document, to ensure Programme Teams make informed, robust and valid decisions.

4.2 Overview of Process for gathering evidence

The following steps outline the process by which teaching staff and curriculum teams will gather evidence, make assessment decisions, and capture the evidence of the decision-making process, where evidence cannot be gathered through normal means.

Step 1: Programme teams work through a Programme Unit Matrix for each programme that details all assessment outcomes

Step 2: Programme teams work through a Student Achievement Matrix for all students on each programme, tracking what learning outcomes have been completed and those that need to be completed across Block 1 and 2.

PAUSE AND REFLECT

Step 3: Programme Teams decide the assessment approach to gathering remaining assessment evidence using the Programme Unit Matrix and FVC Decision Tree (Figure 1). Ensure the Programme Unit Matrix is updated if changes are made.

Step 4: If approach is not as per normal assessment conditions (Decision 2, 4 and 5) Programme Teams will identify evidence source from Programme Unit Matrix and track using the Alternative Evidence Decision Record (AEDR).

Step 5: Programme Teams present AEDR to OM/CM for sign off. CM/OM to send evidence form to Internal Quality Assurance Panel for final sign off.

Step 6: Programme Teams will undertake mapping of evidence and/or develop any alternative assessment instruments as necessary ensuring they are internally verified. Ensure the Programme Unit Matrix is updated if changes are made.

Step 7: Gather all appropriate assessment evidence from students.

Step 8: If appropriate, Programme Teams carry out a Graded Unit Assessment Board recording results using the Graded Unit Estimation Record. Where a graded unit can be carried out under existing assessment conditions, an assessment board is not required.

Step 9: Programme Teams carry out any necessary internal verification as per the Internal Verification Sampling Exceptional Circumstances Covid-19 Procedure (Appendix 3).

Step 10: Ensure Student Achievement Matrix is fully updated.

Step 11: Carry out Programme Assessment Boards for all students, considering any personal student exceptional circumstance cases. Record final assessment judgements, based on the holistic approach to the gathering of assessment evidence, using the Candidate Outcome Record.

Step 12: Ensure all registers are complete and signed off by CM/OM.

4.3 Internal Verification: Exceptional Circumstances covid-19 Sampling and Risk Guidance

During the decision-making process the IQAP will oversee the process of Internal Verification of all assessment decisions. This will be through risk-based sampling criteria as set out in the Internal Quality Assurance Panel (IQAP) Sampling and Risk Guidance Exceptional Circumstances covid-19 document (Appendix 2). This process will be carried out by members of the IQA Panel to ensure that alternative approaches to assessment, the grading and the overall certification of students by Programme Teams are consistent, accurate, equitable, fair and practicable in accordance with the FVC Guidance to Assessment Covid -19 (Appendix 1). This guidance does not relate to the Internal Verification of assessment instruments and evidence. This is covered in separate guidance. This guidance applies to the exceptional circumstances as outlined by the joint Colleges Scotland and SQA proposal April 2020.

5. Financial Implications

Please detail the financial implications of this item. N/A. The College has been informed that College funding for 19/20 is secure due to the Covid-19 pandemic.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – 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.

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

Not applicable

7. Risk

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

	Likelihood	Impact
Very High		
High		X
Medium		
Low	X	
Very Low		

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

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.

Mitigation of risks

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

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

Ensure IQAP follows detailed risk-based verification process and plan. IQAP to review all high-risk decisions where:

- alternative/adapted assessments were used especially in relation to Graded unit assessment and grading;
- a holistic approach to assessment and certification was carried out;
- there had been issues from previous Internal Verification activity;
- there had been issues from previous External Verification activity.

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

Continually engage with IT to ensure systems support Assessment, decision-making and verification processes.

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 –

Communication to Programme Teams to ensure understanding of guidance documentation and processes.

Ensure Programme Teams are using most recent document revisions.

Continue to share best practice.

Paper Author – Kenny MacInnes.

SMT Owner – Kenny MacInnes.

Appendix 1 Internal Quality Assurance Panel (IQAP) Sampling and Risk Guidance Exceptional Circumstances covid-19.

Appendix 2 Guidance for Assessment COVID – 19: HN Qualifications, NC, NPA, NQ freestanding units and SfW.

Appendix 3 Internal Verification Sampling Exceptional Circumstances Covid 19 Procedure.

Internal Quality Assurance Panel (IQAP)

Sampling and Risk Guidance

Exceptional Circumstances covid-19

Date of version:

Responsibility for procedure:

Date for review:

Forth Valley College undertakes to carry out a robust process of internal verification of all assessment decisions through a risk based sampling criteria. This process will be carried out by members of the Internal Quality Assurance Panel (IQAP) to ensure that alternative approaches to assessment, the grading and the overall certification of students by Programme Teams is consistent and accurate, equitable, fair and practicable in accordance with the FVC Guidance to Assessment Covid -19.

This guidance does not relate to the Internal Verification of assessment instruments and evidence. This is covered in separate guidance.

This guidance applies to the exceptional circumstances as outlined by the joint Colleges Scotland and SQA proposal April 2020.

1. Sampling Criteria

IQAP Sampling is risk based and should be proportionate. This approach is in line with SQA guidelines produced as part of the Colleges Scotland /SQA guidance on recognising learner achievement.

Risk is defined as being where the decisions being made prior to assessment, during assessment and on completion of assessment may bring the awarding body or the assessing institution in to disrepute.

At the institutional level the IQAP would consider decisions as **High Risk** where:

- alternative/adapted assessments were used especially in relation to Graded unit assessment and grading;
- a holistic approach to assessment and certification was carried out;
- there had been issues from previous Internal Verification activity;
- there had been issues from previous External Verification activity.

At the institutional level the IQA panel would consider decisions as **Low Risk** where:

- no alternative assessments were used
- no holistic approach to assessment and certification was carried out;
- assessments decisions were made by experienced lecturers;
- there had been no issues from previous Internal Verification activity;
- there had been no issues from previous External Verification activity.

2. Alternative Evidence Decision Record (AEDR)

The AEDR form, produced by Programme Teams, records decisions where exceptional circumstances are being used to gather alternative assessment evidence across the programme.

All AEDR decisions will be subject to sampling to ensure that:

- the overall arching principles of Internal Quality Assurance Panel (IQAP) have been applied;
- alternative approaches to assessment have been recorded appropriately in line with the guidance;
- alternative approaches to assessment are equitable, fair and practicable;
- alternative approaches to assessment have been taken in to consideration;
- the assessment meets the awarding body assessment requirements;
- alternative approaches to assessment have been internally verified by the Curriculum/ Operations Managers.

IQAP Sampling as per the sampling flowchart criteria should be carried out using the following sampling methodology.

All decisions within an AEDR must be examined. If any issues are identified the AEDR should be returned to teams for further clarification/discussion.

The signed off AEDR should be placed in the Master Folder on Sharepoint.

A record of the outcome will be stored in the IQAP team's page.

The Curriculum/ Operations Manager, with support from a member of the panel, will be responsible for monitoring actions raised during sampling.

3. Graded unit Assessment Board

The main purpose of this board is to determine a final grade for a graded unit, where a graded units cannot be completed under normal assessment conditions. The board should comprise the full Programme Team plus a member of IQAP. This will ensure that a holistic Programme team approach is taken and ensure that the overall principles of FVC Guidance for Assessment Covid-19 approach are adhered to.

IQAP members should validate that the process is

- Fair;
- Equitable;
- Transparent;
- Documented;
- Follow a standardised and consistent approach across all course teams;

This should be Risk based and proportionate.

4. Programme Assessment Board

The main purpose of this board is to determine the final certification of students on each programme. The board should comprise the full Programme Team plus a member of

IQAP. This will ensure that a final holistic Programme Team approach is taken and ensure that the overall principles of the FVC Guidance for Assessment Covid-19 approach are adhered to.

IQAP members should validate that the process is:

- Fair;
- Equitable;
- Transparent;
- Documented;
- Follow a standardised and consistent approach across all course teams;

IQAP attendance will ensure validity and reliability in the final decision.

This should be Risk based and proportionate.

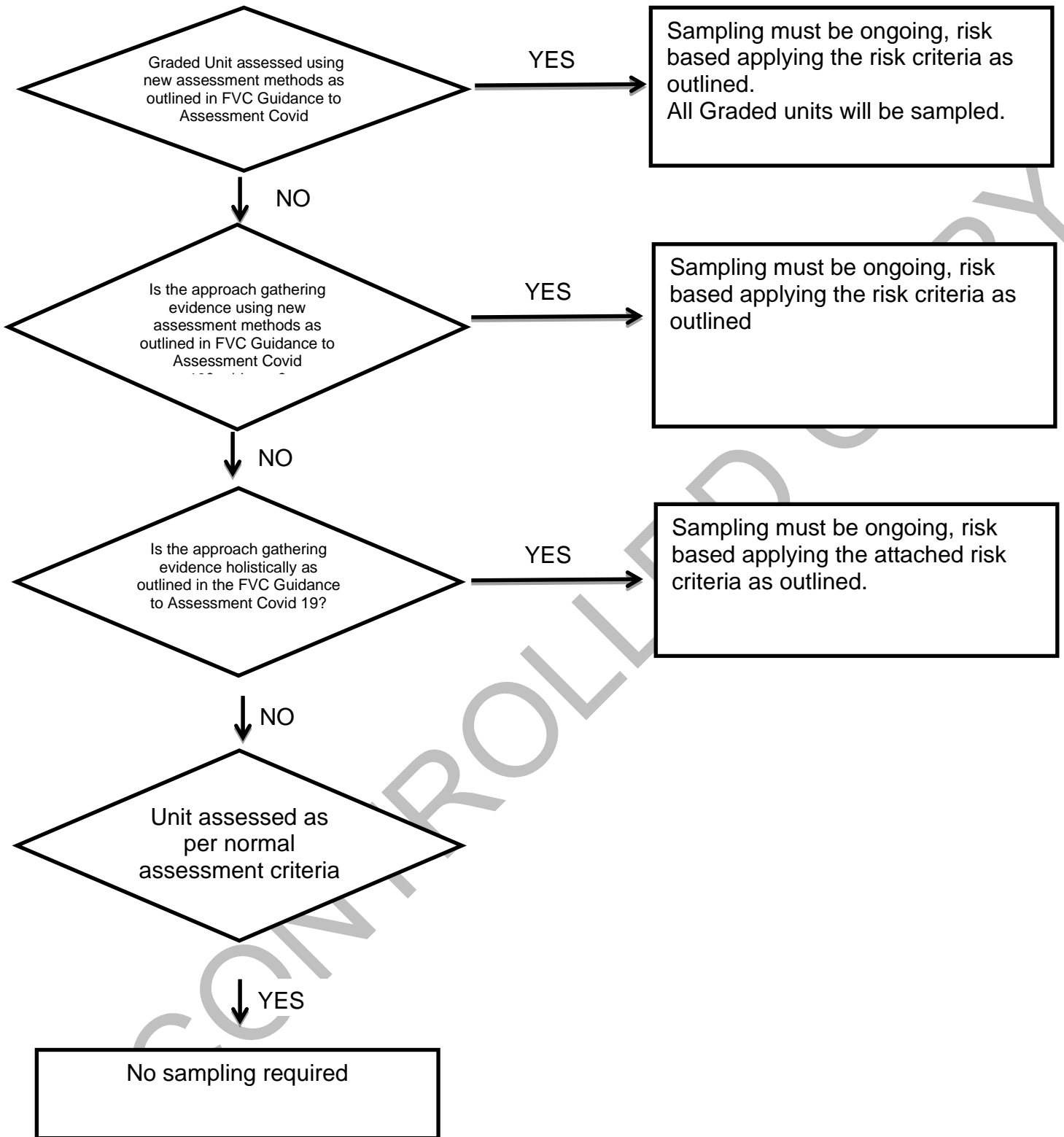
5. Associated Documents

Forms

Assessment Evidence Decision Record template
Graded unit Estimate Record
Candidate Outcome Record
FVC Guidance for Assessment Covid-19

We welcome feedback on this procedure and the way it operates. We are interested to know of any possible or adverse impact that this procedure may have on any groups in respect of gender, race, disability, sexual orientation, religion or belief, age or other characteristics. This procedure will be evaluated for impact assessment at its next review. If you wish to give feedback relating to this procedure please email centre.coordinator@forthvalley.ac.uk .

AEDR Sampling Flowchart



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Making Learning Work

Guidance for Assessment

COVID - 19

HN Qualifications, NC, NPA, NQ freestanding units and SfW

Status:	Version 1
Date of version:	24/04/2020
Responsibility for Guidance:	Vice Principal Learning and Student Experience
Responsibility for implementation:	All Staff
Responsibility for review:	Head of Learning and Quality
Date for review:	01/05/2020

Table of Amendments

It is anticipated that changes will take place during the life of this document and this section will record these changes. This document is the latest version and incorporates the changes summarised below. If in any doubt, Managers are advised to check with the Quality Manager to confirm they are using the most up to date version of this guidance.

Document Version	Date	Details of Amendments

Foreword

With the guidance for these qualifications being published on 3rd April 2020, on the final day before curriculum staff went on a well-deserved break for Easter, it was important for us to spend time understanding what the guidance meant for our staff in Forth Valley College.

The following guidance for Forth Valley College has been thoroughly considered and we hope it is fair, proportionate and helpful during the coming weeks. We understand that this will be a challenging time for curriculum staff and professional judgment will be key in many cases, but we acknowledge the instinct and comfort in sticking close to unit outcomes. This guidance will therefore offer solutions to a holistic, flexible approach that should fit around individual student needs.

We are here to help teams and support you during this time.

Helen Young

Head of Learning and Quality

Rob McDermott

Quality Manager

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1.0 Context

On 03 April 2020, SQA and Colleges Scotland issued guidance documentation to be used by Colleges and other training providers to assist with a **holistic model** for internal assessment decisions, which recognises **that assessment evidence, for most students, is incomplete, and acknowledges the need for flexibility in approaches to ongoing assessment** (where this is possible and practicable). The following document will support Programme Teams with choosing the most appropriate approach to ongoing assessment. This guidance relates to HNC/HND, NC, NPA, free-standing NQ units and Skills for Work. This also covers the technical elements of a Foundation Apprenticeship (NC and NPAs).

The guidance states that wherever possible, **students should continue to engage remotely in learning, teaching and assessment until the scheduled end of block/semester, or to the point where the Programme Team considers that sufficient evidence is in place to enable a final assessment judgement to be made.** It is recognised that the gathering of additional evidence may not be possible for all students and holistic outcome decisions may need to be based, making use of this guidance, on the assessment evidence currently available.

Where students have real and significant barriers to learning, assessor judgement may be utilised to a greater extent. This will enable colleges to use their professional judgement to assess a broad range of learner evidence, including formative and summative work completed to date, additional assessment evidence where this can be generated, witnessed work, previous outcomes and part-completed work. Assessment judgements will also be informed by staff knowledge of their students, their engagement, progress and their achievements to date.

By **utilising a professionally informed and evidence-based holistic approach**, students can be recognised for their hard work and learning, and appropriate academic standards can be maintained.

It is important that a balance is achieved in asking for evidence from students against what is needed to allow Programme Teams to be able to confidently make appropriate decisions and estimates of achievement.

2.0 Forth Valley College approach in implementation of the guidance

Please note, this guidance covers the following qualifications:

- Higher National Certificates
- Higher National Diplomas
- National Certificates
- National Progression Awards
- Skills for Work
- Standalone NQ units

SQA are in discussions with regulators and other relevant bodies, reviewing the position for other vocational qualifications, including Scottish Vocational Qualifications (SVQs), Professional Development Awards (PDAs) and licence to practice qualifications. Further guidance on this will be provided by SQA and communicated separately to staff.

2.1 Guidance for Assessment - Short Life Working Group

The approach to developing this guidance for Programme Teams commenced with the creation of a short life working group to consider the operation and the practicalities of the Colleges Scotland and SQA produced 'Assessment of evidence — (HN Qualifications, NC, NPA and NQ freestanding units) — COVID-19 emergency 2020' guidance. The SLWG comprises the following staff from across the College:

Rob McDermott – Quality Manager

Helen Young – Head of Learning and Quality

Kenny MacInnes – Vice Principal Learning and Student Experience

Jen Hogarth – Curriculum Manager

Jeanette McCulloch – Operations Manager

Colin Gunning – Operations Manager

Robert Simpson – Curriculum Manager

The expertise and feedback from this group has been invaluable in developing the best approach for Forth Valley College. Over the next number of weeks, this group will be important in helping to support the Quality Team through the operational aspects of using this guidance as it is implemented within the College.

2.2 Internal Quality Assurance Panel (IQAP)

An internal quality assurance panel model will be adopted to complement and strengthen the work being carried out in Programme Teams across the College in implementing the guidance.

Our Internal Quality Assurance Panel (IQAP) will ensure the standardisation of Programme Teams' interpretation and use of the Colleges Scotland and SQA produced 'Assessment of evidence – (HN Qualifications, NC, NPA and NQ freestanding units) – COVID-19 emergency 2020' guidance. This will ensure the objectivity, fairness and accuracy of assessment judgements at course level.

The IQAP arrangements will be appropriate to the context and scale of the College's assessment activity, and should operate with a risk-based focus. Records of Programme Team judgements and IQAP rationale, discussions and decisions are to be retained until December 2020, but SQA advised that this date may be extended if required.

The overarching principles of the IQAP and the decisions it makes are as follows:

- Decisions to be documented
- Be risk-based and proportionate
- Promote a standardised and consistent approach across all course teams, where appropriate
- Confirm validity and reliability in assessment
- Generate and retain evidence of internal quality assurance activities

IQAP Panel Membership

The panel will comprise the following staff from across the College:

Helen Young – Head of Learning and Quality (Chair)

Rob McDermott – Quality Manager

Kenny MacInnes – Vice Principal Learning and Student Experience

Lesley O'Neill – Equalities and Inclusion Coordinator

Directors of Curriculum - TBC

Operations Managers – TBC

Curriculum Managers – TBC

The panel will commence operation week commencing 27th April 2020 and end in September 2020, when resulting of all qualifications for all students in academic year 2019-2020 has been fully completed.

2.3 The FVC Decision Tree

After consultation with the SLWG, a **Forth Valley College Decision Tree** (Figure 1) was developed in line with the guidance published by SQA. The suggested generic decision tree from SQA has been adapted to allow a local response based around Forth Valley College needs rather than the general approach outlined by SQA. The FVC Decision Tree illustrates a process based on Programme Teams working together to **analyse gaps in evidence** for all students and making the best decisions together going forward to ensure appropriate evidence is gathered to make judgments on achievement for all students against the overall programme **aims of the group award**.

The decision tree allows for a holistic approach to gathering evidence and making decisions in a number of ways, comprising the use of evidence already gathered, ongoing assessment under normal conditions, new approaches to assessment, combined with being able to make reasonable estimates to satisfy **overall programme aims and/or specific learning outcomes at unit level**. Programme Teams can also consider evidence requirements outlined within the unit specification for Graded Units to help make decisions.

The natural position for most staff will be to attempt to meet the aims and objectives of individual units, but this may not be achievable given time constraints, assessment loading on students and limited access to certain resources and equipment. A degree of professional judgement will have to be used collectively within Programme Teams to make the best joint decisions on what can be gathered to predict student achievement against the aims of the group award.

Where full evidence to satisfy the programme aims has not yet been generated, teams must consider, and document, alternative student evidence for the relevant qualification. Staff making assessment judgements based on alternative evidence must consider a range of student evidence with **strong predictive value**. Teams are encouraged where reasonable and possible to seek a range of alternative academic evidence for consideration, and not solely a single assessment piece or source. This may result in making professional decisions, which **infer the student's competence**, where it is safe to do so and where no risk is posed to health or safety. See Appendix 3 for a list of programmes where SQA are providing more guidance on particular units. Further guidance will be issued by the Quality Manager.

Where sufficient evidence to satisfy the programme aims has not been generated, and students are continuing study with the college on an HND or other course, you could consider deferring assessment to a later stage if it is practical to do so.

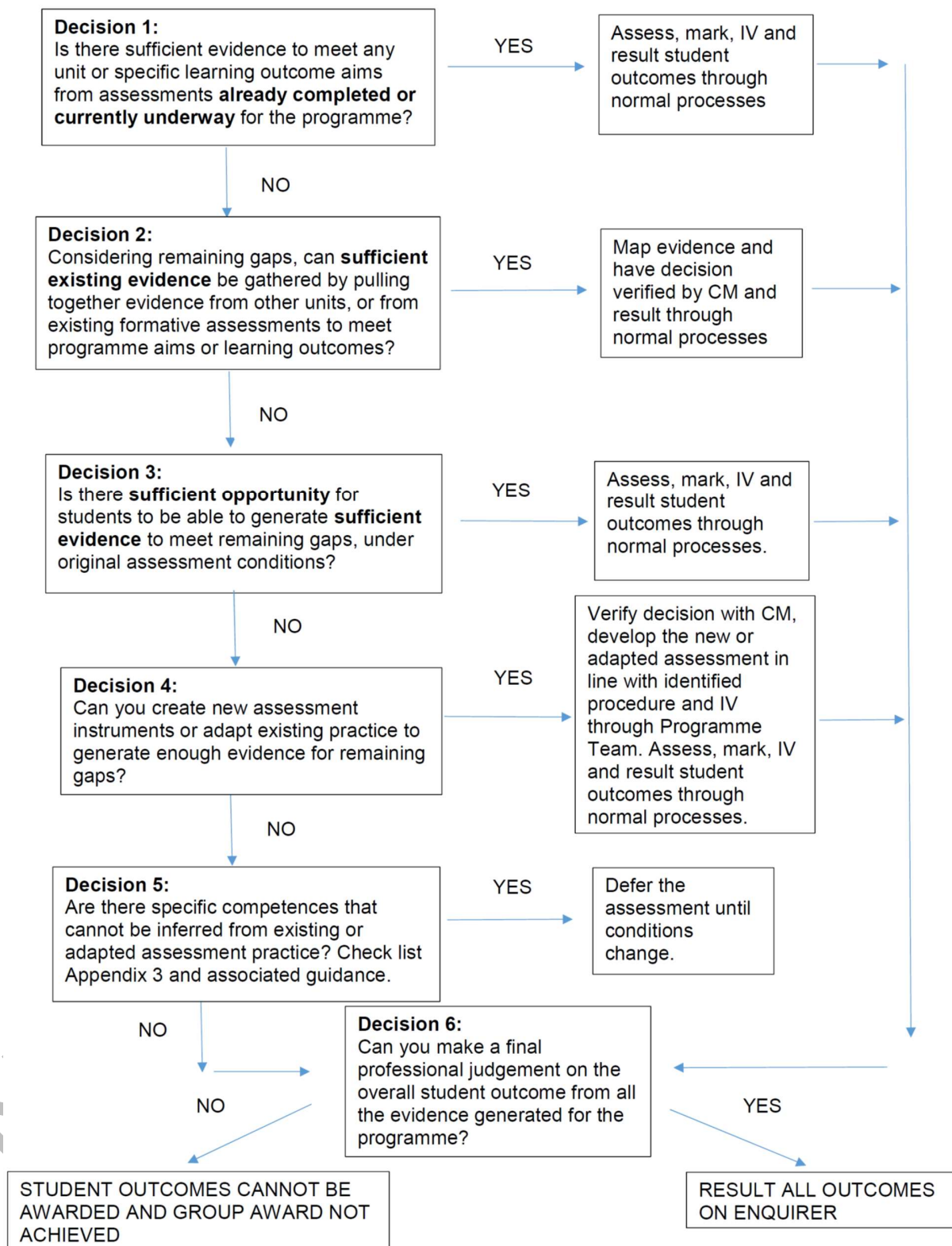


Figure 1 – FVC Decision Tree

The Decision Tree guides Programme Teams to identify what assessment/s has been achieved to date and what is currently underway. Once the current situation has been reviewed, there may be gaps in assessment/achievement. Gaps are defined as what is outstanding in terms of units and assessment outcomes within units. This is a time for Programme Teams to pause, reflect and plan the best course of action going forward. It is not always necessary to gather evidence for every assessment gap, but the Decision Tree encourages a balanced and flexible approach in asking for evidence, which ensures the overall **programme aims and/or specific learning outcomes at unit level** are met. Programme Teams must make use of the aims and objectives contained in arrangement documents, as well as using unit specifications.

Programme teams must therefore have to hand and be familiar with the aims and objectives from overarching arrangement documents for each programme, as well as any specific unit specification documents. Where no overarching arrangement documents exist, for example a college devised NC, Programme Teams should decide what the necessary aims for the programme are. These could be to allow students to progress on to further study or gain employment. The original **approval documentation** may contain this information already on what the overall programme aims are. If this is not the case, in determining the aims for such a programme and what the benchmark should be for making decisions on student achievement, then must be a clearly documented and referenced when making assessment judgements.

It is recommended that when mapping evidence against programme aims or if alternative assessments are developed, reference is made to the SCQF descriptors.

https://www.sqa.org.uk/files_ccc/SCQF-LevelDescriptors.pdf

Before Programme Teams use the FVC Decision Tree, it is advised that they work through the following two documents to establish the current position for each programme:

- Programme Unit Matrix
- Student Achievement Matrix

2.3.1 Programme Unit Matrix

The Programme Unit matrix will be used to show the current overall evidence situation for each programme. It will capture the individual unit evidence completed to date, the assessment/s currently underway, and individual unit evidence still required. Once the current evidence position is established an assessment gap analysis can be carried out which will aid Programme Teams, in conjunction with the Decision Tree, in deciding how the assessment gaps for each unit may be filled under current assessment arrangements, e.g. where assessments or assignments can still be delivered, where assessments or assignments could be changed to allow additional new evidence to be gathered, and also where units cannot be completed due to restrictions on resources, work placements. The Programme Unit Matrix will then be used as a control document to show how the remaining unit evidence will be gathered. This may take the form of new evidence, or composite evidence from other assessments or other units, or professional

holistic judgements being used to support the awarding of an assessment or unit, where the evidence cannot be completed as per normal assessment criteria due to the current situation. The matrix can include proposed rationales for individual unit estimation decisions and proposed rationales for group award estimation decisions, in particular, for Graded unit assessments. Please also consider where there may be outstanding assessments from Block 1 that cannot be delivered in their normal formats, and include rationales as to how these could be achieved. Appendix 1 illustrates a Programme Unit Matrix.

2.3.2 Student Achievement Matrix

The Student Achievement Matrix will be used to initially determine the current evidence position of each individual student and show the assessments that each individual student has completed and passed to date. Once this has been done this will show the gaps in assessment evidence for each student. Then, as evidence is generated or awarded, using the Programme Unit Matrix as the control document, the gap evidence can be filled in for each student where appropriate. It is important to bear in mind that you need to consider students who have outstanding remediation from block one, or who have missed previous units or outcomes. Please refer to 2.3.1 when considering these situations. An exemplar student achievement matrix can be found in Appendix 2. Going forward this will help teams to take the appropriate holistic approach to gathering assessment evidence. At present Enquirer is being tested to see if this information can be provided in a suitable electronic format and further information will be provided on these developments. In the meantime, Programme Teams should continue to work through and record information on Student Achievement Matrices.

It is important for Programme Teams to be aware of any Alternative Assessment Arrangements recorded on Triple S as consideration may need to be given to things such as accessibility. At the stage of estimating student achievement, it is important that lecturers record any important student information on Triple S as it may be useful for panels to view. In making any final decisions on an individual student's outcome Programme Teams must consider all the evidence being presented to support decisions. This should include any SSS information, record of mitigating circumstances (see Section 3.0), previous achievements as well as professional judgements.

Please also refer to Alternative Assessment Arrangement FAQs in Section 10 of this document.

The Student Achievement matrix is a "Live" document and will be continually updated as assessment results are added or awarded.

2.4 Guide to the Decisions

2.4.1 Decision 1 – What is completed and what is already on track for completion under normal conditions?

This decision relates to units or learning outcomes that have been completed, before the College closure or are currently underway and can be done under existing, normal assessment conditions, for example, essays being submitted online, portfolios and some graded unit projects. When there is sufficient evidence to meet the unit or specific learning outcome aims from already completed assessments, result the register as normal. Internal verification should only be carried out if it is deemed high risk by the Curriculum/Operation Manager. Please refer to the Internal Verification Sampling: Exceptional Circumstances Covid-19 Procedure document for internal verification arrangements. It is important to keep gathering any evidence within this scenario as it is likely help with providing evidence in support of other units and meeting course aims elsewhere. Some further remote learning and teaching may be required. It is important to update all results, pause and consider the remaining gaps in each programme.

Documentation Required: Programme Unit Matrix
Student Achievement Matrix

2.4.2 Decision 2 – What are the gaps and how will they be filled?

It is important at this stage for Programme Teams to now take time to **consider the gaps in evidence for remaining units and learning outcomes** that have not been completed or cannot be completed from Decision 1. For any of the remaining gaps, a decision can be taken at this stage to look at the existing evidence gathered from other assessments within the same units or other units, or other formative evidence you may have gathered.

This evidence needs to be compared in line with the **overall course aims from arrangement documents, unit specification purpose and/or aims, and where necessary the aims in line with graded unit specifications.**

Some important information to consider at this stage are:

- Can sufficient existing evidence be gathered in this way to fill gaps?
- Can you make a reasonable prediction on whether units or learning outcomes should be a pass/fail, or have met the appropriate course outcomes?
- Do you need to generate any further evidence to help with your judgement? (See decision 3 and 4)
- Will there be a detriment to students in terms of progression to employment or further study by not continuing with some further learning and teaching and gathering evidence for any gaps?

If you choose to fill any gaps for a class, under this decision an **Alternative Evidence Decision Record (AEDR)** must be completed by the appropriate lecturers and signed off by the Curriculum/

Operations Manager then ratified by the **Internal Quality Assurance Panel (IQAP)**. All paperwork will be uploaded into a central location for your department by the Quality Systems Co-Ordinator (Margaret Martin) which you will have access to. It is important that we can record all decisions around gathering evidence especially if there are appeals from students.

Once all the evidence has been cross checked for each student, the Student Achievement Matrix can be updated and units/ learning outcomes can be resulted on Enquirer.

You may not be able to fill every gap in under this decision and will need to keep working through the decision tree.

Where individual students have real and significant barriers to learning, Decision 2 allows holistic Programme Team judgement to be utilised to a greater extent. This will enable Programme Teams to use their professional judgement to assess a broad range of learner evidence, including:

- Formative and summative work completed to date
- Additional assessment evidence where this can be generated
- Witnessed work, previous outcomes and part-completed work
- Assessment judgements will also be informed by staff knowledge of their students, their engagement, progress and their achievements to date

Where Decision 2 is being used for this purpose, a **Candidate Outcome Record** as per Decision 6 should be filled in by the Programme Teams in a Programme Assessment Board meeting (see section 3.0) for any student that this decision is applicable to.

Documentation Required: Programme Unit Matrix
Student Achievement Matrix
Alternative Evidence Decision Record

2.4.3 Decision 3 – Can more evidence be gathered under existing assessment conditions?

If there are still gaps in evidence after Decision 2, achievement can be demonstrated through generation of evidence through assessment, under the existing assessment conditions of unit specifications, for example, essays being submitted online, portfolios, project work. You must give considerations to assessment conditions and equity of students, for example access to IT and personal circumstances.

Internal verification should only be carried out if it is deemed high risk by the Curriculum/ Operations Manager. Assessment conditions can then be resulted in Enquirer.

Documentation Required: Programme Unit Matrix
Student Achievement Matrix

2.4.4 Decision 4 – Can more evidence be gathered using modified assessment arrangement?

If there are still gaps after Decision 2 and 3, achievement can be demonstrated through generation of evidence through modified assessment. If this decision is taken, you will be required to complete an Alternative Evidence Decision Record (AEDR) to outline the approach being taken and attach the new assessment tool with marking guidelines and prior verification paperwork. You must give considerations to assessment conditions and equity of students, for example access to IT and personal circumstances.

Examples of evidence under this decision may include:

New assessments covering the learning outcomes using modified assessment arrangements — for example:

- Remote testing (this could be paper based, app based, online, audio, video): This should contain content to assess skills, knowledge and understanding, and should include sufficient challenge and application to demonstrate the appropriate level of attainment.
- Professional Discussion: using and recording professional discussion between a candidate and an assessor focusing on, and enhancing, evidence already provided or demonstrated by the learner — including real work activities, practical tasks, a case study, project, portfolio or some other form of assessment.
- Practical assessment: In some circumstances, evidence may be assessed using remote assessment (video, photographic, portfolio, witness testimony), alongside work already demonstrated and assessed.
- Formative coursework: This may have been completed in a developmental way without time constraints and with some peer or tutor support.

Where this approach is adopted the relevant forms should be completed and verification of approach by completed. Registers should be resulted after Internal Verification activity has taken place. Evidence gathered at this stage must be internally verified – Please refer to the Internal Verification Sampling: Exceptional Circumstances Covid-19 Procedure document.

Documentation Required: Programme Unit Matrix
Student Achievement Matrix
Alternative Evidence Decision Record
Internally Verified Alternative Assessment Paper

2.4.5 Decision 5 – What if assessment conditions cannot be adapted?

Where it is not possible for assessment conditions to be adapted, you should consider first whether there are specific health and safety or competence requirements that cannot be inferred. If so, assessment of learners should be deferred until this can be delivered under normal conditions (after the COVID-19 restrictions have been lifted). Where there are no such specialist requirements, assessment may be deferred if it is practical to do so, or you may determine

whether the learner has met the course aims by using a range of indicators of competence, such as partial evidence, formative assessments etc (taking into account any tolerances or rules which have been advised on a subject-specific basis). However, where specific health, safety or competence issues cannot be inferred, it may be that positive outcomes cannot be determined.

See Appendix 3 - SQA guidance on list of qualifications, where alternative assessment may not be possible. Further guidance will be issued by the Quality Manager. Please discuss with the Quality Manager if you have concerns with this guidance.

Documentation Required: Alternative Evidence Decision Record

2.4.6 Decision 6 – Can Programme Teams make a final overall professional judgement on the student outcome from all the evidence generated?

Having considered all evidence gathered from the decisions taken above, including the graded unit evidence where applicable, can the Programme Team make a final decision for each student regarding whether they have passed the course?

The best overall prediction will be based on comprehensive assessment information covering (where possible) all areas assessed. This does not necessarily mean that every topic in every area needs to be assessed exhaustively. A selection of important and representative questions can give a good indication of likely performance on a **holistic** basis across the full group award.

After all evidence has been gathered from Decisions 1-5, Programme Teams outcomes will need to be resulted on Enquirer as per the normal process and signed off by Curriculum/Operations Managers.

A **Candidate Outcome Record** will be filled in for **every student**. In order to do this Programme Teams will need to make this decision together, by way of a Programme Assessment Board.

2.5 Programme Assessment Board

The Programme Assessment Board should ideally comprise the full Programme Team – but as a minimum the lecturers involved in the core units and the Curriculum/ Operations Manager – this will ensure a holistic Programme team approach is taken. Departmental administrators can be involved in these boards so that the Candidate Outcome Record can be completed and held for transparency and appeals situations. A member of the IQAP should also be invited to this meeting and be briefed beforehand with the following documentation:

- Details of any personal exceptional circumstances
- Updated Student Achievement Matrix.
- Student attendance and progress update.
- Triple S record
- PI Prediction Record

Documentation Required: Student Achievement Matrix (Completed)
Candidate Outcome Record

2.6 Graded Units

There are a number of graded units that can be completed under normal assessment conditions and students should be encouraged to complete these. They should be marked, graded and resulted as normal. Evidence from these graded units may be useful in providing estimates for other gaps in the programme. In some cases, suitable and appropriate adjustments are only needed for project based graded units to be completed under existing conditions, keeping in line with the overall aims of the graded unit.

Where a graded unit cannot be completed, a graded unit grade must be estimated at a Graded Unit Assessment Board, which should be scheduled when all other assessment evidence has been gathered and marked.

2.6.1 Graded Unit Assessment Board

The main purpose of this board is to determine a final grade for a graded unit. The board should comprise the full Programme Team – but as a minimum the lecturers involved in the core units, the lecturer delivering the graded unit and Curriculum/ Operations Manager. This will ensure that a holistic Programme team approach is taken. Department administration can be involved in this board so that the necessary Graded Unit Estimation Record (Appendix 5) can be completed and held for transparency and appeals situations. A member of the IQAP should be invited to the Assessment Board.

The paperwork required in advance of the panel sitting is:

- A document outlining the parameters/rules around what constitutes an A, B, C grade and fail. A guide can be found in a number of graded unit specifications. This document will need careful consideration on what parameters are used prior to the board taking place.
- Graded unit specification.
- Group award specification.
- Updated Student Achievement Matrix.
- Attendance and progress information on each student.
- Information held on Triple S and PI Predictions.

2.7 Overview of Process for gathering evidence

Step 1: Programme teams work through a Programme Unit Matrix for each programme that details all assessment outcomes

Step 2: Programme teams work through a Student Achievement Matrix for all students on each programme, tracking what learning outcomes have been completed and those that need to be completed across Block 1 and 2.

PAUSE AND REFLECT

Step 3: In Programme Teams, decide the assessment approach to gathering remaining assessment evidence using the Programme Unit Matrix and FVC Decision Tree (Figure 1). Ensure the Programme Unit Matrix is updated if changes are made.

Step 4: If approach is not as per normal assessment conditions (Decision 2, 4 and 5) identify evidence source from Programme Unit Matrix and track using the Assessment Evidence Decision Record (AEDR).

Step 5: Present AEDR to OM/CM for sign off. CM/OM to send evidence form to Internal Quality Assurance Panel for final sign off.

Step 6: Undertake mapping of evidence and/or develop any alternative assessment instruments as necessary ensuring they are internally verified. Ensure the Programme Unit Matrix is updated if changes are made.

Step 7: Gather all appropriate assessment evidence from students.

Step 8: If appropriate, carry out a Graded Unit Assessment Board recording results using the Graded Unit Estimation Record. Where a graded unit can be carried out under existing assessment conditions, an assessment board is not required.

Step 9: Carry out any necessary internal verification as per the Interval Verification Covid-19 procedure.

Step 10: Ensure Student Achievement Matrix is fully updated.

Step 11: Carry out Programme Assessment Boards for all students, considering any personal student exceptional circumstance cases. Record final assessment judgements, based on the holistic approach to the gathering of assessment evidence, using the Candidate Outcome Record.

Step 12: Ensure all registers are complete and signed off by CM/OM.

3.0 Students who have 'Mitigating' Circumstances

Where students have real and significant barriers to learning, assessor judgement may be utilised to a greater extent. This will enable colleges to use their professional judgement to assess a broad range of learner evidence, including:

- Formative and summative work completed to date
- Additional assessment evidence where this can be generated
- Witnessed work, previous outcomes and part-completed work.
- Assessment judgements will also be informed by staff knowledge of their students, their engagement, progress and their achievements to date.

Real and significant barriers to learning may include students undertaking front line worker duties, having limited or no access to IT, suffering from anxiety or other mental health conditions, being a single parent with caring responsibilities or those with general caring responsibilities.

If any of your students fall into this category it is important that this is documented if they follow a different path than the rest of the class. This should be recorded on the **Candidate Outcome Record** as per Decision 6 (see Appendix 6 for profoma). In this case, student achievement and decisions must be discussed in a **Programme Assessment Board** meeting (see section 2.5).

4.0 Documentation

It is important that FVC complete and retain the documentation identified in section 4.0 below as part of the overall evidence gathering process.

4.1 Programme Unit Matrix

See section 2.3.1

4.2 Student Result matrix

See section 2.3.2

4.3 Assessment Evidence Decision Record (AEDR)

Please refer to Appendix 4 for the proforma for this record. This form is required for recording decisions where exceptional circumstances are being used to gather alternative assessment evidence across the programme.

This form will be completed by Programme Teams and signed off by Curriculum/Operations Managers in the instance of making use of Decision 2, Decision 4 and 5, where teams are using alternative assessment approaches or using professional judgement to make an assessment decision based on existing evidence. Once signed off, the form will then be sent to the IQAP by emailing it to iqap@forthvalley.ac.uk for review and ratification by the panel.

Once the Curriculum/ Operation Manager has signed off the form, the Programme Team can progress with gathering the appropriate evidence. Decisions will be audited by IQAP on a risk basis.

4.4 Graded Unit Estimation Record

Please refer to Appendix 5 for the proforma for this record. This proforma should be used to record Graded unit grades for each student where alternative assessment approaches have been used to make a final grading solution. It does not need to be completed if a graded unit can be completed under normal assessment conditions.

4.5 Candidate Outcome Record (COR)

Please refer to Appendix 6 for the proforma for this record. This form should be used to record a final holistic Programme Team judgement on achievement for every students at Decision 6 in the FVC Decision Tree. Before this form is completed graded unit estimates must be made where appropriate and the Student Achievement Matrix has been fully updated.

This form will also be used to record where students have had major barriers to producing assessment material. Programme Teams should consider these barriers, referring to the appropriate evidence being submitted to the Curriculum/Operations Managers, in relation to what has been achieved and possible predicted outcome for the programme.

4.6 Professional Discussion Record (PDR)

In gathering appropriate alternative evidence, it may be deemed necessary to carry out a Professional Discussion with students. See Appendix 7 for details of this proforma. Guidance for using this pro forma is contained in Appendix 8.

5.0 Storage of Documentation

SQA have requested that all documentation used to make alternative assessment decisions is kept until December 2020. A repository will be set up to store this paperwork and guidance will follow as to how this will operate. Departmental administration can upload forms to this area, which will be overseen by the Quality Systems Coordinator (Margaret Martin).

6.0 Resulting

It is recognised that not all learners will pass. Where a learner has not achieved the award and this is considered a direct result of the impact of cessation of face-to-face teaching and college closure, it is important that consideration be given to keeping the candidate's entry open and allowing the learner the opportunity to engage in further learning, teaching and assessment when conditions allow. For example, this may arise, where a student has undertaken only a small proportion of the qualification, where there are substantial new subject areas within the group award that the learner has not undertaken (resulting in some course aims not being achieved), or where changes to assessment method are not possible — for example, in respect of health and safety concerns.

Where a student has partially completed the outcomes and demonstrated from other units and activities as per the Decision Tree guidance that they have achieved the aims and objectives of the unit/the programme, the register should record the overall result as a pass.

Where overall a holistic approach has taken place to fill gaps, the register should be resulted as a pass for all units. This should be reflected in the Student Achievement Matrix and a Candidate Outcome Record should be completed for every student.

Once holistic assessment decisions have been finalised, candidate results for the planned units within the group award will be submitted to SQA through normal resulting channels, where possible. Certification will be undertaken by SQA in line with normal arrangements (where possible). Any change to this will be communicated to centres.

7.0 Verification

7.1 Internal Verification

A new procedure has been adapted to cover internal verification under this guidance - Internal Verification Sampling Exceptional Circumstances Covid-19 Procedure. This document will be made available by the Quality Manager

7.2 External Verification

All supporting evidence and student work should be retained in line with SQA published guidelines.

These can be found at https://www.sqa.org.uk/files_ccc/SQA_Evidence_retention_requirements.pdf

8.0 Appeals

The appeals procedure will be adapted for the period of resulting qualifications under this guidance and will be made available by the Quality Manager.

9.0 Where to get support and guidance

Directors of Curriculum, Curriculum and Operations Managers will be able to guide Programme Teams through this process.

It is encouraged that Directors of Curriculum, Curriculum and Operations Managers use the CM/OM Forum as a space to ask questions and share examples of how some evidence is being gathered. A channel will be set up for the Internal Quality Assurance Panel so questions and feedback can be posted on this page.

Lecturers should in the first instance raise any queries or concerns with implementing this guidance to their line manager. If these queries cannot be dealt within Programme Teams, the Internal Quality Assurance Panel (IQAP) will be able to help. In this instance, correspondence should be sent to iqap@forthvalley.ac.uk.

Please note all questions to SQA must be directed to the Internal Quality Assurance Panel using the email address above.

10.0 Frequently asked questions

Q: What if students don't have access to IT or need to access their files on College drives?

A: The College is currently working to supply IT to those students who have been identified as not having access to IT. If you are aware of a student not having access to IT then please forward the students name and details to IT and they will endeavor to ensure the student gets the relevant IT equipment. The College will deliver the IT equipment to the student, until lockdown restrictions are relaxed or lifted.

For those students who have been delayed in getting IT equipment and access to College systems, please take this into consideration when making assessment and grading decisions and use the guidance documentation to support your professional judgement to ensure the student/s will not be disadvantaged by the situation.

Where students need access to data on student U:\ drives please ask them to email inthecloud@forthvalley.ac.uk.

Q: What if we can't give students access to specialist equipment or software to complete units?

A: It is important you refer to overall programme aims contained in the arrangement documents and/or the relevant unit specification purpose. Holistically, based on a broad range of evidence from a collection of assessment evidence completed (or indeed still planned) a judgement of the required skills may be inferred for the use of the software or equipment.

Q: Are we still expected to keep assessing students?

A: Students should continue to engage remotely in learning, teaching and assessment until the scheduled end of block/semester, or to the point where the Programme Team considers that sufficient evidence is in place to enable a final assessment judgement to be made.

Q: When do we stop teaching?

A: This sector wide approach is very much about looking for opportunities to credit students with achievement where they have demonstrated the aims and objectives of units and or the programme. Teaching should stop when Programme Teams are confident that they have sufficient evidence to meet the award aims and objectives as outlined within this guidance. Where this has not been achieved, further teaching and assessment should be carried out until students are able to demonstrate competence and meet the requirements of the award.

Q: How can we ensure standardisation in assessment judgements across the sector?

A: The guidance supports standardisation of approach across the sector. These are truly exceptional circumstances and, in light of timescales and logistics, it will not be possible to moderate assessment judgements sector wide. SQA have acknowledged that colleges are experienced, trusted and trustworthy institutions that are able to utilise and apply professional judgement and evidence to deliver fair and reasonable outcomes for our students.

Q: How do we quality assure?

A: Internal Quality Assurance will be strengthened within each college to support, advise, moderate and confirm the work of Programme Teams in line with SQA guidance. This will support the change from assessment decisions being made by individual assessors to a more holistic, Programme Team approach to decision making.

Q: Can we share resources and approaches across the sector?

A: SQA will support with guidance and resources wherever possible. Colleges may use existing networks for sharing of resources where possible and practicable. However, approaches for supporting students in generating assessment evidence are dependent on a wide range of local factors, including the stage to which assessment has already been achieved, access to equipment and resources, and remote communication networks. Therefore, assessment approaches and conditions will be based on professional judgement at local level.

Q: Can we use open-book assessment in lieu of closed-book?

A: Yes, this would be a suitable alternative approach in some cases. For example, it may be desirable to set this as a timed assessment. Whilst flexibility around conditions of assessment may allow open-book activities to replace established closed-book practice, care must be taken not to compromise existing secure assessment materials. There may be awards and units where this approach is not suitable, these are outlined in the additional guidance from SQA

Q: Will staff be able to devise and implement alternative assessment instruments without having these prior verified?

A: The approaches to alternative assessment and the development of any additional instruments of assessment would be entrusted in these exceptional circumstances to the professional judgment of the Programme Team, and subject to normal internal verification arrangements.

Q: How will all of this apply to students with additional support needs?

A: Staff should choose the most appropriate assessment methodology to make the assessment accessible. This will be in partnership with college student support services. This could include, for example, the use of professional discussion as an alternative to written evidence if a scribe is usually required.

Q: What about SVQ? Can we apply the same guidance?

A: No, SVQs are subject to regulatory requirements, and separate guidance will be issued in respect of these.

Q: How can we apply a grade to a Graded Unit where this cannot be completed and may even be the weakest element of available evidence?

A: The Graded Unit is the summation and application of the candidate's understanding of mandatory units in the HN to meet the course aims. The Programme Team, through a professional discussion, review the quality and sufficiency of candidate evidence, in addition to any work submitted for the Graded Unit, to determine a grade.

Q: What about other awarding bodies? Can we apply the same guidance?

A: No, each awarding body will establish its own arrangements, and separate guidance will be issued in respect of these.

Q: Does there need to be evidence for all outcomes?

A: The Programme Team, using professional discussion and judgement, will reach an outcome decision, where possible, based on holistic review of all available candidate evidence, as well as staff knowledge of their candidates, their engagement, progress and their achievements to date. This may include areas where the available evidence is used to infer competence or predict an outcome that is reasonable and justifiable in respect of the wider evidence base available. Staff should refer to the FVC Decision Tree for guidance.

Q: What is the approach where an HN includes VQ components?

A: SQA is still working with SQA Accreditation and Sector Skills Councils to produce guidance around SVQs and awards that contain SVQ components. WE are waiting for an update on this guidance.

Q: Does this approach apply to all SQA awards?

A: No, there are a number of awards that SQA are producing additional guidance on how to assess and certificate students. These include **SVQs**, **VRQs**, certain **HNs** and **PDA**s. The guidance on these exceptions will be circulated to your CM/OMs as SQA update us.

Q: Can we defer activity to the following year?

A: This is one of the decisions that are available to Programme Teams and may be the only option available. Programme Teams should explore all possible options before this decision is made and this should be referred to IQAP to be verified.

Alternative Assessment Arrangement FAQs

This is a challenging time for the Learning Support team. We are currently trying to support a number of students with different challenges across a number of mediums. This means that the service that we offer needs to change too. Below are some FAQs for you to review before you submit a request for alternative assessment arrangements (AAAs).

Q: I have a student who normally has AAAs for assessments, can I still submit AAA requests to Learning Support?

A: Yes, but only in very limited circumstances and after all other avenues for assessments have been investigated and discounted. When you make your request, you should not request a specific date or time as we may not be able to accommodate this. The submission of the AAA request form will generate a request for a member of the Learning Support team to contact you to have a discussion about your assessment.

Q: What assessments are not supported?

A: Unfortunately, we are currently unable to support assessments for students on Level 4 & 5 courses and assessments that do not contribute to final awards.

Q: Are there any assessment arrangements that do not require support from the Learning Support team?

A: You do not need to submit an AAA request for students who require extra time, separate room, rest breaks or assistive technology. These adjustments can be managed by the student in their own home.

Q: How can I best support students with ASN and other challenges with assessments?

A: Where possible, you should explore different avenues to collect evidence for a student's award. Existing course work can be used to support assessments provided that it meets the assessment criteria. Other technological solutions should also be considered. These should negate the need for timed, written assessments. Learning Support will ask you about other assessment methods should you submit an AAA request.

Q: I have a student who requires a scribe, what other options can I consider?

A: You should consult your course descriptor for the range of assessment methods you are allowed to use. Normally these are very flexible and allow you to assess students in a variety of ways.

You could consider the use of technology for assessing students that may struggle to produce written work without a scribe. For example, your student could audio or video record their answers using their mobile phone or tablet. The Zoom app can also be used to record dictated answers and students can present over Microsoft Teams. A professional conversation could be held with the student to assess their knowledge or you could waive the need for perfect spelling and grammar if the student is required to submit something in writing.

The Learning Support team cannot transcribe all audio recordings but may be able to do some transcription work where the course descriptor specifically prescribes written work. You should contact the Learning Support team to discuss this before setting your assessment.

Q: I have a student who require a reader, what other options should I consider?

A: For students who require a reader, you could audio record the assessment and send it to the student, this would negate the need for a human reader. Microsoft Teams could be used to share this with the students or you can send a video/audio file. Students who already use Read & Write Gold and have access to this at home, should be encouraged to use this to read out the assessment where required.

Q: I have a student who requires a prompter, what should I be considering?

A: If the student is not working under timed conditions, they should no longer require a prompt as they can effectively “chunk” the assessment into manageable parts in a timescale that works for them. Learning Support students who receive support through their Learning Mentor or LDF can continue to do so and will receive non-subject specific support with organisation and preparation for assessments.

If you have any queries regarding the best way to support students with assessment arrangements, please contact your department’s LDF for a discussion. Trying out different methods of assessment can help create an inclusive approach to assessments that will benefit all of your students, not just the ones accessing Learning Support. All of your students will not have access to the same types of technology that are readily available to them in college and allowing them to submit their work in different ways will help encourage engagement and achievement. There are also a number of resources and support available on FVC Community on Teams and the Lecturers’ Toolkit on moodle.

Internal Verification Sampling

Exceptional Circumstances covid-19

Procedure

Date of version:

Responsibility for procedure:

Date for review:

Internal Verification Sampling

Forth Valley College undertakes to carry out a robust process of internal verification sampling, to ensure that college internal assessors are making fair, consistent and accurate assessment decisions in accordance with awarding body assessment criteria.

This procedure applies to the exceptional circumstances as outlined by the joint Scotland's Colleges and SQA proposal April 2020.

Procedure

1. Sampling and Internal Verification of Assessment Decisions

All internal assessment decisions will be subject to internal verification sampling to ensure that:

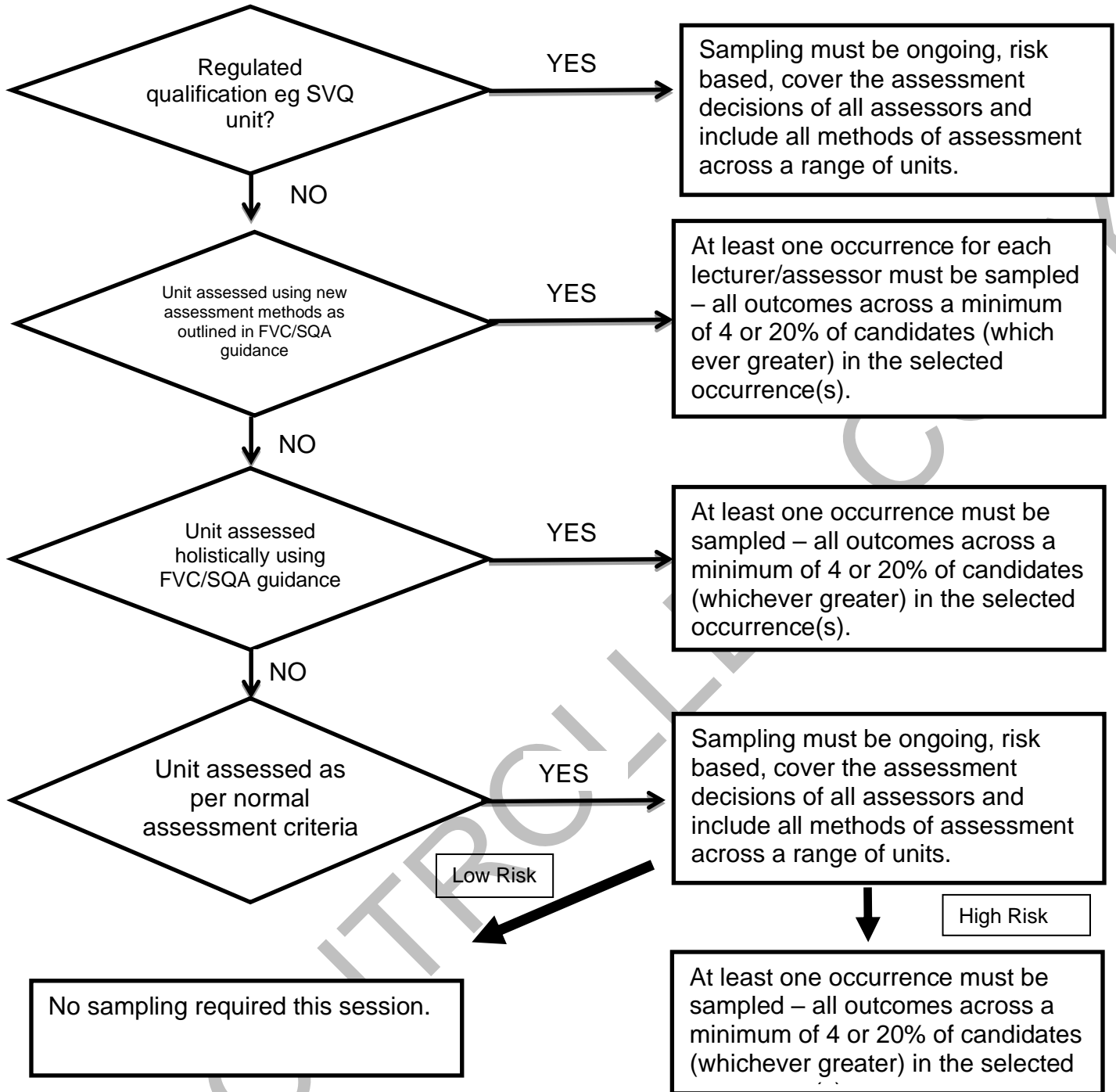
- the correct instruments of assessment are in use;
- alternative approaches to assessment have been recorded appropriately in line with the guidance;
- all students' assessment evidence meets the awarding body assessment requirements;
- assessment evidence has been judged and marked in line with the approved marking criteria, with sufficient written feedback to ensure students and internal and external verifiers have a clear indication of success or required remedial actions;
- re-assessment has been carried out correctly;
- results have been recorded correctly.

2. Internal Verification Sampling Criteria

The responsible **Manager (Curriculum Managers/Operations Managers/ Business Development Department Manager)** will agree with Lead Lecturers/Lead Assessors an Internal Verification Sampling Plan that meets or exceeds the minimum criteria set out in the flowchart overleaf.

Further advice about selecting samples for SVQ qualifications can be obtained from Learning and Quality.

Internal Verification Sampling Flowchart



3. Allocation of Internal Verifiers

The **Manager** will agree with the **Lead Lecturer/Lead Assessor**, an appropriate **internal verifier** for each unit occurrence selected according to the criteria on the flow chart.

Internal verification sampling of non-work-based units will, under normal circumstances, be carried out by the unit **Lead Lecturer**.

In the case of occurrences where the unit **Lead Lecturer/Lead Assessor** is also the **delivering lecturer/assessor**, then the **Manager** will select another member of staff who is appropriately qualified in the subject to conduct internal verification sampling. For SVQ or regulated qualifications, the **internal verifier** must also either hold, or be working towards, an appropriate internal verifier qualification if this is a requirement of the assessment strategy for the qualification.

The allocation of **internal verifiers** to unit occurrences should be carried out with due regard to fair and equitable distribution of workload and efficient use of college resources.

4. Internal Verification Sampling

Internal Verification as per the sampling flowchart criteria should be carried out using the following sampling methodology.

A minimum of 20% of the students in an occurrence will be sampled, with a minimum of 4 students sampled in all occurrences with less than 20 students. The Internal Verifier will randomly select the students from the assessment register.

All outcomes within a unit must be examined across the sampled students. If any issues are identified, a greater sample of students should be selected.

During sampling the **internal verifier** will where appropriate for each sampled occurrence:

- check that the approach to assessment has been recorded on the appropriate documentation
- check that the correct assessment instruments are in use;
- check and confirm that the assessors' decisions are fair, consistent and meet awarding body specifications;
- check that the assessment evidence has been marked appropriately and that appropriate feedback has been provided;
- check that re-assessment has been carried out and recorded appropriately;
- countersign and date each piece of assessment evidence examined;
- complete an Internal Verification Record of Sampling, recording the findings of the sampling activity and any actions to be taken as a result and feed back to the **lecturer/assessor** on the outcomes and any actions arising.

The Internal Verification Record of Sampling should be placed in the Master Folder on Sharepoint.

The **Internal Verifier**, with support from the **Manager**, will be responsible for monitoring actions raised during internal verification sampling.

The **Manager** will be responsible for countersigning the assessment register to verify that each unit occurrence has passed appropriately through the above sampling procedure. If the lecturer/assessor does not agree with any aspect of the process they should speak to the **Manager**.

5. Associated Documents

Forms

[Internal Verification Sampling Plan Covid-19](#)
[Internal Verification Record of Sampling](#)

We welcome feedback on this Procedure and the way it operates. We are interested to know of any possible or adverse impact that this procedure may have on any groups in respect of gender, race, disability, sexual orientation, religion or belief, age or other characteristics. This procedure will be evaluated for impact assessment at its next review. If you wish to give feedback relating to this Procedure please email centre.coordinator@forthvalley.ac.uk.

1. Purpose

To report to the Learning & Student Experience Committee on progress towards meeting our Credits targets for Session 2019-20, and report on recruitment for Session 2020-21.

2. Recommendation

That members consider the content of the report.

3. Background

The College has never failed to meet its Credits target, and before the Covid-19 pandemic we were again on target to meet our Credits target for Session 2019-20. This was evidenced by our decision to agree to deliver additional Credits through SFC as short a time ago as February this year. However, because of the impact of Covid-19 we found ourselves in a position where we wouldn't meet our Credits target based on planned activity. Directors of Curriculum have worked with their teams to adapt and change planned activity, moving to remote and online delivery, to get us back to a position where we will meet our Credits target.

4. Key Considerations

Session 2019-20 Recruitment

Figure 1 shows overall recruitment for this session compared to last session at this point. In previous months enrolments for this session were tracking higher than enrolments for Session 2018-19. As a result of Covid-19 that picture has changed as can be seen below. Our full time enrolments and Assessment of Work Based Learning enrolments are very close to last session, however our part time enrolments and evening enrolments are now below last session, where both had been tracking above last session, and our Flexible/Distance Learning enrolments are now above last session, and will continue to grow as we progress through this session.

Figure 1 – Session enrolment comparison by mode of attendance

Mode of Attendance	Enrolments 2018/19 as at 2/6/19	Enrolments 2019/20	Variance	% Variance
Full Time	3,361	3,356	-5	0%
Part Time	8,198	6,880	-1,318	-16%
Evening	1,842	1,705	-137	-7%
Assessment of Work Based Learning	1,444	1,458	14	1%
Flexible/Distance Learning	707	876	169	24%
Total	15,552	14,275	-1,277	-8%

Session 2019-20 Progress towards our Activity Target

Our Core Credits target for Session 2019-20 has 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 are estimating delivering to target, however significant work has been undertaken by our curriculum 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 have been working to adapt planned delivery to online where possible, or to look for alternative remote and online courses which can be offered. Helpfully, SFC have 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 has allowed the College to target our existing, progressing students for additional online courses, along with new students. The majority of this new activity will commence mid-June.

Figure 2 – Credits 2019-20

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

Credits Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	50,154		50,154
Part Time	19,155		19,155
Evening	3,410		3,410
Assessment of Work Based Learning	7,072		7,072
Flexible/Distance Learning	2,108	4,582	6,690
Total	81,899	4,582	86,481
Variance			161

Figure 3 shows a comparison of this session with last session at this time which shows that we are just over 400 Credits behind where we were last session at this time. Credits reflect the trend seen in enrolments with Full time and Assessment of Work Based Learning modes being close to last session. The impact of Covid-19 can be seen within Credits for part time and evening modes, which are both down on last session, where in previous months they had been tracking above last session. Flexible and Distance Learning enrolments are showing an increase reflecting the move to online delivery. This is the mode where we will deliver the remainder of our Credits this session.

Figure 3 – Credits Comparison

Mode of Attendance	Credits 2018/19 as at 2/6/19	Credits 2019/20	Variance	% Variance
Full Time	50,253	50,154	-99	0%
Part Time	19,651	19,155	-496	-3%
Evening	3,702	3,410	-292	-8%
Assessment of Work Based Learning	7,039	7,072	33	0%
Flexible/Distance Learning	1,678	2,108	430	26%
Total	82,323	81,899	-424	-1%

SFC have written to Colleges to say that Colleges will not be financially penalised for not delivering their Credits targets as a result of the Covid-19 pandemic. However there remains a risk to the College in not delivering our core Credits target. The College has delivered to its ESF Credits target, however ESF Funding is paid to Colleges based on Credits delivery above its core target. Furthermore, if the sector as a whole hasn't delivered to its core target then there is potential for ESF funding for all Colleges to be at risk. This risk was raised with SFC by the Colleges Principal Group, and guidance has been provided saying Colleges will receive ESF funding where they have delivered their core target and ESF target. As such it's paramount that the College meets its Core Target to also secure ESF funding. As previously mentioned, guidance rules have been relaxed by SFC to help Colleges achieve this.

Full Time Recruitment for Session 2020-21

Figure 4 shows our current position in relation to full time applications received and offers made. This shows that we have received 69% more applications overall than we have places, and that overall we are only 187 places (6%) short of our recruitment target. We have slightly over-offered within HE, and this will grow as we move through the remainder of the current session, and through the summer, to cope with students who don't show for enrolment. FE offers are still below target, with some of this being in relation to timing, and in some case later start dates. Course recruitment is being monitored weekly, and curriculum flexed to meet demand where appropriate.

Figure 4 – Current Full Time Recruitment

Level	Target	Applications			Offers		
		Applications	Variance	% Variance	Offers	Variance	Offers % Variance
FE	1,567	2,717	1,150	73%	1,357	-210	-13%
HE	1,418	2,319	901	64%	1,441	23	2%
Total	2,985	5,036	2,051	69%	2,798	-187	-6%

Figure 5 provides information on cumulative full time applications received up to the end of May, with comparisons for the previous two sessions. This table clearly shows the impact of Covid-19. After a slower start, by the end of February, full time applications received for this session had just gone above the number of applications received by the end of February last session. However, when we entered lock down our applications dried up for approximately the first 2 weeks, at a time when historically our applications peak. Since then we have seen a steady flow of applications, however our overall application numbers haven't recovered.

Figure 5 – Cumulative Full Time Applications

Session	Nov	Dec	Jan	Feb	Mar	Apr	May
2018-19	738	1,271	2,588	3,472	4,311	5,460	5,922
2019-20	726	1,112	2,273	2,869	3,957	4,518	5,593
2020-21	546	925	1,928	2,944	3,595	3,923	4,815

When we entered lockdown we moved all planned interviews from face to face to online via Skype for Business or phone call, and we moved all information and assessment events to remote/online. Figure 6 shows that this has been successful with the number of offers made to the end of May this session being slightly higher than those made the previous session. Feedback from students of online interviews has been positive, and continuation of this method after lockdown will be encouraged.

Figure 6 – Cumulative Full Time Offers

Session	Jan	Feb	Mar	Apr	May
2018-19	107	360	847	1,636	2,116
2019-20	304	565	1,065	1,685	2,793
2020-21	151	410	978	1,614	2,798

5. Financial Implications

Please detail the financial implications of this item – There is potential for SFC to claw-back ESF funding if the College does not first achieve its core 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
Low	X	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back of ESF Funding if the College doesn't first achieve its core activity target. Curriculum teams have re-shaped planned delivery to offer on-line courses to ensure we deliver to our core 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
October 2020	SFC Annual Report	Kenny MacInnes
	Mental Health Strategy	TBC
	Digital Skills	David Allison
	2019-20 Final PIs	David Allison
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

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

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1. Purpose

For the Learning & Student Experience Committee to note the recent guidance on completing the College's Outcome Agreement for 2020-21.

2. Recommendation

That the Learning & Student Experience Committee note the changes to the Outcome Agreement process for Session 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 13th December, with very positive feedback received in February. The attached document is a revised version of the first draft of our Outcome Agreement, focusing on feedback received from SFC, and is included for information. In a letter to all College Principals on 19th March, Karen Watt stated that there isn't an expectation to further update received draft Outcome Agreements, as a result of the Covid pandemic unless there were any problems with the draft, and as such, this revision includes minor amendments from our first draft. A further letter was issued on 29th May, which is included providing further guidance on the Outcome Agreement process for Session 2020-21.

4. Key Considerations

The guidance issued by SFC on 29th May states that:

1. SFC will not ask College Boards to sign off the Outcome Agreement for Session 2020-21 as they normally would.
2. SFC will not publish Outcome Agreements for Session 2020-21 on its website.
3. SFC will attach the allocation of core funding in Session 2020-21 to refocused sector commitments and activity which will provide us with reassurance on use of designated funding.
4. A commitment from SFC to engage with the sector over the coming weeks to reach agreement on a more general set of outcomes, taking cognisance of the current circumstances, with communication of these to be in July.

The letter of guidance from SFC is included as an attachment to this paper, along with a revised version of our Outcome Agreement, for information.

The key message in the original Outcome Agreement guidance for 2020-21 was 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, and following feedback from SFC. The main changes within this draft are to the following areas:

- Executive Summary
- Developing the Young Workforce
- STEM
- Early Learning and Childcare
- Student Support System
- Diet and Healthy Weight
- Innovation
- ESOL

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. This approach was also discussed at the Learning and Student Experience committee meeting in February.

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.

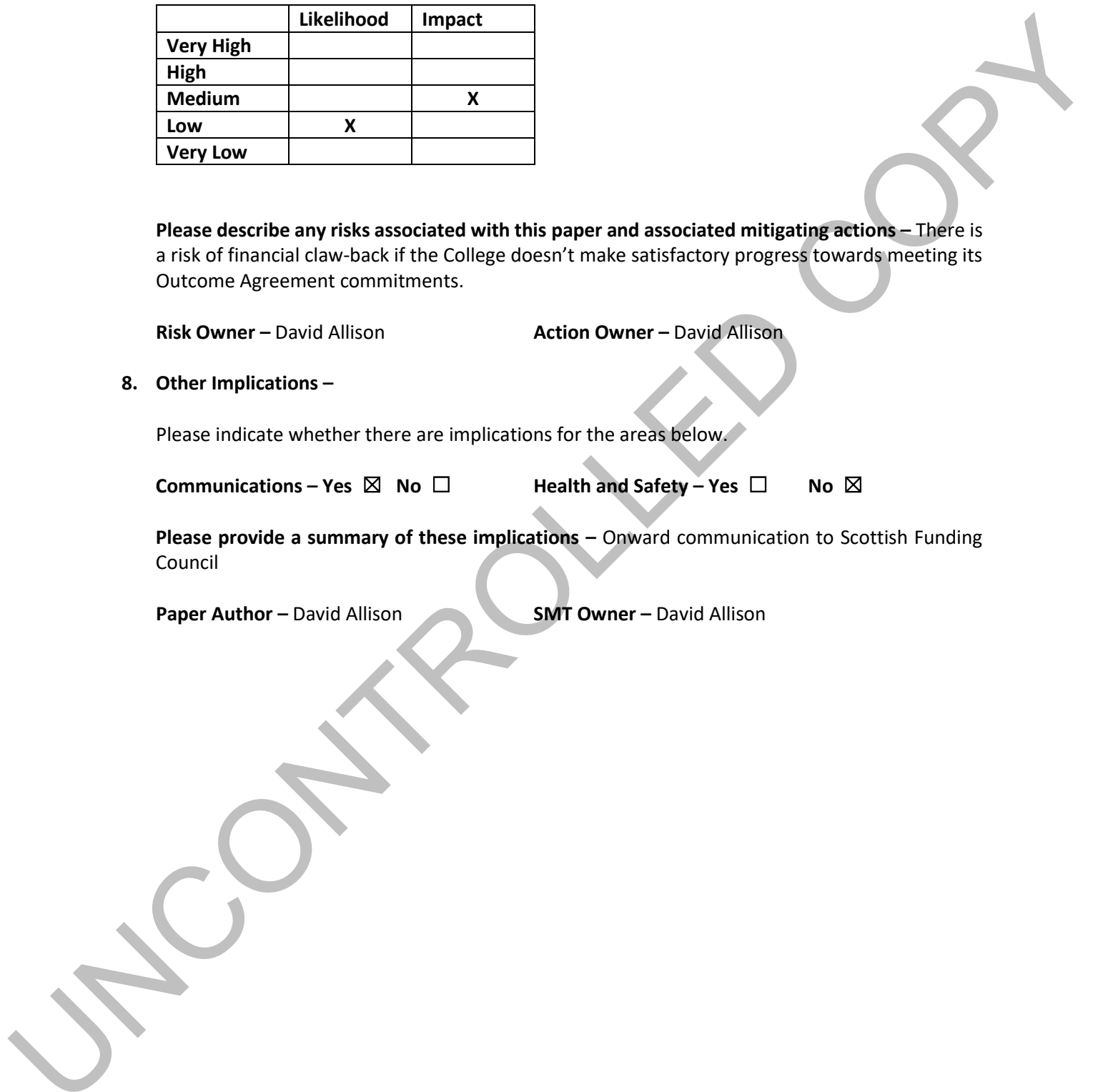
Communications – Yes No

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



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

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