

Zoom 4.30pm

AGENDA

1. Apologies for Absence
2. Declarations of interest

FOR APPROVAL

3. Minute of Meeting of 11 February 2021
4. Matters Arising
 - a) L/20/014 Digital Skills (Verbal)
 - b) L/20/018 2020/21 in-year PI Prediction Tracker Update

FOR DISCUSSION

5. Student Association Annual Report 2020/21 Aleksandrs Petrovskis
 6. Learning and Digital Skills Academy Ambition Update Helen Young
(Elements of paper 6 are withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)
 7. Project NXGEN FVC (Verbal) Kenny MacInnes
 8. PI Prediction Tracker Period 2 Update Kenny MacInnes/David Allison
 9. Springback Project (Presentation) James Aston/Ken Thomson
 10. Student Activity Report David Allison
 11. Future Agenda Items David Allison/Kenny MacInnes
 12. Review of Risk
 13. Any Other Competent Business
-

Zoom (commencing at 4.30pm)

Present: Davie Flynn (Chair)
Lorna Dougall
Kat Graham
Jennifer Hogarth
Aleksandrs Petrovskis, Forth Valley Student Association Vice President (FVSAVP)

Apologies: Naila Akram

In Attendance: Ken Thomson, Principal
David Allison, Vice Principal Infrastructure and Communications (VPIC)
Kenny MacInnes, Vice Principal Learning and Student Experience (VPLSE)
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
Helen Young, Head of Learning and Quality (HLQ) for item L/20/014 only

L/20/011 Declarations of Interest

None.

L/20/012 Minute of Meeting of 8 October 2020

The minute was accepted as an accurate record of the meeting.

L/20/013 Matters Arising

None

L/20/014 Digital Skills (Verbal)

The Head of Learning and Quality (HLQ) gave members a verbal update on the work of the Digital Skills Academy. She noted that the team had been 'launched' in January 2021 with the release of a dedicated SharePoint page containing a range of resources.

She discussed the recently published "Learning and Digital Skills Academy Ambition Document 2021-2025" and shared a link to the document with members. She confirmed that the intention was to bring this document to the Board along with further detail on the 10 ambitions to 2025.

She outlined the development of a digital skills self-assessment tool for staff which has been prototyped and is currently being tested with a range of groups across the College. She confirmed that completion of this tool would also tie into staff's CPD record with the College.

She informed members that 5 digital skills mentors had been deployed, with 2 of these assigned to assist our commercial staff to increase the number of offerings online.

The HLQ updated members on the recent digital skills development event held in conjunction with South East Regional College (SERC) Northern Ireland, with a range of activities over the 2 days of activity and with over 100 staff participating in workshops.

She noted that all the workshops were recorded so that this training would be available to other staff members.

The Principal confirmed to members that there would be a presentation made to the upcoming Board meeting by the HLQ on Digital Skills and that this would complement a presentation by the VPLSE on the College's next generation curriculum ambitions.

Members agreed that a high level overview of the College's digital skills ambitions, with an outline of how the College intends to reach its targets would be useful.

Members noted that, when this activity began, it was pre-Covid and that the current requirements for digital learning would change again once normal activity resumed.

The HLQ confirmed that they were aware that the current support needs from staff would change as the College moved forward and that the support offered would need to reflect this. She outlined a digital skills baseline tool which would allow the team to contextualise support to an individual staff members' needs.

Members welcomed the progress made by the digital skills team and offered, if the HLQ wanted too, that members could act as sponsors for the team with the Board of Management.

The Principal welcomed the offer and noted that there was an overall project plan for the digital skills activity and that key, strategic milestones within this would be used to report back to the Committee on progress.

a) Members noted the content of the update

L/20/015

Outcome Agreement Self-Evaluation 2019-20

The VPIC presented members with the Outcome Agreement (OA) self-evaluation report for 2019-20 and thanked members who had submitted comment ahead of the meeting.

He highlighted that this report had already been submitted to the Scottish Funding Council (SFC) with the caveat that it still had to come to the Committee for approval.

He explained that the guidance for this report was not issued until mid-December 2020 and that was why the Committee meeting was not in alignment with the submission date requested by SFC.

He provided members with an overview of the report contents.

Members noted that while the OA contained a range of targets, the College conducts a lot of activity out with these target measures that provides real value to students and queried whether there was an opportunity to capture this work in the narrative sections of the reports.

The VPIC noted that the instructions for this report from SFC was to be concise as SFC views this as an emergency report owing to Covid. He did note the value in the suggestion and confirmed that this would be included once the College moved back to a more normal OA report process.

The Principal agreed that this activity should be included and noted that the College was actively engaged with SFC on the future of OA reports and that this recommendation would be included in those discussions.

a) Members approved the content of the report

L/20/016

Interim Outcome Agreement 2020-21

The VPIC presented the interim OA for 2020-21 and noted that he was seeking the Committee's endorsement to submit this to the Board of Management. He noted that the normal OA process had been put on hold owing to Covid and that this was an interim report, based on a new framework, which is more focussed at the request of SFC.

Members welcomed the change in structure of the document as it is an opportunity to have a more vibrant and accessible document highlighting the good work of the College.

Members highlighted that data arising from the wider impact of Covid was highlighting groups such as women who were experiencing greater disadvantage and queried whether these emerging trends were being identified and responded to by the College sector. The VPIC agreed that this was an important aspect to look at and confirmed that these trends could be used to inform the 21/22 OA for the College.

Members queried, given the level of work for the College, whether SFC ever engage in a dialogue on the detail, particularly around new College incentives?

The VPIC confirmed that there was engagement with SFC through our relationship with the SFC OA manager, and with the development of a revised OA framework that this would provide even more opportunity for this engagement.

Members queried the use of 2018/19 data as the baseline for the report. The VPIC confirmed to members that this was an SFC instruction, based on this data being the last pre-Covid year.

a) Members endorsed the Interim Outcome Agreement 2020-21 for submission to the Board of Management

L/20/017 Student Association Report

The FVSAVP presented the latest update report on the activities of the Forth Valley Student Association (FVSA).

He highlighted activity with departmental class reps, progress with the Student Mental Health Partnership agreement and the Blue Monday initiative which had the FVSA team share their own personal recipes for happiness.

He noted the regular “Koffee with Ken” meetings and that these were good opportunities for the FVSA executive team to meet with the Principal and VPLSE.

He provided an overview of a recent meeting with the Chair of the Board of Management and the College Fundraising Manager looking at potential areas for development for the FVSA.

He also informed members that the FVSA website was now live.

He confirmed to members that FVSA had received additional funding from SFC in relation to additional student support activity. He highlighted that the timelines for this were quite tight and activity needed to start by April 2021 at the latest to be able to use the funding.

Members welcomed the overview provided of the report and queried, in relation to FVSA Commercialisation, whether there were any indicative timelines for this activity.

The FVSAVP noted that, owing to Covid, it was difficult to have an exact timeline and he also outlined other considerations such as charitable status that may impact on this. He did highlight some activity that could commence sooner, such as FVSA approved advertising on their new website.

The Chair thanked the FVSAVP for the report and noted that the Committee and members were keen to support the FVSA and that, should they need assistance out with the normal cycle of meetings, this could be passed to them via the Principal.

a) Members noted the content of the report

L/20/018 2020/21 in-year PI Prediction Tracker Update

The VPLSE provided members with an update on PI Prediction Tracker (PIPT) activity since the last meeting.

He noted that 2019/20 had shown an overall 1% improvement on previous year’s figures and attributed this to the manner in which the College adapted to delivery under Covid restrictions.

He reported that the August to November 2020 period had been reviewed via PIPT and commended the teams involved for having such detailed discussions in a virtual manner. He noted that normally there would have been an initial meeting in August 2020 to begin looking at the period but, given teams were performing enhanced inductions to ensure all College users were aware of the Covid processes in place in the campuses, it was decided to cancel this initial meeting and hold it in November instead.

He reported that, as of the latest round of PIPT meetings, the College remained on track against the predicted position for this time of year with FE on target and HE 2% above target for 2020/21.

He highlighted to members the ongoing challenges of Covid, particularly in relation to engagement with individual students.

The Chair welcomed the report and commended the data driven approach to both decision making and early intervention where required and as early as possible.

Members welcomed the level of detail in the data and queried how this linked into quality aspects.

The VPLSE confirmed that the Education Scotland "How Good Is Our College" quality system had been mapped to the College self-evaluation tool which will complement PIPT activity. The Head of Learning and Quality and Head of Equalities, Inclusion and Learning Services now also attend these meetings to ensure that the focus on quality and the student experience is maintained.

Jennifer Hogarth, as the teaching staff member, discussed her experiences with the process from a department perspective, noting that getting the right information to the right people in a timely manner is very useful to teaching teams.

The FVSAVP noted that this process should be publicised more to students within the College as they would be interested in how the College makes these types of decisions regarding their courses.

The Principal agreed with this point and noted this could form part of class rep training. He informed the Committee he would take this forward with FVSA as part of wider discussion on what information students would want to see from the College.

a) Members noted the content of the report

L/20/019

Student Activity Report

The VPIC presented an update on student activity levels within the College. He reported that, while overall credits were on target or even slightly ahead of target at this time owing to an increase in full time enrolments and an 85% increase in flexible distance learning, there had been decreased in elements of part time provision,

commercial training and evening classes. He outlined the main reasons for these, noting it primarily had to do with the impact of Covid.

The Principal informed members of some additional funding for the sector aimed at providing opportunities for young people and to enable transition training. As Forth Valley was projecting that it would meet its target, the College would be permitted to move Credits between funds to maximise its impact on learners of all ages.

The VPIC also noted that members had requested that the information in the report be presented in a dashboard format. He informed that, in conjunction with the Chair, 2 formats had been developed for member's consideration.

After discussion, members agreed that version 1 of the dashboard was their preferred format.

- a) Members noted the content of the report
- b) Members noted that the dashboard should be appended to the minute of the Committee submitted to the Board of Management and that this would be a standing item going forward.

L/20/020

Future Agenda Items

The VPIC presented a report on future agenda items, noting that this may change slightly depending on when the SFC release the latest OA guidance. He asked members for any additional items.

The Principal noted that the Springback project was commencing and that it would be useful for relevant sections of this to be reported to the appropriate Committee's to allow for more in depth discussion before the full project is reported to the main Board of Management in June 2021.

- a) Members agreed to the inclusion of the Springback report to Committees and noted the content of the report

L/20/021

Review of Risk

No new risks were identified and members noted that, as time progressed, there would likely be more evidence which could be used to review and update the Covid specific risk register.

L/20/022

Any Other Competent Business

None



Forth Valley Student Association

Annual Report

2020-21

Last updated: 18 May 2021

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FVSA Highlights 2020-2021



#fvsa20

#fvsa21

#fvsawelcome

#fvsaelections

#fvsafreshers



@forthvsilleysa



@fvsaagram

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Introduction

Welcome to Forth Valley College's FVSA Annual Report 2021-2021. It has been a remarkable academic year for FVSA not only due to COVID 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 2020-2021: [Click here](#) to view the operational plan for 2020/21.

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 2021.

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

Student Council

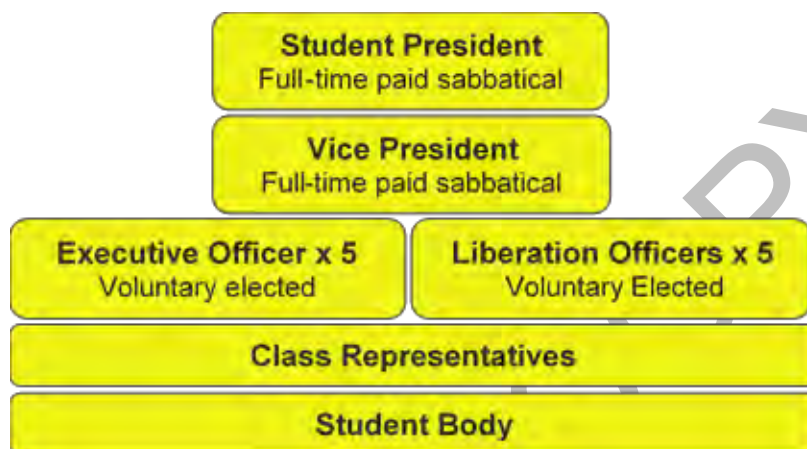
The Student Council is the decision making body of FVSA, and forum for students to hold elected officers to account, provide feedback to FVSA on the learner experience and to shape the work of the Student Association based on the views of students. Students can put forward motions, vote on issues and 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 Structure

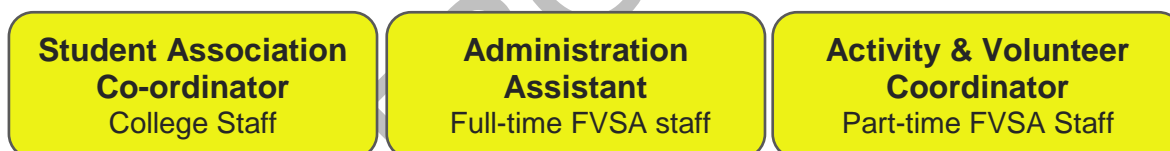
FVSA Student Members

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'.

FVSA Team 2020-21

FVSA Executive Committee:



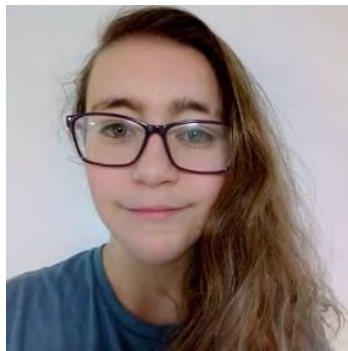
Andrew Smirthwaite
Student President



Aleksandrs Petrovskis
Vice President



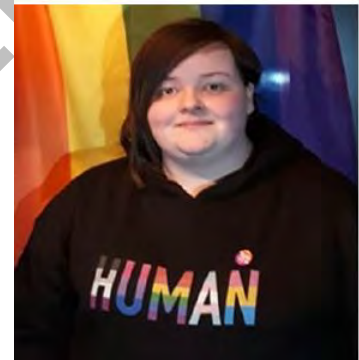
Lindsay Graham
Executive Officer



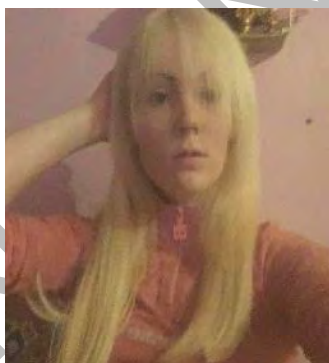
Amber Little
Executive Officer



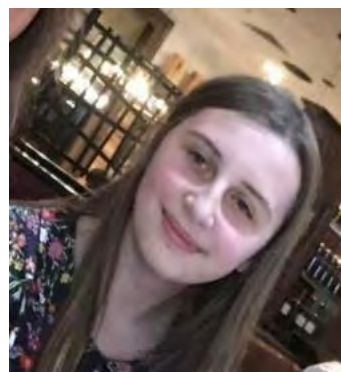
Kerry Middleton
Executive Officer



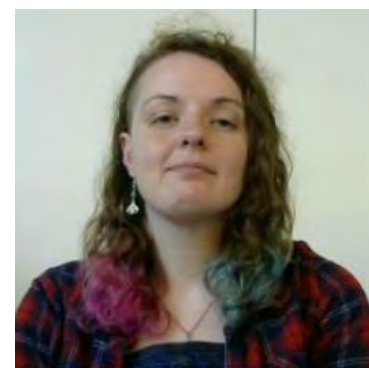
Shannon Easton
Executive Officer



Connie-Marie Stevenson
Womens Officer



Sophie Boyce
Disabled Students Officer



Anna McIvor
LGBT+ Students Officer

FVSA Staff members:



Angela Muirhead
Student Association
Co-ordinator



Elena Semple
Student Activities &
Volunteer Co-ordinator



Lynne Tomlinson
Administration
Assistant

Highlights of 2020-21

Even though the pandemic played a huge part in how we conducted FVSA duties, there were still some great highlights from the year.

Class Rep Training

For the first time, this was all done online. Through the planning stages, it became clear that we would not deliver this physically and had to forward-thinking how this would all look online but still make it fun for Class Reps to engage. FVSA team gave a highly successful training programme to Class Reps by doing LIVE training sessions facilitated by the Student President and Vice President and having these recorded for Class Reps to refer back on if needed. There was also an online training session for students who were unable to make it along or registered later in the year.

Department Class Rep Meetings

These meetings were introduced as another way of engagement with students/Class Reps to gather feedback on their specific department areas such as coursework, welfare etc. These have been very successful and will continue going into the new academic year.

Feedback Fridays

This is a new method of surveying students within FVSA. Every Friday the SA ask a singular question on the MS Teams Student Community that will run until Thursday of the following week. This aim if Feedback Friday is to have a regular feedback cycle with students on topics that are relevant that week. This has worked well and is something that we will look at continuing in the next academic year.

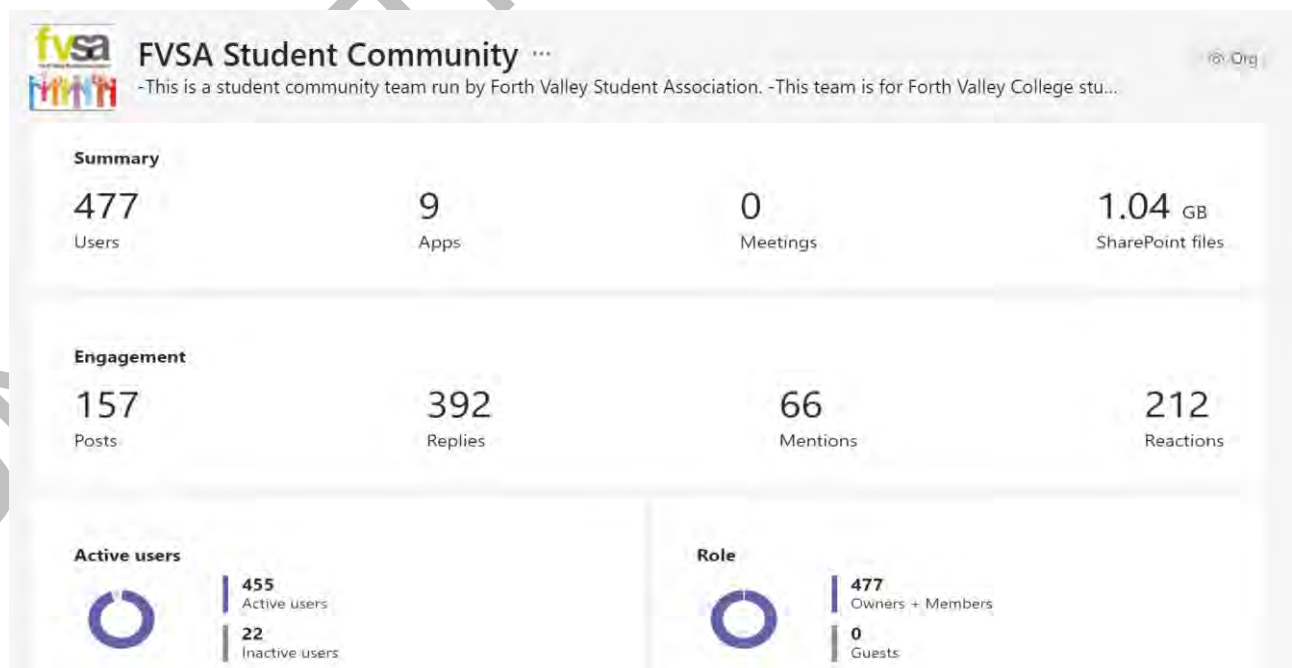
New FVSA Website

The Student Association created and launched a new [FVSA Website](http://www.fvsa.co.uk) via Unioncloud which is now the main platform for FVSA information. Prior to creating the website, the Student Association used Moodle as the main platform, however almost all FVSA information has now been moved from Moodle to the website. The new website allows the SA more flexibility in the way that information is shared and displayed, and is also easily accessible for students, staff and visitors.



Microsoft (MS) Teams

Since the start of lockdown in March 2020, every student was encouraged to learn and engage fully online. MS Teams has been one of those platforms that has worked very well for FVSA. We now have over 450 students engaging with us on our FVSA Student Community page on Teams and we hope this will be something that will continue to be used going into the new academic year 2021-22



FVSA Student Awards

The Student Association ran a virtual award ceremony in May 2021 to celebrate the amazing achievements of students across the College. The following categories were open for nominations during the month of March which allowed any FVC staff member or student to submit nominations:

- Student Leadership Award
- Executive Member of the Year
- Club/Society of the year
- Collaboration Award
- Equality & Diversity Champion
- Most engaged Class Rep

A shortlisting panel met at the end of March to whittle down the nominations and select the winners. This panel was made up of 3 FVSA members, 1 internal college staff member (Pamela Duncan) and one external Student Union staff member (Rosamund Vickers, Stirling University Students' Union).

Due to the ongoing Covid-19 restrictions, the award ceremony was published on FVSA Social Media platforms on Thursday 27th May throughout the day as a series of pre-recorded videos. This enabled students and staff to watch the awards as they unfolded or at a time fit into their busy schedule.



Consultancy/SFC Funding

In January 2021, Scottish Government provided additional funding to the Scottish Funding Council (SFC) to allocate to college and university Students' Associations in financial year (FY) 2020-21. This complimented the additional funding for student mental health and wellbeing support for 2020-21. The purpose of this funding was to further support Students' Associations to enhance the help they offer students and to allow this to be expanded where needed.

FVSA's use of this fund was towards increasing membership engagement in order that students' views can continue to be heard. Finding new ways to help members engage with each other and the institution is always important in order to maintain the vitality of the association. Therefore, with the funds FVSA hired external consultants to evaluate the SA's engagement and efficacy. The consultancy started after the Easter break and is due to finish at the beginning of August 2021. The final part of the funds will be spent on implementing the final report to help with our next student cohort in 2021-22.

E-Sports in Education

College Development Network (CDN) and British Esports Association approached the Student President in October to create a team of players for their CDN Rocket League Scottish Cup. With the success of the team and the benefit of having a Gaming Society, the Student President was asked to produce a talk on the benefits of gaming societies and why other institutions should have them.

Clubs and Societies

In the year where social distancing and learning from home brought new challenges, the student community showed remarkable resilience and established more clubs and societies to our already extensive roster.

We saw the FVC Gaming Society grow exponentially, with over a hundred users meeting online and arranging various games. Our LGBTQ+ Society hosted movie and quiz nights at the start of the year to welcome new members. We hit a milestone with the creation of Women in STEM and the Disabled Students Alliance, which created safe spaces for discussion and peer support.



Our Minds Matter

This training was on the back of Student Mental Health First Aid Training and is currently delivered by our Student Activities and Volunteer Co-ordinator to students. The 'Our Minds Matter' training is a bite-size version and encompasses all the same topics such as depression, anxiety, psychosis etc. Due to the current pandemic, we have seen an enormous increase in mental health and this training course has seen a significant demand.

The two sessions covered Stigma and Discrimination of Mental Illness and Suicide Prevention. The sessions were offered to Class Reprs to collect feedback on content and delivery. Fourteen Class Reprs took part in the sessions and through their feedback felt the sessions were very useful as a safe space for peer discussions around their own experiences and beneficial in learning what support can be offered through the college to all students.

Student Equalities Forum

The Student Association launched the new forum for students with the following aims:

- The forum will be a place for students to come together and discuss all things equality and diversity.
- The forum will be responsible for evaluating campaigns, projects and initiatives of the student association to improve the representation of liberation groups.
- Your elected student officers will take your feedback and direct input at the college Equality and Inclusion group from the forum.
- This would also be a place where students could create policy for the student association.

The membership of the forum is open to self-defining students under the following characteristics:

- LGBT+
- Mature (25 years and over)
- Black and Minority Ethnic
- Women and Non-binary
- Disabled
- Care Experienced
- Student Carer / Parent

The forum has been successful to gather important feedback on the impact of the pandemic on these groups.



FVSA LGBT+ Support Network

The Forth Valley Student Association sought to create a network between staff and students to provide tailored support for students that identify as lesbian, gay, bisexual, trans and other identities under the LGBT+ umbrella. We recognise that students may wish to discuss some issues around their sexual and/or gender identity while at College, and we believe it would be beneficial to speak to someone who may understand these issues better from their own experiences.

Who can you find in the network and how can they support you?

The network is made up of academic and support staff who identify as LGBT+. Like Learner Advisors, the network members can offer sympathetic support and signpost you to further support within the College, FVSA and elsewhere. If they feel they cannot help you, they will ensure you get support from appropriate sources.

The network can:

- Help you access LGBT+ specific support
- Provide a welcoming, understanding person to speak to

The network cannot:

- Offer befriending or mentoring support
- Provide immediate crisis support



Mental Health Partnership Agreement

Forth Valley College and the Student Association have developed a student mental health agreement. Both the Vice President and the Student Activities & Volunteer Co-ordinator sit on the SMHA team where they provide input on the student voice. In the SMHA the association aims to highlight support services available to students as well as hold mental health events and activities throughout the year. The association also conducted a Wellbeing survey, from which we gathered valuable feedback to bring to the SMHA team. The survey had good engagement from students which saw over 300 responses.

Student Democracy

Student Council

From the previous 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 (November 2020) – [Click Here](#)
- Block 2 (April 2021) – [Click Here](#)

Motions passed at Student Council in April 2021:

- [UKISCA Partnership](#)

NUS Scotland Conference

Due to the global pandemic this was held on Skype for the first time. FVSA submitted a motion which unfortunately didn't get presented at the conference. Motions that were presented revolved around housing, ending the use of Non-Disclosure Agreements (NDA) in cases of sexual misconduct, Erasmus+ and the climate emergency. All motions passed.

NUS National Conference

Again due to the global pandemic, NUS UK Conference was also held online and was held in a similar manner to NUS Scotland Conference. The policies passed at conference were around mental health, Housing, funding, Erasmus+, and ending the use of NDAs in sexual misconduct cases.

Events and Campaigns

Due to COVID we were unfortunately unable to run our familiar events on-campus this year. However, we did still run them online and they were a BIG success.

Freshers' & Re-Freshers' Fair



Our Freshers' Fair held in September with a number of online workshops which students could take part in. These were:

- Falkirk Citizens Advice Bureau
- 3D Printer in Action
- Scarves into Swag Bag
- Book Folding
- Haiku the Noo
- Learning Support
- Forth Valley Police
- FVSA Clubs & Societies
- FVSA Class Reps
- Who Cares? Scotland
- FVSA Sabbatical Officer session
- Volunteering Matters
- Electoral Registration

We also provided goody bags which included water bottle, FVSA merchandise, phone splitters, USBs etc. In order for students to collect these we made what was available online and students could select what they wanted. They could then choose to come into campus (during the days they were in) to collect the goody bags. Due to the nature of the event we were unable to fundraise but ensured that the students still had a positive event experience.





In January we held our Re-Freshers' Fair event which again was all online. We had a comedian, Marc Jennings, come do a LIVE session with the students, staff were also invited to come along and join in the fun. Unfortunately due to us all being in lockdown we couldn't provide any freebies for the students this time round. The event also hosted a number of online workshops such as:

- Registering to Vote
- Bags of Fun – No Sew Bag
- Volunteering in Falkirk, CVS FALKIRK
- Clubs & Societies at FVC
- Your Digital Library Service
- Learning Support Info Session
- Energy & Money Saving Advice, CAB
- Police Scotland
- Your Elected Student Officers - drop-in
- Haiku The Noo
- DOODS, Macrobert Arts Centre
- Flexible Learning Courses
- Time Management Workshop

16 Days of Action

This was an online campaign to work with the information highlighted by the UN around the impact of the pandemic and violence against women, This year with the pandemic, more women and children have found themselves in precarious circumstances. The UN have out together some information on how Covid has impacted women and children. We shared this information with our members and provided signposting information.

World Mental Health Day

We raised awareness on World Mental Day through our social media presence on the importance to take time and reflect about our mental health. Our sabbatical officers took charge and wrote messages to their former selves to reflect on a period of time when their mental health was not at its strongest.

By looking back and reflecting, our members can see how far they've come and how much road is left ahead of them. We asked our members to reach out when they're feeling brave and might just help someone else that feels lost.

LGBT+ History Month

This was another online campaign to raise awareness and was shared on all our social media platforms. Using our newly launched website, a collection of media was posted for anyone interested in celebrating or learning more about LGBTQ+ History. We listed films and television shows available to students through Box of Broadcast. We included books and podcasts available as well so students could access a varied array of LGBTQ+ media. Through our engagement with our members, we know that lesbian, gay, bi and trans equality and faith are not mutually exclusive.

We recognise that faith is an important part of many LGBTQ+ people's lives. LGBTQ+ people of faith need to be respected and included in their faith communities, just as they need respect and acceptance in wider society. Therefore, we included information students can access to find support if they were struggling with their faith and identity.

Wee Fit, You Fit

Wee Fit, You Fit was a month-long wellness event with several different activities within it. The Student Association held 2 activities within that being led by the VP, the activities included The Step Count Challenge and a Beat Saber Tournament (a VR game where you slash blocks to a rhythm/song).

The Step Count Challenge ran over 3 weeks and saw good participation from staff and students. The challenge concluded with a top 3 in each category. Staff and students had their own separate category for the top 3 and separate prize pools. The person with the most overall steps was a student who clocked in 274,114 steps in just 3 weeks! There were prizes given out to the winners based on the place they came in, prizes included an engraved medal and a voucher of their choice.



Suicide Prevention Day

In September we held an online campaign for students held over all our social media platforms.

Show Racism the Red Card

As part of Black History Month, Student President and Student Activities and Volunteer Co-ordinator done an online campaign to raise awareness. Unfortunately we were not able to do anything in person this year but this was still a great pledge to get people that racism will not be tolerated at College or in society as a whole.

Executive Officer Campaigns

Amber Little (Executive Officer)

Activist Society

Amber is currently in the process of setting up a Student Activist Society that will bring student activists and interested students together. The society will give students the ability to campaign/learn how to campaign and learn about activism. There is also the potential to have students out campaigning at “protests” and such to give them experience. This will be set up later in the year.

Women in STEM

Amber successfully set FVC’s Women In STEM society this term. The society was for anyone who identifies as a woman (including Trans Women) who’s studying a STEM subject on any FVC Campus and hoped to get each member (and the society) affiliated with the STEM Ambassador scheme (more information on that can be found here). Unfortunately no one signed up for the meeting this year, however Amber is currently meeting with the STEM ambassador hub (east) to talk about how we could get the society (or at least it’s members) signed up to the STEM ambassador program. Amber also got in contact with Stirling Students Union’s Communities Officer to get us affiliated as a “sister society” to their Women in STEM society.

Universal Credit

During the year it has been identified that some students don’t qualify for Universal Credit, but also do not qualify for the Hardship Fund at the College, which can leave students struggling. This had previously been looked into however, as it is still an ongoing issue it was decided to look into again. The Student President set up a meeting with Matt Crilly (NUS Scotland President) to talk about if this could be a campaign that NUS would run and they happily agreed to this. Amber drafted up a letter that would be sent to current Sabbatical Officers to other colleges/universities to sign and then sent off to either local MP/MSPs or the Scottish Government themselves to highlight this issue.

Dual Monitors

Amber has done some ground work on getting dual monitors offered as an alternative to students. This is a working progress and hope this will be implemented come next term.

Industrial Action

During the year with Industrial Action taking place Amber had been working closely with the Student President Andrew on how FVSA could do to support staff/students during that time.

In previous months before Amber helped students and various EIS reps with their ideas on what they would like to see FVSA do and communication was made with various college members to help achieve this. Amber done social media posts and videos to show students exactly what was happening and how FVSA plan to support this to help students. A letter was also sent to John Swinney MSP, highlighting these issues in depth and asking him for his support in ending these strikes.

Sophie Boyce (Disabled Students Officer)

Sensory Room

Sophie identified how to improve the sensory rooms within each campus and through working with members of the College and Disabled Students Alliance she has successfully set up a space within each campus on items that should be used as a sensory space for students to help elevate stress or find this highly beneficial. Items such as:

- Sensory bean bags
- Big bubble towers for hyposensitive people to touch
- Sensory basket full of fidget toys and squishy things like squish mallows for hyposensitive people
- Led strip lights to make sure room can be as light or dark as the students might have hyper sensitive needs. (this is still in discussion)
- Noise cancelling headphones
- Air fresher for each of the rooms

Lindsay Graham (Executive Officer)

Mental Health Partnership Agreement

Lindsay fed into the Mental Health Partnership agreement which is run by FVC. To have the student voice alongside other members of FVSA has played a key part into Mental Health this year.

Kerry Middleton (Executive Officer)

Comfort Breaks

Kerry discussed with members of FVC on ensuring comfort breaks are offered/implemented in long learning sessions for students. This is starting progress and hope this will be implemented come next term.

Meetings

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

| Date | Meeting/Description | Attended by |
|--|--|-------------|
| 2020 | | |
| 13 th July | Moodle Discussion on new area for FVSA | All Team |
| 15-21 July | Lead and Change Event for Officers | SP and VP |
| 21 st July | FVSA Monthly Principal Meeting | All Team |
| 23 rd July | Anti Racist Trustee Board Meeting | SP |
| 30 th July | FVSA "Equalities Zone" Meeting | All Team |
| 3 rd August | DYW Board Meeting | SP |
| 4 th and 5 th August | CDN Board Training | SP and VP |
| 6 th August | Extra Ordinary Board Meeting due to Covid circumstances | SP and VP |
| 13 th and 14 th August | That's Quality (SPARQS) Event | SP and VP |
| 19 th August | EQ Forum Meeting with Equalities | AVC and SP |
| 27 th and 28 th August | The Gathering Event for Sabbatical Officers | SP and VP |
| 1 st September | COVID Catch Up for Officers with NUS | SP and VP |
| 7 th September | DYW Board Meeting | SP |
| 15 th September | COVID Catch Up for Officers with NUS | SP and VP |
| 16 th September | SPARQS Joint Advisory Group Meeting | SP |
| 22 nd September | Finance Committee Meeting (approval of Operational Budget) | SP |
| 23 rd September | COVID Manager College Catch up Meeting | SAC |
| 24 th September | FVSA Monthly Principal Meeting | All Team |
| 24 th September | Mental Health Strategy Meeting | VP and AVC |
| 29 th September | COVID Catch Up for Officers with NUS | SP and VP |
| 2 nd October | DYW Board Meeting | SP |
| 5 th October | White Ribbon Discussion | SP and VP |
| 5 th October | Sports Partnership between FVC and FVSA Meeting | AVC and VP |
| 5 th October | HMI Meeting | SP |

| | | |
|---------------------------|--|---------------|
| 6 th October | Project Events Meeting took place with various other departments in the College to meet and discuss upcoming events and if there could be any joint collaboration | SAC and Admin |
| 6 th October | NUS UK Parliamentary Group on the UK governments response to the Covid situation | SP |
| 7 th October | NEON Meeting with SPARQS | SP and VP |
| 8 th October | NUS Scot meeting with Richard Lochhead concerns from students regarding their learning during Covid | SP and VP |
| 8 th October | Student Experience Committee | SP |
| 13 th October | COVID Catch Up for Officers with NUS | SP and VP |
| 22 nd October | Board of Management Meeting | SP and VP |
| 27 th October | COVID Catch Up for Officers with NUS | SP and VP |
| 28 th October | FVSA Monthly Principal Meeting | All Team |
| 30 th October | Student Mental Health Agreement in collaboration with FVC | VP |
| 5 th November | Time for Me Meeting Steering Group Meeting. This is a mentoring project that provides targeted support to students who are Care Experienced, caring for others or reside in areas of multiple deprivation. | SAC |
| 10 th November | COVID Catch Up for Officers with NUS | SP and VP |
| 12 th November | FVSA Advisory Group Meeting | All Team |
| 17 th November | FVSA Executive Committee Meeting | All Team |
| 18 th November | White Ribbon Training | SP and VP |
| 23 rd November | Corporate Parenting Meeting | SAC and VP |
| 24 th November | COVID Catch Up for Officers with NUS | SP and VP |
| 25 th November | Managers COVID Catch Up | SAC |
| 30 th November | FVSA Monthly Principal Meeting | All Team |
| 3 rd December | Meeting with Louise from CTSI to discuss partnership expansion. | AVC |
| 3 rd December | Board of Management Meeting | SP and VP |
| 4 th December | Virtual Bridge Session - VR in the classroom, looking at the use of Virtual reality to assist with learning in a practical environment. | SP |
| 7 th December | White Ribbon Training | SP and VP |
| 8 th December | COVID Catch Up for Officers with NUS | SP and VP |
| 15 th December | FVSA Executive Committee Meeting | All Team |
| 23 rd December | FVSA Monthly Principal Meeting | All Team |
| 2021 | | |
| 13 th January | External Board Effectiveness Review Meeting | SP |
| 21 st January | NEON Meeting | SP and VP |

| | | |
|------------------------------|---|--------------------------|
| 21 st January | Board of Management | SP and VP |
| 25 th January | Commercialisation Meeting for FVSA | SP, VP, AVC |
| 26 th January | FVSA Executive Committee Meeting | All Team |
| 27 th January | Active Travel Meeting with FVC | AVC |
| 27 th January | NUS Meeting with Development Consultant | All Team |
| 2 nd February | COVID Catch Up for Officers with NUS | SP,VP |
| 4 th February | Student Funding Council Meeting | All Team |
| 4 th February | Learning Improvement and Student Experience Committee | SP |
| 11 th February | Mental Health Student Partnership Agreement | VP, AVC |
| 11 th February | Learning Student Experience Committee | SP |
| 16 th February | COVID Catch up for Officers with NUS | SP, VP |
| 22 nd February | FVSA Monthly Principal Meeting | All Team |
| 23 rd February | FVSA Executive Committee Meeting | All Team |
| 23 rd February | Project Events Meeting took place with various other departments in the College to meet and discuss upcoming events and if there could be any joint collaboration | SAC, Admin |
| 24 th February | FVSA Advisory Group Meeting | All Team |
| 25 th February | Board Of Management Meeting | SP, VP |
| 2 nd March | COVID Catch Up for Officers with NUS | SP, VP |
| 11 th March | Student Mental Health Partnership Agreement Meeting | VP, AVC |
| 11 th March | Springback Meeting with FVC | VP |
| 16 th March | CTSI Meeting | AVC |
| 16 th March | COVID Catch Up for Officers with NUS | SP, VP |
| 18 th March | NEON Meeting | SP, VP |
| 23 rd March | FVSA Executive Committee Meeting | All Team |
| 24 th March | FVSA Monthly Principal Meeting | All Team |
| 24 th March | Esports in Education – The benefits of Gaming societies and why you should support one | SP |
| 30 th March | COVID Catch Up for Officers with NUS | SP, VP |
| 1 st April | Awards Panel Meeting with FVSA and FVC on Student Awards | SP, VP, Admin, AVC |
| 13 th April | COVID Catch Up for Officers with NUS | SP, VP |
| 21 st April | Time for Me Steering Group Meeting | SAC |

| | | |
|------------------------|---|----------|
| 27 th April | COVID Catch Up for Officers with NUS | SP, VP |
| 28 th April | FVSA Monthly Principal Meeting | All Team |
| 29 th April | Equally Safe Bid Discussion with Stirling Uni and FVC | SP, SAC |
| 29 th April | Board Of Management Meeting | SP, VP |
| 30 th April | FVSA Executive Meeting | All Team |
| 17 th May | SWAY Training with Michelle Hamilton | All Team |
| 18 th May | Hedgehog Meeting – Build on Campus | All Team |
| 25 th May | DYW Board Meeting | SP |
| 27 th May | FVSA Monthly Principal Meeting | All Team |
| 31 st May | Equality Action Group Meeting | AVC |
| 1 st June | Advisory Group Meeting (last one) | All Team |

SP - Student President

VP - Vice President

SAC - Student Association Co-ordinator

AVC - Activities & Volunteer Co-ordinator

Admin - Administration Assistant

Exec - Executive Officers

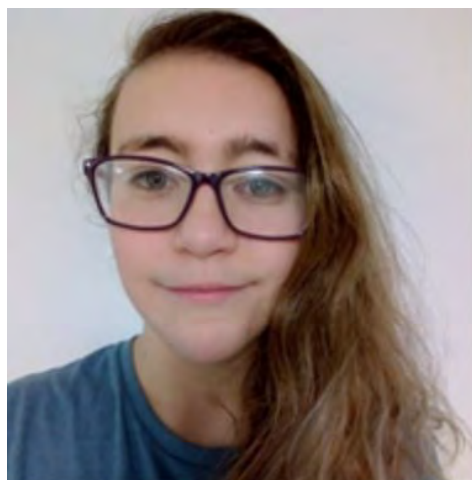
Looking ahead to 2021-22

The year ahead for FVSA will provide a real opportunity to improve the level of engagement with students. Even through the pandemic of 2020/21, FVSA have endured and provided different ways of engagement with students, some of which will be going forward into the new academic year!

Sabbatical Elections

The elections this year followed a similar process of that of last year, where it was all done online with their manifestos and campaign videos. There was a difference in timeline for the Student President and Vice President as no one was campaigning for the VP position initially. Therefore there needed to be a By-Election which took place some weeks later.

New Student President for Academic Term 2021-22



Amber Little

Elected Vice President will be announced 7th June 2021.

Operational Plan

Academic Year 2020/21

Last updated on: 18/05/21

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Appendix 1

We will be the Student Association that our students need us to be; available, accessible and empowering students to make positive change.

Forth Valley Student Association has developed an operational plan for the academic year 2018/19, which aims to maximise effectiveness for students. The plan has factored in a number of key goals, which were identified via student feedback, elected officer manifestos and tying in with the operational and strategic plans of Forth Valley College.

The Student Association aims to provide our students and partners such as the College with a clear identification of our priorities for the year ahead, and will allow the opportunity for our achievements to be measured.

The operational plan will tie into a four-year strategic plan, which will set out a vision for the future of the Student Association within Forth Valley College. All plans will retain the core values of the Student Association and will reflect the voice of our students.

Strategic Goals:

- To become a sustainable organisation that is able to develop our officers and staff to be the people that our students need them to be
- Cultivating a transparent, student led organisation that influences change for the better
- To develop strong and equal partnerships across our community that will benefit our members and students



Appendix 1

To become a sustainable organisation that is able to develop our officers and staff to be the people that our students need them to be

Increasing our presence across the College in order to ensure students are able to access the representation, support and opportunities we provide.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|--|------------------------|--------------|------------|------------------------|---|
| Sabbatical drop in sessions – ask class reps if this is something they want/need | SAC | Jan 2021 | June 2021 | Discontinued | This has been reviewed and will not be going ahead due to not being back on Campus this side of the year. |
| Improve Moodle page for better presence (move to Moodle/ditch mahara) | Admin/SAC | July 2020 | March 2021 | Didn't go ahead | Due to lack of flexibility in Moodle, FVSA decided to run a new FVSA website instead. This is now up and running as of February |
| Improve staff engagement | SAC | August 2020 | June 2021 | Complete | Currently looking at ways of engagement through staff surveys/SA champion etc. There wasn't a lot of uptake and the outcome of this became a staff hub page on FVSA website as well as working with Marketing over the summer on ways of further engagement next term. |
| Ensure FVSA have a presence at key events that have been organised by other departments within the College | SAC with Admin Support | October 2020 | June 2021 | Complete | We meet with members of staff from departments across the College on a quarterly basis to discuss upcoming events/projects and where we can work together. Due to Covid, there have not been any physical events that we can fit into but are working on some online campaigns e.g. LGBT history month. |

Appendix 1

Developing a strong volunteer culture throughout the Association, identifying and creating further opportunities to volunteer and opportunities for development and accreditation for all of our volunteers.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|---|-------------|----------------|---------------|------------------|---|
| Recognition for members (volunteers, class reps) (award ceremony) | AVC | October 2020 | June 2021 | Completed | An online students award ceremony, Class Rep certificates as well as Saltire Awards were given out |
| Establishing an online volunteer culture | AVC | August 2020 | June 2021 | Completed | All information has been uploaded onto our new FVSA website. |
| Look into different forms of accreditation for volunteers | AVC | September 2020 | November 2020 | Completed | Internal recognition system created for class reps and use of external system for Saltire recognition |

Building a sense of community across both the Association and the College through events, clubs & societies and other networking opportunities for students.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|---|--------------------------------|-------------|--------------|-----------------|---|
| Consistent calendar of events (incorporating sustainability, welfare, mental health, citizenship/community) and ensuring that all students and departments are aware of FVSA events. Including virtual events | Admin | August 2020 | May 2021 | Complete | Main events such as Freshers', ReFreshers' Fair and FVSA Student Awards are now complete. Smaller events and campaigns took place throughout the year via online platforms. |
| Plan and implement the 3 rd year of the Department Rep pilot | SAC | August 2020 | March 2021 | On Hold | It was agreed as a team that this will be on hold and will be reviewed for the next term in 21/22 due to current situations. Our main focus is currently on the main class reps and to ensure enough support is in place. |
| Updating online class rep training | SAC with Admin and AVC support | August 2020 | October 2020 | Complete | |

Appendix 1

Oversee the development of staff and officers to ensure they have the skills and knowledge to exceed in their roles, and the opportunity to progress within the Association and externally.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|--|-------------|-------------|-----------|----------|-----------------|
| Identifying staff & officer training opportunities to develop role/skills. | SAC | August 2020 | June 2021 | Complete | |

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Appendix 1**Cultivating a transparent, student led organisation that influences change for the better**

Strengthening our communication with students and partners, making sure that all students are able to feed into, and hear back on the work of the Association.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|--|-------------|-------------|-----------|-----------------|---|
| Create and utilise an online student community via teams | Admin | August 2020 | June 2021 | Complete | FVSA Student Community Team has been up and running since the start of term and this is the main platform for FVSA communications to students. Team will evaluate over the summer and look at any changes or ways we can improve engagement going forward. This may also feed into the consultation to improve student engagement. |

Engaging our members in carrying out work, in order to increase our capacity, empower our students and develop them into future leaders.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|---|-------------|--------------|--------------|---------------------|--|
| Organise and deliver apprentice specific training | SAC | August 2020 | January 2021 | Discontinued | This has been difficult in specific training for Apprentices as we tried to engage with CM's. We have however made some progress with engagement with Business Partners who have direct access to Apprentices and looking at attending CM Meetings to engage directly with CMS. This is currently ongoing. |
| To work on the changes to the Exec officer roles and for them to be in place for term 2021/22 | AVC | October 2020 | June 2021 | Completed | Changes ratified by student council, all that is left will be updating recruitment materials and training materials |

Appendix 1**Improving our democratic procedures to increase accountability of elected officers.**

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|--|-------------|----------------|---------------|----------|--|
| Review election policies and procedures (including returning officer position) | SAC | August 2020 | December 2020 | Complete | Changes were approved at Student Council and changes made in Constitution. |
| Create and publish a social media policy and guidance toolkit | Admin | September 2020 | November 2020 | Complete | The Social Media Policy is now complete and this can be found on the FVSA website under policies and procedures. |

Appendix 1**To develop strong and equal partnerships across our community that will benefit our members and students**

Developing our partnership with FVC, strengthening how we work with departments across the College by sharing information, increasing support and providing better opportunities for students.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|--|-------------|-------------|-----------|-----------------|--|
| Monitor FVC/FVSA Student Partnership Agreement | SAC | August 2020 | June 2021 | Complete | Our SPA went fairly well this year despite the ongoing situation of COVID. All points were covered in the agreement. We look forward to working with FVC on next years plans. |

Increase awareness of existing partnerships, both of the Association and the College, and how these benefit students.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|---|-------------|----------------|---------------|------------------|--|
| Expand list of partners and how they benefit students | SAC/AVC | September 2020 | February 2021 | Completed | Updated current version is available on Moodle for students to access |
| Monitor & promote partners via spotlight posts on social platforms, teams etc | Admin | July 2020 | June 2021 | Complete | Partners promoted throughout the year to students via various platforms – events, social media etc |

Appendix 1

Engaging with external partners to support the development of our students through volunteering, external learning opportunities and providing support to students in the community.

| Objective | Assigned to | Start date | Due Date | Status | Update/Evidence |
|---|-------------|--------------|-----------|------------------|--|
| Improve and monitor partnership with local voluntary organisations to support our volunteer culture | AVC | August 2020 | June 2021 | Completed | All information has been uploaded onto our new FVSA website. |
| All Exec officers reaching out to relevant organisations for support | AVC | October 2020 | June 2021 | Completed | Disability Officer reached out to some external org as well as our Exec officers who reached out to NUS on various topics. |
| Volunteer opportunities/training (mental health training etc) | AVC | August 2020 | June 2021 | Completed | Our minds matter training was a big success. |

FVSA Calendar of Events 2020 - 2021

| Month | Event | Date | Status |
|-----------|---------------------------------------|---------------------|-----------|
| September | Suicide Prevention Day | 10/9/20 | Complete |
| | Fresher's Fair | 21/9/20 - 25/9/20 | Complete |
| | Recycle Week | 20/9/20 - 27/9/20 | Complete |
| October | Black History Month | 1/10/20 - 31/10/20 | Complete |
| | World Vegetarian Day | 1/10/20 | Complete |
| | World Mental Health Day | 10/10/20 | Complete |
| | World Students' Day | 15/10/20 | Complete |
| | Show Racism the Red Card | 16/10/20 | Complete |
| November | World Vegan Day | 1/11/20 | Complete |
| | Islam Awareness Month | 1/11/20 - 30/11/20 | Missed |
| | International Day for Tolerance | 16/11/20 | Complete |
| | International Men's Day | 19/11/20 | Complete |
| | Transgender Day Of Remembrance | 20/11/20 | Complete |
| | 16 Days of Action | 25/11/20 - 10/12/20 | Complete |
| December | 16 Days of Action...continued | 25/11/20 - 10/12/20 | Complete |
| | International Day of Disabled Persons | 3/12/20 | Completed |
| | Human Rights Day | 10/12/20 | Completed |
| Jan | Blue Monday | 18/1/21 | Completed |
| | Holocaust Memorial Day | 27/1/21 | Completed |
| | Young Carers Awareness Day | 20/1/21 | Completed |

Forth Valley Student Association Operational Plan 2020/21

| | | | |
|-------|--|------------------|-----------|
| Feb | LGBT+ History Month | 1/2/21 - 28/2/21 | Completed |
| | Re-Fresher's Fair | 2/2/21 - 4/2/21 | Completed |
| | Time to Talk Day | 6/2/21 | Completed |
| | World Café Day | 8/2/21 | Missed |
| | Student Volunteering Week | 8/2/21 - 12/2/21 | Completed |
| | Fairtrade Awareness | 22/2/21 - 5/3/21 | Complete |
| March | Endometriosis Awareness Month | 1/3/21 - 31/3/21 | Complete |
| | Gender Equality Month | 1/3/21 - 31/3/21 | Complete |
| | Scottish Apprenticeship Week | 1/3/21 - 5/3/21 | Complete |
| | International Womens Day | 8/3/21 | Complete |
| | National No Smoking Day | 10/3/21 | Complete |
| April | World Autism Awareness Day | 2/4/21 | Complete |
| | Earth Day | 22/4/21 | Complete |
| | International Workers' Memorial Day | 28/4/21 | Complete |
| May | Borderline Personality Disorder Awareness | 3/5/21 - 7/5/21 | Complete |
| | International Day Against Homophobia, Biphobia and Transphobia | 17/5/21 | Complete |
| | World Bee Day | 20/5/21 | Complete |
| June | Stonewall Riots Anniversary | 28/6/21 | |

1. Purpose

To provide members with an update on the work of the Learning and Digital Skills Academy (LDSA) in relation to the overarching Learning and Digital Skills Ambition document, and advise on progress against key operational milestones.

2. Recommendation

That members note the content of the document and the work undertaken by the LDSA so far this academic year, and provide relevant feedback.

3. Background

The LDSA is a fundamental pillar of Project: NXGen FVC and is integrated throughout the key tenets of the project to repurpose our next generation of curriculum. The Learning and Digital Skills Ambition document is a key driver in helping the College achieve its Digital Ambition, in line with the vision for 2030.

The LDSA through the FVC Enable project are driving forward digital skills to enhance digital pedagogy, and enable an increase in virtual and hybrid learning across all modes of delivery, including commercial programmes. Throughout the project lifespan, the LDSA will be a catalyst in taking forward and developing the effective use of analytics that will provide intelligence for reflection and evaluation, in order to maximise student engagement and, improve attainment and retention.

4. Key Considerations

It has almost been a full academic year since the Learning and Digital Skills Academy team was established. The official launch of the new Learning and Digital Skills Academy team took place w/c 25th January, and in tandem, the Learning and Digital Skills Ambition document was released to the wider College.

The LDSA have had an extremely busy year so far, given the seismic shift to virtual delivery and online working practices. They have supported a vast number of staff in various ways right across the College, both teaching and corporate service staff. The support offered has in some cases extended to students and in many cases, the support given to staff in terms of digital upskilling and delivering good digital pedagogy will have had a positive impact on the student experience during this unprecedented year.

Appendix 1 illustrates the key areas of work carried out since the beginning of the current academic year, benchmarked against the 10 ambitions set out in January 2021. In Appendix 2, progress has been evaluated against the LDSA key milestones. In general, progress has been good and we are still on track for most of the key activities that we are undertaking.

The most significant pieces of work to take place within the remainder of this academic year are:

- The Moodle upgrade, scheduled to happen over the summer months, when teaching staff are on leave.
- The preparation for supporting teaching staff with targeted digital pedagogy training where virtual and hybrid curriculum delivery is planned for 2021-22.
- The roll out of the digital skills self-assessment tool.

Additional to the updates in Appendix 1 and Appendix 2, and in working towards a suitable dashboard to track progress, the LDSA have produced some statistics, demonstrating engagement levels and activity across the College (Appendix 3).

Appendix 4 is included as a new approach to summarising the information contained in Appendices 1 and 2 for Committee members and we are seeking comments on the content of Appendix 4.

In terms of measuring distance travelled with overall staff digital skills development, the LDSA expect mandatory engagement with the Digital Skills Self-Assessment tool in 2021-22. We will closely monitor engagement across the College and set a timeline for completion of certain elements of the tool. This data will then be incorporated into our quarterly reports.

Of all recorded LDSA activity, digital pedagogy, e-assessment, professional development and coaching for academic staff account for the highest occurrences of support in 2020/21. Coaching and training in Microsoft applications such as Teams, OneNote and other 365 tools have also been in high demand.

The LDSA define digital pedagogy as the use of digital technologies to best effect in learning and teaching. 'Digital technology' is a broad term that includes both new and emerging technologies as well as more tried and tested technologies. Our role is to support and train staff to use technology effectively to enhance their learning and teaching practice, and underpin this by embedding robust reflection and evaluation. There are two elements to supporting digital pedagogy, the first being to give training on the use of digital technology and secondly, to support staff to use the technology effectively within their practice to enhance the learning experience for students. All training we offer is relatively interlinked and the types of activity that support digital pedagogy include structured training, mentoring, on-the-spot coaching and general troubleshooting.

5. Financial Implications

Please detail the financial implications of this item – There are no financial implications at present. Funding was approved already for the Learning and Digital Skills Academy team for 2 years from beginning of AY 2021/22.

6. Equalities

Assessment in Place? – No

If No, please explain why – EQIA Initial Screening form indicates that a full EQIA is not required at this stage.

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

7. Risk

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

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | | |
| Low | X | X |
| Very Low | | |

Please describe any risks associated with this paper and associated mitigating actions – The document sets out progress against the key ambitions for the wider College and the risk is that all ambitions are seen as being solely owned but the Learning and Digital Skills Academy. To ensure that all the support and training delivered by the LDSA is having a positive impact on staff and student experience, continued support and leadership will be required from the wider College, in a whole systems approach. Encouragement for reflective practice through the PRD system and GTCS will be fundamental going forward.

Risk Owner – Kenny MacInnes

Action Owner – Helen Young

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes

In order to keep momentum up, it would be helpful to communicate to the excellent work progress made by the LDSA to date.

Health and Safety – No

Please provide a summary of these implications – N/A

Paper Author – Helen Young

SMT Owner – Kenny MacInnes

| Number | Ambition | Activity up to April 2021 | Planning April 2021 to August 2021 |
|--------|---|--|--|
| 1 | We will drive a digital first ethos and culture that transforms our thinking, our people, our curriculum and wider services, developing transformative digital skills for all staff. | Digital Skills Self Assessment Tool. Digital skills Baseline for Lecturers, Instructor Assessors and Service areas outlined. Training materials being developed across levels of beginner, intermediate and advanced levels. The assessment tool will be working trial for all new lecturers across the month of May/June 2021. | Digital Skills assessment tool trial with new lecturers will include feedback and evaluation for any further development toward next academic session. Digital skills baseline will be expanded for service areas with bespoke individual resource needs throughout June / July 2021. August 2021 will launch MS Suite, e-portfolio and Moodle elements of digital skills assessment tool content to all FVC staff where appropriate, via upgraded Moodle Site. |
| | | The Learning and Digital Skills Academy officially launched in January 2021 alongside the FVC Learning and Digital Skills Ambition. The LDSA have already driven forward digital transformation through provision of support, coaching and training to academic and corporate services staff. Modes of contact include mentoring, coaching on bespoke tasks, bitesize learning and structured training. All staff can access LDSA support through an established and dedicated Outlook inbox, digital.learning@forthvalley.ac.uk and via the LDSA SharePoint portal which was developed for Academy launch. Since LDSA launch, over 2000 support requests have been processed through the digital.learning inbox with approximately 700 learning interventions delivered in response to staff requests through this and other channels including FVC Digital Community. 252 academic staff have been supported by the LDSA since launch. | Further development of LDSA SharePoint portal to incorporate professional development resources and other learning tools to align with reflective practice, practice enhancement and instructional design. This will link to both FVC PRD and GTCS professional standards frameworks and will provide capacity for staff to book spaces on training for pedagogy, learning design and digital toolkit training. Added modifications are planned which will increase LDSA ability to categorise support needs for MI reporting and enable the Academy to evaluate effectiveness of learning delivery and impact upon staff confidence and performance. |
| | | The FVC Digital Community continues to build on its success with 527 members, with over 400 have actively using the page within the last 30 days. A wide range of queries and support with regards to digital platform use is being given for both teaching and corporate services staff, where in many occasions staff are sharing their knowledge and helping each other. This has also been a very useful area for the IT team to effectively support the wider College. Not directly linked to key milestones but a significant piece of work that is contributing the overall digital culture shift. | The LDSA will continue to monitor the community and answer queries support staff as appropriate. There will be greater focus upon driving excellence and best practice sharing within the community, enabling staff to build upon their skills and knowledge through supporting peers. The LDSA has already established Teams areas for provision of training and also for professional learning communities which it will continue to develop, including Microsoft expert and trainer communities. |
| | | FVC/SERC Staff Development for Corporate Service staff supported digital skills training and Health, wellbeing and Mindfulness for 115 FVC staff, held January 2021. All Corporate Service staff were surveyed prior to the planning for the event to find out what training would have been most benefit. The LDSA team was actively engaged in the development and delivery of digital toolkit learning sessions in collaboration with partners from SERC, and all sessions were co-facilitated by representatives from both colleges. Workshop content and training support material uploaded and available for all staff via FVC Digital community and LDSA SharePoint Toolkit area. Not directly linked to key milestones. We would like to see this embedded in the College's yearly training schedule and have improved participation. | Plans to be made for the next Corporate Service Staff Digital Conference for session 2021-22 and to increase participation from this part of the College. |
| 2 | We will develop the confidence of all teaching staff in the appropriate and effective application of digital pedagogy and use of digital technology to support learning and teaching, maximising the student experience. | The LDSA launched its digital pedagogy learning programme, 21st Century Learning Design (21CLD), in March 2021. Developed by Microsoft Education, this collection of 8 courses provides teaching staff with practical ways to develop their skills in use of digital learning technologies and establishes a learner community through collaboration and use of reflective discussion. A first cohort of 35 learners has been interacting with the resources and attending live/recorded training sessions facilitated by LDSA trainers. This is further supported by access to mentoring to enable attendees to try out learns in supported practice. | The first 21CLD cohort is scheduled to complete the learning programme in May 2021 and upon successful completion, learners will be Microsoft Certified Educators. The LDSA will evaluate the effectiveness of the programme with the launch cohort with a view to running this as part the core digital pedagogy learning offer from August 2021-June 2022. The LDSA team is also currently upskilling in delivery of this course so that it can be offered widely, including to external stakeholders where possible. |
| | | The LDSA has designed numerous training resources to support digital learning, including Microsoft Teams, OneNote, Forms and Sway, and e-assessment guides for OneFile. Baseline assessments, Forms and Quizzes have been developed for Microsoft applications for use with staff requesting support or mentoring. Training emulators have also been developed to reduce task duplication and empower staff and students to drive their learning independently, for example, password resets for 365/Moodle, and Office 365 core elements such as Teams, Forms and Sway. Learning packages have also been developed to support FA students and schools to adapt to virtual learning delivery. | Further training materials and resources will be created and linked from the LDSA SharePoint portal. Learning resources will be developed uniformly and aligned to the LDSA sub-branding. |
| | | Learning and Digital Skills Mentors have supported 250 academic staff members, 75 of whom on a sustained mentor/coaching basis as per the Learning and Teaching Enhancement Programme (LTE), with embedding digital technology and pedagogies into their everyday teaching practice, enhancement of learner engagement and development of reflective practice skills. As well as supporting to upskill staff in use of digital, mentors have been working with both TQFE and PDA cohorts to observe teaching and coach staff to enhance their strengths and build confidence. LDS Mentors have attended TQFE workshops as co-tutors to gain further insight into critical reflection required of students and have supported with group collaboration sessions, practice observations and academic/reflective writing training and coaching for assignment submissions. LDS Mentors have also been key points of contact for GTCS registration throughout the pilot programme. | Mentoring activity for the 20/21 academic year will be evaluated with a view to pinpointing efficacy and impact upon learning and teaching practice. Evaluative processes will be comprehensively updated in alignment with the Digital Ambition, professional standards and department operational plans. In addition, the LDSA will be working in partnership with D&A college to further enhance cross-college TQFE collaboration in 21/22 in response to cohort feedback, and LDS Mentors will continue to develop their own reflective learning approaches through CPD opportunities and collaboration with SERC mentors. Learning pathways and digital skills profiles also to be developed for teaching staff to enable them to access CPD appropriate to their skills and experience. |
| | | The LDSA has worked extensively towards gaining accreditation as Microsoft Innovator Educator Experts (MIEE) in order to provide training of the highest quality standards to staff in all aspects of Microsoft digital technology. 90% of LDSA staff already hold Microsoft trainer or Expert certification and have worked to raise the Microsoft Educator profile further across the college, increasing the number of MIEEs to 9 in 2021. This figure places FVC within the highest MIEE bracket in Scottish colleges and provides access to a range of learning opportunities and resources which will further enable the LDSA to upskill colleagues. The LDSA has also established a professional learning community for MIE which will enable 'pockets of excellence' to be created in individual departments/teams which align with the Digital Ambition and will enable FVC to attain Microsoft Showcase College status - this is an assurance of digital learning quality. | Continue to progress towards Showcase College status and cultivate Microsoft champions/super-users cross-departments to support with peer mentoring, aligning to the work of the LDSA and the college Digital Ambition. Increase number of MIEEs to drive digital upskilling and confidence onward across academic and corporate service areas. |
| | | In addition to the Microsoft 365 suite, the LDSA has provided learning and coaching in various applications to enhance learner experience and innovate teaching approaches, incorporating use of add-ins such as Wakelet, NearPod, Moodle, Medial, Quizziz, Flipgrid and other creative digital offers designed to invigorate virtual teaching. The LDSA has also led Virtual Bridge sessions with CDN to further introduce digital platforms and creative learning to the wider college landscape. | Further CDN Virtual Bridge sessions planned for April/May and LDSA will be facilitating sessions in CDN Virtual Expo in June 2021. Plans underway to structure social media and college comms plan with Marketing team to highlight best practice, share innovation and develop knowledge of the wealth of tools available. |
| | | LISEC Medium Term Project - Curriculum Delivery 2021-22. LDSA will pull all feedback together from the 2020-21 experience and work with LISEC to implement the continuation of hybrid and virtual delivery from August 2021-22 as part of the NxGen FVC strategy for a transformative curriculum. | Proposals for implementation to LISEC on 20th April. Work with curriculum teams to identify units being taken forward for hybrid and virtual delivery. Finalise training plan and required mentor support for teaching staff for roll out in 2021-22. |
| | | Create, Adapt, Reflect, Engage (CARE) Conference held in August 2020, delivered a range of training workshops to 198 FVC staff. Training included, Designing Digital Pedagogy online, student engagement, online assessment and multiple other content complimenting digital resources and best practice online. Not directly linked to a key milestone but has contributed to the overall suite of training material available for staff to enhance digital pedagogy. | Plan next staff digital learning conference for teaching staff for August 2021. |
| 3 | We will work with Curriculum teams and the Business Development team to enhance and introduce more on-line delivery within the curriculum and commercial portfolio. | The LDSA has worked with the Commercial training team to develop content for CompEx virtual delivery and to incorporate digital assessment into training modules. Part of the Learning and Digital Skills Mentor resource has been dedicated to support the Commercial Trainers in Business Development to develop skills in order to expand the online portfolio. | Continue to progress opportunities to support Business Development in identifying and developing a virtual learning portfolio. Continue to support FWDF and commercial |
| | | The LDSA has worked with/is currently working with both curriculum and corporate service teams to design virtual learning and explore flexible learning opportunities to support curriculum areas with bridging skills. Examples of this work includes development and delivery of student digital learning for HNC fast-track Healthcare; flexible learning courses for NC Accounting students; design of manager toolkit courses in Attendance Management and Investigations Skills and for Human Resources; and e-assessment development. The LDSA is also supporting in the redesign and update of mandatory training e-modules hosted within Moodle. | Continue to progress opportunities to support curriculum and service departments in identifying and developing a digital learning offer. |
| | | Flexible enrolments for funded places on 5 new Skills Boost courses and development alongside Core Skills lecturers on Basic English/Literacy courses requested by Napier University, this will be available as a general flexi course. | Learning Services using flexi courses as a part of a keep warm campaign with evening class students alongside digital skills course content to compliment student induction experience. Marketing and communications collaborating on the promotion and signposting of content. |
| 4 | We will work with Equalities, Inclusion and Learner Services to improve use of digital technology for all students to ensure they are prepared to participate in a globally competitive, entrepreneurial economy, ready to transition into and become part of a thriving and innovative business. | Student Induction User Group has been created to evaluate induction delivery and develop material which will improve student experience. This is being communicated across several service areas and stakeholders involved within induction. MS Sway package developed and delivered in January 2021, now used to compliment pre induction experience before students attend online or in campus. 230 direct evaluation responses from January 2021 new starts. Significant reduction of helpdesk request issues surrounding log in details as a result of MS Sway open link access. | Keep warm' flexible course content developed to support and enhance students digital skills across a suite of digital applications which are consistent with FVC experience. New student induction content developed for an enhanced transition and online experience as students are introduced to FVC. Pre Induction MS Sway package made available to curricular areas for review. This will support and compliment any August induction material delivered within department areas. Pre induction will include digital skills survey via Marketing and Communications. More advanced evaluative feedback data will inform student engagement. All FT students for 2021-2022 have received pre-entry information about the technologies they will need to be able to use to learn effectively at FVC as part of their induction. A suite of accessible and useful learning resources for students on the use of technologies to enhance learning has been created and ready for use in August 2021. |

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| 5 | We will be a catalyst in driving innovation and investment in digital technology for learning and teaching, contributing to curriculum alignment to Industry 4.0 standards. | Supporting development of the pilot of HN Next Gen delivery. Still early days in terms of development but we will be partnering with the curriculum development team to provide support for virtual delivery, help with the use of new and innovative technology within the curriculum. Moodle Upgrade has new theme purchased via Titus and will be incorporated into new site upgrade V3.9.5. Synergy are currently reviewing costs of supporting migration of all course content from current Moodle to new upgraded site. All staff have been added to new site and review of prioritised content across LRC Flexible courses, mandatory training and induction material identified for migration period in June. Business and communities in some cases liaising with LDS Team on approaches to their course migration and accessibility in new Moodle Space. | LDSA to further build knowledge and awareness of metaskills with a view to supporting curriculum areas with Nx Gen unit mapping. Decision and cost finalised on Synergy support with Moodle content migration. Preview and Query Sessions (April Onwards). Engage with Digital Skills Team on new content. Stop working on old site updates to course by: June 2021 (No Moodle Course Development). Move into New Moodle site – Continue with department updates. Summer 2021 (Downtime period 1 – 2 weeks). Check to make sure courses are moved over and ready BLC and Clickview added to FVC Resource suite August 2021. August 2021 BLC Membership gives access to over 1900 hours of good quality online resources in more than 50 subject areas/levels, Over 180 x 5 min videos. |
| 6 | We will ensure all staff make accessibility a key priority, fully embedded in all learning resources, our platforms used for blended and online learning and wider College systems | [REDACTED] | [REDACTED] |
| 7 | We will develop the confidence of all teaching staff in the appropriate and effective application and design of e-assessment. | The LDSA has inducted over 200 students this academic year into OneFile and continues to provide ongoing support to the 960 students registered as OneFile users. 12 new assessors and 4 newly-certified IVs have been trained in use of OneFile, and a SCORM training package developed specifically by the LDSA for upskilling staff is accessed frequently by up to 20 staff OneFile assessors. Numerous OneFile e-assessment inductions have taken place on campus/virtually. In addition, OneFile training was developed and facilitated by the LDSA for the [REDACTED], and a Digital Portfolio has been created for Morrisons Construction in support of the L4 and 5 FA Construction and L6 Civil Engineering. The LDSA also continues to support staff in developing appropriate formative and summative e-assessments, using Microsoft applications and other digital technologies, through bespoke coaching and mentoring. | Plans are ongoing to further develop e-assessment training and incorporate this into the LDSA core learning offer alongside other key technologies designed to support the creation of effective e-assessment. The LDSA mentoring programme will continue to develop knowledge and confidence in use of digital assessment methods and will evaluate this alongside other activities. |
| 8 | We will contribute to estates plans relevant to learning and teaching, including the design of learning spaces. | Given the Covid Pandemic, this ambition is still ongoing, but we fully expect adjustments in the learning environment given the projected increase in flexible and virtual curriculum delivery in the coming years. | |
| 9 | We will develop, use and promote analytics related to learning and student engagement to help teams across the College improve the student experience, raising retention and attainment, and contributing to the overall evaluation of digital and creative learning activities. | Work has continued on evaluative methods for LDSA mentoring, coaching and training delivery. The LDSA has developed an activity tracker which enables the team to record all activities and measure against the Digital Ambition and OP objectives, allowing LDSA to capture key intelligence to plan training for the digital skills self-assessment tool. Working with Digital Skills Steering Group to develop a overarching Analytics Strategy that will be managed and taken forward by this group. | Continue to develop and amend evaluation processes to measure effectiveness and impact of LDSA activities and changes to staff/learner digital confidence. Introduce some learning analytics in the Continuous Curriculum Review process, to look for trends in PIs against the use of digital technology. Information and appropriate training will be passed on to teaching staff for reflection to assist with evaluation. |
| 10 | We will collaborate with key stakeholders, lead and contribute to strategic partnerships relating to digital pedagogy and digital skills development. | Professional learning community established for FA Civil Engineering between FVC, Borders and West Lothian College to investigate the potential for collaboration and sharing of best practice with regard to delivery of the FA, relationships with schools and with industry. Further learning partnership is in train for FA Software Development, again to explore opportunities to collaborate to enhance delivery of the FA and deliver bridging opportunities for school pupils. Knowledge-sharing partnerships have been established between the LDSA and SERC, West Lothian College, City of Glasgow and Dundee & Angus college to establish mentor CPD pathways, share practice in relation to digital transformation ambitions and to collaborate on enhancements to learning support, TQFE and GTCS development updates. LDS Team proposed and facilitating a new OneFile User Group. Collaboration with key stakeholders across FVC to review Quality Assurance procedure for standardisation, wherever possible, throughout the departments and awards. Review training material for standardisation, wherever possible, throughout the department and awards. Review IT / training support for standardisation, wherever possible, throughout the departments and awards. Membership representation across Learning and Quality, Business Development, Business Transformation, Curriculum Managers, OneFile Centre Managers, Engineering and Construction areas. Virtual work placement under development with Morrisons Construction for Level 4 and 5 Foundation Apprenticeship Construction and L6 Foundation Apprenticeship in Civil Engineering. Virtual Bridge Session delivered via CDN and Education Scotland on examples of good practice for online student engagement. Education Scotland have followed up on the session to discuss the development of our e-portfolio and opportunities to embed critical metaskill evaluating within the curriculum. FVC/ SERC Partnership - ERASMUS bid has been successful. The project is called 'Innovative Digital Education and Skills' (IDEAS) and will focus on the development of a micro-credentialed teacher training course offering bite-sized modules that will be flexible and adapted to individual professional development needs. This will be supported by an innovative Community of Practice where teachers from across Europe can communicate, share best practices and help to raise teacher digital competence and skill thereby, preparing them for virtual/online/blended teaching, learning and assessment strategies in a post COVID 19 environment. | Further partnership meeting planned for May with input from SDS to investigate how industry can better support FA learners and curriculum content. Seek out further opportunities with curriculum teams to support digital skills development. Quarterly update meetings to be held with collective actions for increasing shared CPD opportunities and awareness. Quarterly update meeting will take place with ongoing agenda items relating to OneFile development and growth across departments within FVC. Planned growth within Construction (Graeme Williamson / Jeannette McCulloch) to deliver 100% of PDA curriculum with additional 'seats' via OneFile e-portfolio. LDS Team continues to develop further content across the Morrisons portfolio and support delivery via MS Teams and OneNote. LDS Team will continue to collaborate on this project to implement MetaSkill data and evaluate success of 'e-signature' MetaSkill within e-portfolio to promote the success of these higher order skills. Plan next stages of involvement in project to begin on October 2021. |

Key Milestones 2020 – 2022

Update – April 2021

YEAR 1 - 2020/21

| Activity | Completion Date | Progress | Comments |
|--|---|------------------------|---|
| Learning and Digital Skills Academy Officially launched | January 2021 | On Track | The LDSA Academy was officially launched alongside the ambition document as planned in January 2021. |
| Digital Skills Self-Assessment Tool and Training <ul style="list-style-type: none"> Digital Skills Baseline developed and agreed for lecturers, instructor assessors and three service teams. Digital Skills Self-Assessment tool tested, linked up to the reflective practice system and ready for roll out to Lecturers, Instructor Assessors and three Service Teams. Roll out a suite of high-quality training courses for staff to develop their confidence and skill set in developing excellent, accessible digital resources. All new lecturers will have completed the basic elements of the self-assessment tool and associated learning through the mentoring process. | March 2021 June 2021 May 2021 May 2021 | Behind schedule | <p>Moodle upgrade will happen over summer and then full roll out of self-assessment tool will happen in the new academic year (August 2021). The Moodle upgrade needs to happen first.</p> <p>It has not been straightforward in linking up the self-assessment tool with the PRD system, however LDSA continue to work with HR and Business Transformation on a solution.</p> <p>All new lecturers will be using the self-assessment tool from May, prior to the Moodle upgrade. This is on track.</p> |

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| <p>Learning and Teaching Enhancement Programme</p> <ul style="list-style-type: none"> 60 Lecturers and Trainer Assessors, including all new lecturers, have participated in mentoring during 2020-2021 and resulting enhancement actions are included in team evaluation reports. | <p>June 2021</p> | <p>On Track</p> | <p>Complete. 75 members of staff have participated in the LTE programme.</p> |
| <p>PROJECT Moodle NxGEN</p> <ul style="list-style-type: none"> Moodle upgraded to latest edition with added functionality: <ul style="list-style-type: none"> Enhanced student engagement activities Usability enhancements with new responsive theme Single Sign on with Office 365, integration to Moodle and all Office 365 apps New Accessibility Tools for staff and students Moodle Course consistency across platform to enhance student experience Inclusive e-assessment options with richer feedback dialogue experience Moodle NX Gen platform sustainable and scalable for the digital future. Moodle course and short course naming conventions for reporting. Moodle NX Gen student assessment data flow to Enquirer/Unite Expected Moodle course content, activities and usage clearly communicated to staff. All Moodle courses include appropriate resources and activities for students to extend their learning beyond class contact time (e.g. videos for flip learning). All new Moodle courses and 25% of each lecturer's existing courses meet the stated FVC standard. | <p>August 2021</p> <p>August 2021</p> <p>August 2021</p> <p>August 2022</p> <p>August 2021</p> <p>March 2021</p> <p>June 2021</p> | <p>On Track</p> | <p>The Moodle upgrade is on track however, much of the critical work will happen over July and August. Key decisions are being made collaboratively between FVC and partner Synergy based Moodle Upgrade Action Plan developed within FVC LDS Team and IT.</p> <p>Moodle Partner Synergy are involved in outlining most effective process to upgrade hardware, theme and content.</p> <p>Business Transformation and LDS Team have identified and detailed a standard naming convention for Moodle courses to allow for more in depth and detailed reporting. Naming convention will parallel throughout Unite and Moodle.</p> <p>Existing FVC Moodle standard is the basis of Moodle guides, learning materials and training support. The LDS team continues to work toward developing standardised minimum requirements for all Moodle courses. Proposed training material developed for new start academic staff induction. Alongside the</p> |

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| <ul style="list-style-type: none"> All staff have prepared a plan to update 50% of their remaining existing Moodle courses to the expected format and standard | <p>April 2021</p> | <p style="background-color: #92d050;"></p> | <p>upgrade and roll out of accessibility tool, we will work with all teams to ensure minimum standards are being met in terms of standards.</p> |
| <p>PROJECT: NX GEN Online PHASE 1</p> <ul style="list-style-type: none"> PROJECT: Online Delivery launched Full suite of training materials developed for staff to support with high quality online course development 10% of full-time courses with at least 1 unit of LDS Academy branded content. 5% increase in online/flexible enrolments. Developed 2 out of 15, new LDS Academy courses, including online support for commercial delivery of COMPEX and other major training programmes. | <p>March 2021</p> <p>March 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p> | <p style="background-color: #ffcc00; text-align: center;">Behind schedule</p> | <p>Project plan in place and will be taken to LISEC for approval in April.</p> <p>Training material will be fully developed and mentor support is ready for staff for AY 2021-22 for staff who are embedding hybrid and virtual learning into their delivery.</p> <p>In terms of the targets, in this exceptional year, most courses have moved 'online'. However, going into 2021-22, planned virtual and hybrid delivery in line with set targets will be taken forward and supported by the LDSA.</p> <p>The LDSA has worked with the Commercial training team to develop content for CompEx virtual delivery and to incorporate digital assessment into training modules. Part of the Learning and Digital Skills Mentor resource has been dedicated to support the Commercial Trainers in Business Development to develop skills in order to expand the online portfolio.</p> |

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| <p>Accessibility</p> <ul style="list-style-type: none"> • All staff complete initial accessibility awareness training on Moodle • Implement Accessibility Toolkit pilot program (Brickfields Lab Technology) Moodle Plugin • Migration of Moodle content to be checked and updated for accessibility • All Moodle courses meet accessibility requirements • All staff need to develop deeper knowledge of accessibility requirements and apply them to their working practice | <p>August 2021 February 2021 January 2022 August 2022 August 2022</p> | <p>On Track</p> | <p>On track in general, however, we are a few months behind schedule due to the acquiring of new platform Brickfields Lab plugin or Moodle. We have had change in personnel for the Assistive Technology Coordinator role this year and would prefer to have the Moodle upgrade complete before implementing this software.</p> |
| <p>Online Assessment</p> <ul style="list-style-type: none"> • All teaching staff are using digital submission and marking for essay, assignment and portfolio-based assessments and other assessments not requiring exam conditions. | <p>January 2021</p> | <p>On Track</p> | <p>This is now fully expected to be the case and it needs to made clear that moving into 2021-22 that this is the expectation.</p> |
| <p>Use of Analytics</p> <ul style="list-style-type: none"> • All academic staff are given training on the use of analytics that relate to learning platforms, and this information can be used to identify early warnings related to student retention and attainment. Training to staff on analytics will include: <ul style="list-style-type: none"> ○ Monitor Course Activity and Completion ○ Moodle reporting available on all activity in a course ○ Moodle reporting available on all courses ○ Monitor Engagement by reporting and activity completion • Develop a full Analytics Strategy focussing on needs for: <ul style="list-style-type: none"> ○ Student Engagement ○ Learning and Teaching ○ Moodle Admin | <p>May 2021 June 2021</p> | <p>On Track</p> | <p>Introduce some learning analytics in to the Continuous Curriculum Review process, to look for trends in PIs against the use of digital technology. Information and appropriate training will be passed on to teaching staff for reflection to assist with evaluation.</p> |

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| <ul style="list-style-type: none"> ○ Curriculum Managers/Operations Managers ○ Leadership/Management | | | |
| <p>Student Digital Skills Development</p> <ul style="list-style-type: none"> ● All FT students for 2021-2022 have received pre-entry information about the technologies they will need to be able to use to learn effectively at FVC as part of their induction. ● A suite of accessible and useful learning resources for students on the use of technologies to enhance learning has been created and ready for use in August 2021. | <p>July 2021</p> <p>July 2021</p> | <p>On Track</p> | |

YEAR 2 - 2021/22

| Activity | Date |
|---|---|
| <p>Digital Skills Self-Assessment Tool and Training</p> <ul style="list-style-type: none"> Digital Skills Self-Assessment tool tested, accepted and ready for roll out to the remaining Corporate Services Teams. Tie the GTCS relevant professional standards into all aspects of learning and digital skills training for staff, having the standard clearly stated. | <p>January 2022</p> <p>August 2021 – May 2022</p> |
| <p>Learning and Teaching Enhancement Programme</p> <ul style="list-style-type: none"> 100 Lecturers and Instructor Assessors, including all new lecturers, have participated in mentoring during 2021-2022 and resulting enhancement actions are included in team evaluation reports. | <p>June 2022</p> |
| <p>PROJECT: Moodle NX GEN</p> <ul style="list-style-type: none"> All new Moodle courses and 50% of each lecturer's existing courses meet the stated FVC format and standard. | <p>June 2022</p> |
| <p>PROJECT: NX GEN Online – Phase 2</p> <ul style="list-style-type: none"> 4 out of 10 HND Year 2 courses with 30% delivery on-line. 50% of full-time courses with at least 1 unit of LDS Academy branded content. Another 5% increase in online/flexible enrolments. | <p>June 2022</p> |

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| <ul style="list-style-type: none"> Developed 10 out of 15, new LDS Academy courses, including online support for commercial delivery of COMPEX and other major training programmes. | |
| <p>Use of Analytics</p> <ul style="list-style-type: none"> Roll out of FVC Analytics Strategy Appropriate analytics developed further to help inform reflection on quality of learning and teaching through CCI Process | <p>August 2021 to June 2022</p> <p>November 2021</p> |
| <p>Online Assessment</p> <ul style="list-style-type: none"> All curriculum teams working with LDS Academy to look at options to enhance and develop online assessment opportunities within own area. | <p>March 2022</p> |

Year 3 – 2022/23

PROJECT: NX GEN Online

- 6 out of 10 HND Year 2 courses with 30% delivery on-line.
- 30% of full time courses with at least 1 unit of LDS Academy branded content.
- Another 5% increase in online/flexible enrolments.



April 2021 Dashboard



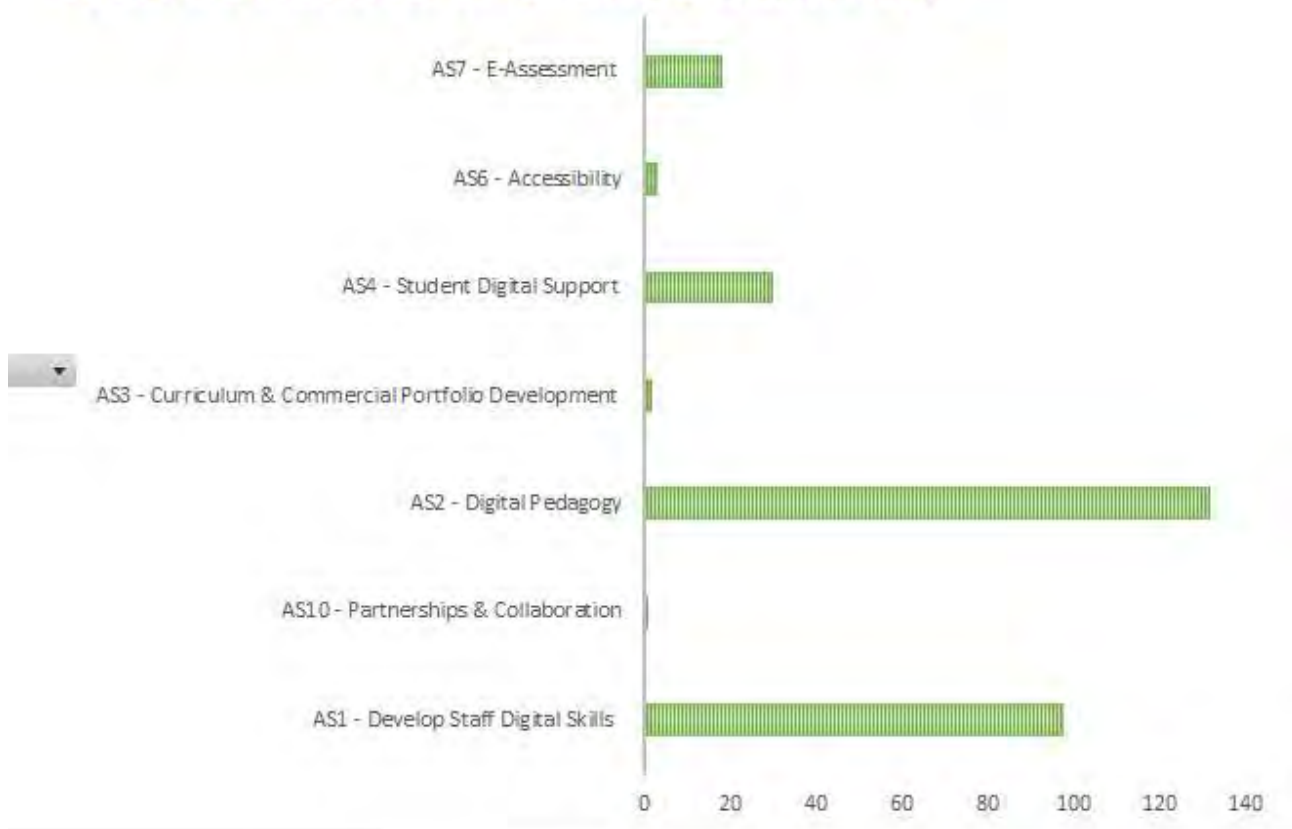
Learning and Digital
Skills Academy

digital.learning@forthvalley.ac.uk

LDSA DIGITAL AMBITION

The majority of LDSA activities (64%) have been centred upon developing digital pedagogy and enhancing use of digital technology, and in addition, supporting the ambition to embed digital assessment and provide support for students to develop digital skills. Types of activity include structured training, mentoring, on-the-spot coaching and troubleshooting. Staff contact the LDSA via our dedicated inbox or SharePoint support pane.

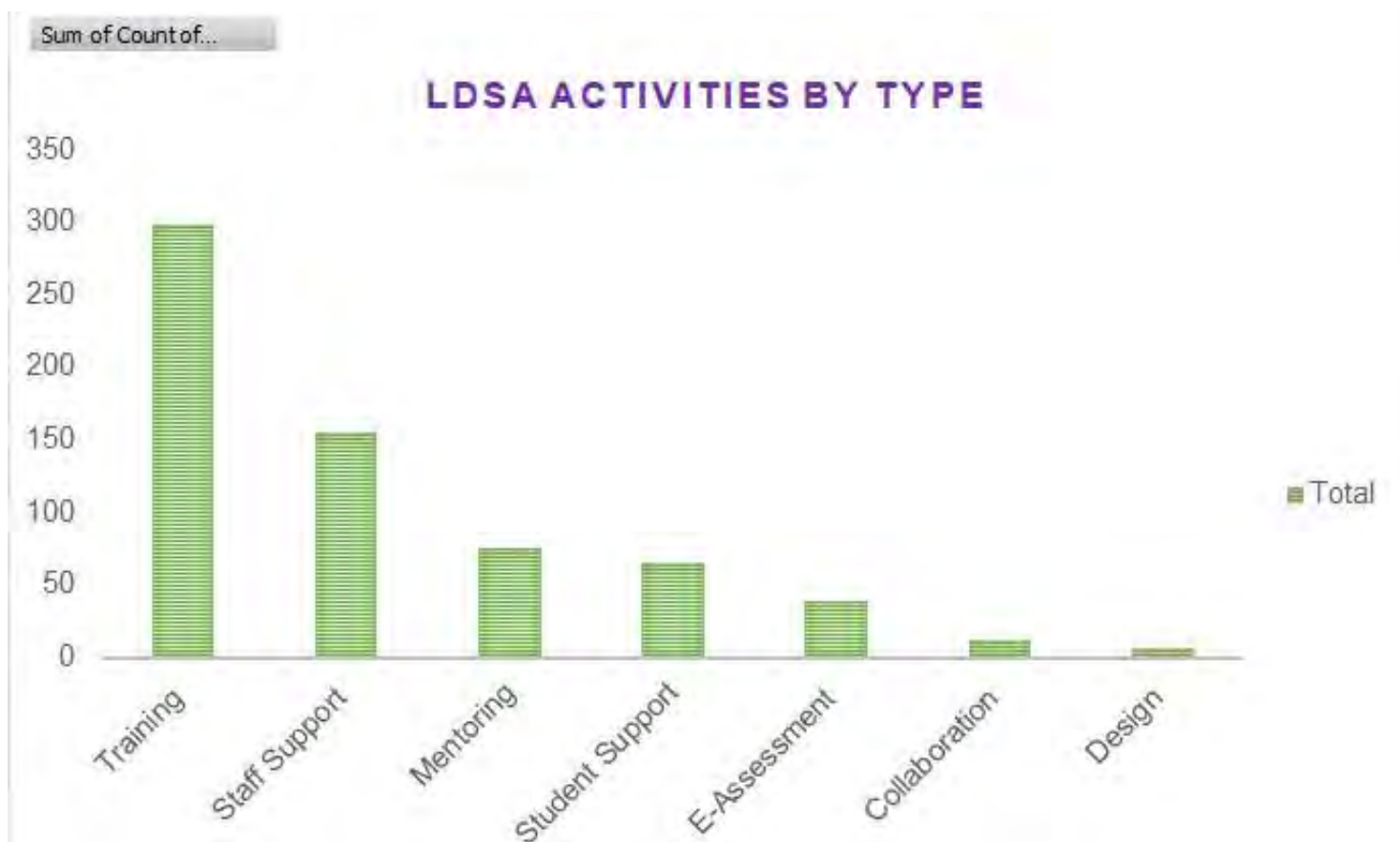
LDSA ACTIVITIES BY DIGITAL AMBITION



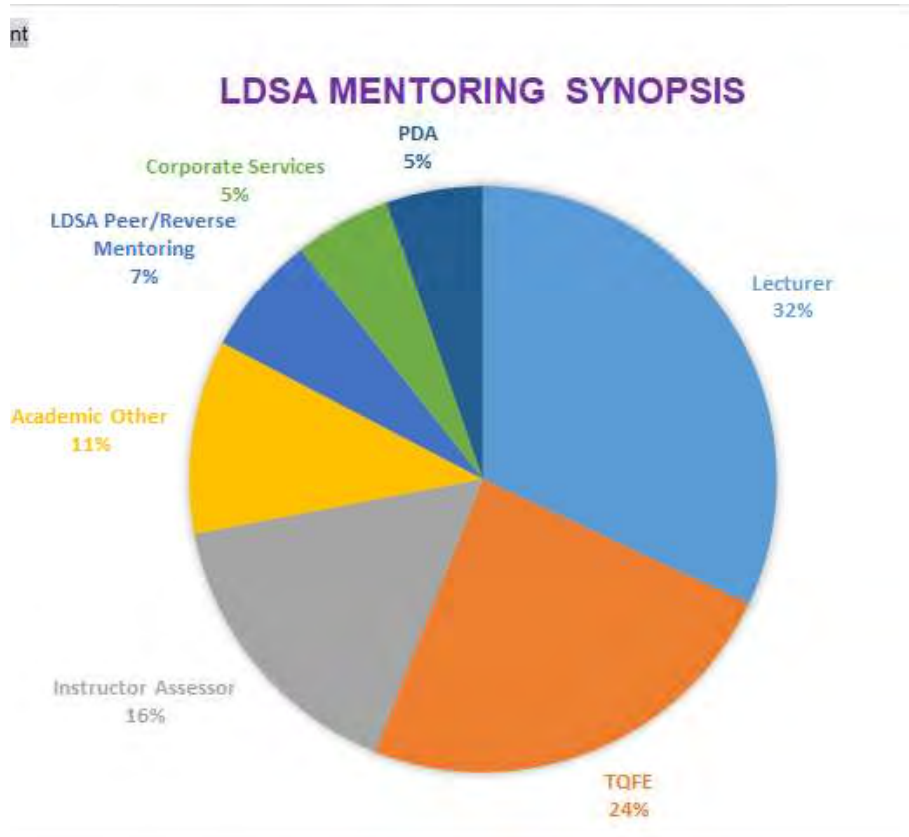
Count of Activities

LDSA ACTIVITIES

Training activity accounts for 299 support activities carried out by the LDSA in 20/21, while staff and student support make up a further 221 individual support interventions recorded. The LDSA has also provided sustained mentoring support to 75 staff members across TQFE, PDA and pedagogy/digital skills enhancement (detail on next page).



LDSA MENTORING ACTIVITY



75 staff from varied college roles have been supported through sustained mentoring contact in 20/21, 88% of whom are in academic roles ('Academic Other' refers to other student-facing roles which are not Lecturer/IA). This type of support is normally delivered through a sustained level of contact between mentor and mentee across an agreed period.

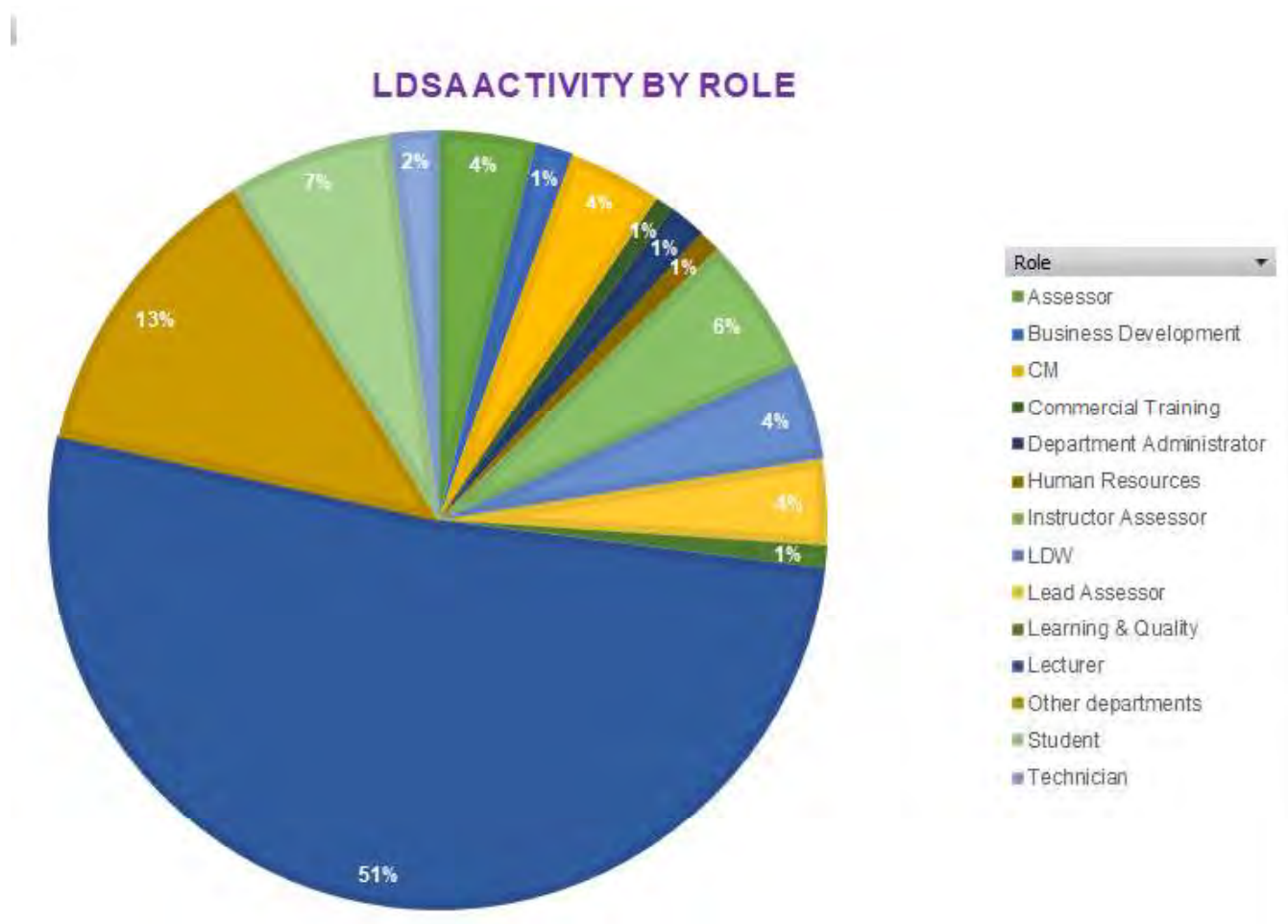
TQFE and PDA accounts for 29% of mentoring activity: in 20/21, FVC has had a cohort of 16 on TQFE with Aberdeen University and 4 on PDA, and also currently has a further 4 placements studying TQFE with Stirling University.

The LDSA is also participating in peer and reverse mentoring, to experiment different coaching approaches, maintain CPD knowledge and role model methods, tools and reflective practice.

LDSA ACTIVITY BY ROLE

Lecturers account for 51% of support provision, with the total for academic roles equating to 72% of all LDSA activity conducted in 20/21.

The remaining 28% is widely distributed across various corporate services departments (21%) and students (7%).



Appendix 4 Quarterly Update 3 – April 2021

Key Milestones Linked to Ambition (Year 1)

| | Quarter 1 | | | Quarter 2 | | | Quarter 3 | | | Quarter 4 | | | Comments |
|---|-----------|------|-----|-----------|-----|-----|-----------|-----|-----|-----------|-----|-----|-------------------------------|
| | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | |
| Launch of LDSA Team and Ambition Document | ● | ● | ● | ● | ● | ● | | | | | | | Complete |
| Learning Teaching and Enhancement Programme | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | Complete |
| Digital Skills Self-Assessment Tool | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Moodle upgrade required first |
| Moodle Upgrade | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | On track |
| Project Nx Gen – Online Accessibility | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | On track |
| Online Assessment | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | Moodle upgrade required first |
| Use of Analytics | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | On track |
| Student Digital Skills Development | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ○ | ○ | On track |

Looking ahead - Critical Activities linked to Key Milestones



Highlights

- 400 active users on the FVC Digital Community on MS Teams.
- 250 teaching staff supported to date with digital skills development and digital pedagogy training and support.
- 75 teaching staff have been mentored through our Learning and Teaching Enhancement Programme.
- The LDSA successfully launched its digital pedagogy learning programme, 21st Century Learning Design (21CLD), in March 2021 to 35 participants.
- Digital Skills Self-Assessment tool trial with new lecturers underway.
- Digital Skills Baseline for Lecturers, Instructor Assessors and three corporate service areas outlined.
- Virtual work placement developed with Morrisons Construction - Level 4 & 5 FA Construction and Level 6 FA Civil Engineering.

Top Risks, Issues and Dependencies

- List of units planned for virtual delivery in 2021-22 required from curriculum teams to enable LDSA to plan appropriate support activity.
- Moodle upgrade will be complex due to the mass migration of material and can only be carried out during when academic staff are on annual leave. Risk managed through the Digital Skills Steering Group.
- The Digital Skills Self-Assessment tool will be added to the matrix of major College projects to ensure maximum engagement when rolled out in 2021-22.

1. Purpose

To update the Learning & Student Experience Committee on the evaluation of PI Predictions for delivery period 2 of academic session 2020/21 and to highlight the impact of Covid-19 restrictions on delivery and pending deferrals.

2. Recommendation

That members note our delivery period 2 PI prediction position for November to February for Session 2020/21 and the continued impact that Covid-19 has had on delivery and deferrals.

3. Background

For this academic year 2020/21 the first and second rounds of PI Prediction-tracking and Curriculum Review meetings have been held virtually with all four departments in early November 2020 and March 2021 respectively. Please note the College is delivering all learning and teaching as per the Scottish Government's restricted blended learning guidance for Colleges for session 2020/21.

4. Key Considerations

4.1 Period 2 (November-February) PI prediction results

The low attainment at-risk value set for delivery period 2 (November to February) is 80%.

Table 1 below shows the PI Prediction-tracking figures for period 2 for session 2020/21. Also included are the 2020/21 period 1 predictions, the 2020/21 OA year-end targets and period 2 from session 2019/20 for reference.

Table 1. Review of PI predictions

| | Hi/Low PI prediction | Period 2 low attainment at-risk value | PI prediction** 20-21 Period 2 Nov-Feb Actual | PI prediction** 20-21 Period 1 Aug-Oct Actual | 2020-21 Year-end OA Target | PI prediction** 19-20 Period 2 Nov-Feb Actual |
|-----------------------------|----------------------|---------------------------------------|---|---|----------------------------|---|
| Full Time FE HE Combined | High Attainment PI | 80% | 81% | 92% | 70% | 81% |
| | Low Attainment PI | | 69% | 86% | | 69% |
| Full Time FE | High Attainment PI | 80% | 77% | 89% | 69% | 80% |
| | Low Attainment PI | | 64% | 87% | | 68% |
| Full Time HE | High Attainment PI | 80% | 87% | 95% | 70% | 82% |
| | Low Attainment PI | | 75% | 85% | | 69% |

**The prediction figures are based on three categories of student predicted performance: Will successfully complete; May successfully complete; Unlikely to successfully complete. The High PI is the combination of Will and May successfully complete students. The Low PI consists only of the Will successfully complete students.

The full time FE/HE combined predicted low attainment figure for period 2 (November to February) is 69% and the high attainment figure is 81%. The combined low attainment figure and mid-position (75%) are below the period 2 low attainment at risk value of 80%.

The full time FE predicted low attainment figure for period 2 (November to February) is 64% and the high attainment figure is 77%, and both are below the period 2 low attainment at risk value of 80%. The full time FE mid-position is 70.5%

The full time HE predicted low attainment position for period 2 (November to February) is 75%, and the high attainment figure is 87%. The full time HE low attainment figure is below the period 2 low attainment at risk value of 80%, however the mid-position of 81.5% is above.

4.2 Period 2 (November-February) PI prediction analysis

Each 2020-21 course displaying sub-80% predicted performance was discussed in detail with the respective department's DoC and CMs. Discussions centred on restricted blended learning and how this was impacting student engagement, withdrawals and performance across each department. Discussions also focused on Triple S information and the volume and complexity of student ASN relative to the current Covid restrictions and how this was impacting student performance.

Please note that all course that have had limited engagement to date due to Covid restrictions and have been identified as a full restart for 2021/22 have been discounted from the 2020/21 period 2 figures to give a realistic position. This was due to the PI prediction figures being negatively skewed by these courses as their high predictions were so low. Curriculum areas that were significantly impacted and discounted are: Hair Dressing; Beauty Therapy; Make-up Artistry; Brickwork; Carpentry and Joinery.

Due to the current continued restrictions on delivery all CMs have been very cautious in their predictions, yet it is interesting to note that current retention is still high at 84%, and is comparable to the retention rate of 83% at this time last year, and the combined FE/HE High and Low PI prediction figures are also the same as this point last year. However, it is clear to see from the 20/21 period 2 PI prediction figures that full time FE's performance has dropped and HE performance has improved. Departments have reported that HE student are coping better with restricted blended learning and are demonstrating more resilience as shown by the improved PI predictions. Although retention is still high a greater proportion of full time FE students are struggling to maintain consistent engagement and departments are finding FE engagement and on-line attendance to be more sporadic in nature across the College.

Based on current predictions the full time HE performance is likely to be on, or above, the 2020-21 Year-end OA Target of 70%.

However, more concerning is the full time FE figures with the low attainment position currently at 64%, 4% points below this time last year. Although CMs were cautious in their predictions both the low attainment figure and mid-position (70.5%) are significantly below the at-risk attainment value of 80%. The mid-position is currently sitting just above the OA target of 69% with 12 weeks still remaining. Continued sporadic engagement across FE courses over the coming 12 weeks will likely impact performance and potentially further reduce FE PIs. Therefore, based on current forecast figures in conjunction with student engagement, and time remaining, it is predicted that full time FE performance will come in below the 2020-21 Year-end OA Target of 69%.

If full time HE continues to perform positively, and FE engagement and performance steadies off with specific courses able to return to campus on the 26/4, then it is forecast that the College should deliver its combined FE/HE QA target of 70%. It is hoped that by bringing in FE practical courses by the 26/4 then this will bolster FE performance and student engagement, thus steadying FE PI performance and possibly meeting the OA 69% target. A fuller picture will be available once the May PI predictions are in.

Feedback on student experience during this period of lock down is mixed. Students are on the whole accepting of the situation and appreciate that the restrictions are out with the control of the College, but the FE period 2 performance is representative of students starting to wain under the pressure being experienced due to the restriction, especially related to practical courses, and starting to show 'Covid fatigue'. Delivery staff and learning support staff are working extremely hard to counter this and make the student experience as positive as it can be. Feedback from students has identified staffs' levels of support and engagement as having been excellent under the current circumstances. Staff are therefore hopeful that the relaxation of restriction by 26/4 will help maintain retention and engagement for FE practical courses.

4.3 Department updates on delivery and Covid impact.

All departments are continually reviewing their plans to ensure the maximum number of students will complete within the current academic year. For those courses that need to run over into academic session 2021/22, or start anew, then each department has plans in place as shown below. Departments are also considering courses to offer early unconditional places to support student progression and reduce anxiety. These decisions are being taken on a department by department basis.

Business and communities.

- Will complete all courses within academic year but some individual students may need to repeat.
-

- Business and Admin courses' performance is down due to sporadic engagement. Mainly due to student demographic and external responsibilities.
- Supported programmes struggling to work on-line. Looking to bring programmes in from 26/4. Should improve once in campus.

Creative Industries, Hospitality and Tourism.

- All Hair Dressing; Beauty Therapy; Make-up Artistry courses will be deferred from April and will start anew in August. This will affect 287 students. These courses have lost 30 weeks of practical to date due to Covid restrictions.
- The majority of Creative Industry courses will complete by end of academic year. Sound production and Art and Design courses have been impacted for period 2 performance due to engagement as courses predominately practical. Courses will be brought in from the 26/4 as required and will complete by July/August 21.
- Travel and Tourism performance down due to sporadic engagement across NC and HN courses.
- Hospitality programmes performance down due to engagement as courses predominately practical. Courses will be brought back into College on 26/4 as required and will complete July/August 21.

Care, Sport, Construction

- Across Care there are no full groups of deferred classes but there are 43 Early Years students and 27 Social Services students who will not complete in July due to placement or Covid related issues. All Social Services students will complete by October 21. The Early Years students will repeat the full year, although some of them may be able to finish by end of block 1. Budget for 43 full year repeats.
- All Year 1 & 2 Carpentry & Joinery and Brickwork students will need to be deferred from April and will start anew in August. This will affect 109 students. These courses have lost significant practical delivery to date due to Covid restrictions. The Department intends to start all new first years in August and will develop a catch up plan over the next 2/3 years, and will work with finance to ensure that funding can be deferred to support the extended catch up plan.
- Wood machining performance has suffered due to Covid restrictions. Courses will be brought back into College on 26/4 as required and will complete by October 21.
- Sports programmes performance has suffered due to Covid restrictions. Sports courses will be brought back into College on 26/4 as required and all programmes will complete by October 21.

Engineering and science

- Full time engineering and science programmes will be brought back into College on 26/4 as required and all programmes will be completed by July/August 21.
 - MA groups will run over the summer and all will be completed by October 21.
-

Please note that the updates above are dependent on students being able to return by 26/4. A further delay will impact the timescales given above.

5. Financial Implications

Please detail the financial implications of this item – Failing to meet our OA targets can have an impact on the College’s GIA finding. There is additional funding available to support delivery for session 2021/22 and the Directors of Curriculum are reviewing their plans to maximise student completion and utilising relevant 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) – N/A

7. Risk

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

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | X |
| Medium | X | |
| Low | | |
| Very Low | | |

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

Further Covid restrictions beyond 26/4 could prevent courses being brought into College for practical delivery catch-up could impact PIs, and also result in further withdrawals. Although Covid restrictions are out with the control of the College the potential drop in PI performance and student experience could still result in reputational damage to the College.

Mitigation of risks

Please see section 4.2

Risk Owner – Ken Thomson

Action Owner – Kenny MacInnes

8. Other Implications – NA

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

Communications required for staff and students on the return plans from the 26/4.
Increase awareness of social distancing guidelines with increased activity on each campus.

Paper Author – Kenny MacInnes

SMT Owner – Kenny MacInnes

UNCONTROLLED COPY

1. Purpose

To inform the Learning and Student Experience Committee of progress towards meeting the College's Student Activity target for Session 2020-21, provide an update on full time recruitment for Session 2021-22 and provide an update on progress against the College's Outcome Agreement targets.

2. Recommendation

That members note and discuss the content of the report.

3. Background

The College has a strong track record on meeting its Credits target, and could face financial claw-back if this target is not met. This report provides an update on 2020-21 enrolments, and progress towards our 2020-21 Student Activity target, and all of our Outcome Agreement targets. The report also provides an update on full time recruitment for Session 2021-22.

4. Key Considerations

Session 2020-21 Enrolments

Figure 1 shows overall recruitment for this session compared to last session at this point. These figures clearly show the impact of Covid-19 to the College. Our overall enrolments are down by 13% compared to this time last year, however the real story is highlighted through the variances by mode of delivery. What is particularly good news is that full time enrolments are significantly up on last year by 10%, and this is also having a significant and positive impact on our ability to meet our Credits target, particularly when coupled with improved early retention. Some of this increase relates to deferred students from Session 2019-20, however even when not including deferred enrolments there is an increase of 6% in full time enrolments.

Our part time enrolments are being impacted by Covid-19, where we have seen the biggest drop of 29%. These drops have been evidenced more within our Commercial Training and Engineering & Science Departments. Our Commercial Training team have seen a drop of 429 enrolments across their portfolio of courses, entirely due to Covid-19. Courses have moved online where possible, and where face to face delivery has been possible there has been a drop in class sizes because of 2m physical distancing. Within Engineering & Science there has been a drop of 1,062 enrolments, which is almost entirely down to three courses linked to school delivery. STEM Primary Engagement hasn't been able to run and therefore there is a deficit of over 800 enrolments, Biology Practical Skills has run twice, and Instrumental Chemical Analysis has run four times, with both running multiple times in a normal year, and as such both programmes are showing a drop in enrolments of over 100 each.

Similarly, evening enrolments are down by 45%. Where possible, courses have moved online, however this hasn't been possible for practical based courses, and where courses have remained with face to face delivery there has been a drop in class size due to 2m physical distancing. On a

positive note Flexible and Distance Learning enrolments have increased by 71% as learning has moved online.

Figure 1 – Session enrolment comparison by mode of attendance

| Mode of Attendance | Enrolments | Enrolments | Variance | % Variance |
|-----------------------------------|--------------------------|--------------------------|---------------|-------------|
| | 2019/20 as at 13/5/20 | 2020/21 as at 13/5/21 | | |
| Full Time | 3,323 | 3,647 | 324 | 10% |
| Part Time | 6,670 | 4,719 | -1,951 | -29% |
| Evening | 1,641 | 907 | -734 | -45% |
| Assessment of Work Based Learning | 956 | 1,090 | 134 | 14% |
| Flexible/Distance Learning | 734 | 1,255 | 521 | 71% |
| Total | 13,324 | 11,618 | -1,706 | -13% |

Session 2020-21 Progress towards our Activity Target

Our ESF Credits, and therefore our overall Credits target for Session 2020-21 has been slightly reduced by 100 from Session 2019-20. Good progress has been made towards our overall Credits target, and taking into account current recruitment and withdrawals, along with future planned activity, we are tracking just above our target, as can be seen in Figure 2. This position can be attributed mainly to full time recruitment being higher than last session, coupled with an increase in early retention, as mentioned earlier. Another positive is the expected increase in Credits delivered through Online Courses as more delivery moves online. Both are offsetting the anticipated and already witnessed drop in part time and evening Credits. We will continue to closely monitor our progress towards meeting our Credits target, and take the necessary steps to intervene as necessary.

Figure 2 – Credits 2020-21

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

| Mode of Attendance | Current Credits | Estimated Credits | Total Credits |
|-----------------------------------|-----------------|-------------------|---------------|
| Full Time | 52,649 | 0 | 52,649 |
| Part Time | 13,280 | 2,745 | 16,025 |
| Evening | 2,430 | 0 | 2,430 |
| Assessment of Work Based Learning | 5,233 | 2,095 | 7,328 |
| Flexible/Distance Learning | 2,665 | 4,910 | 7,575 |
| Total | 76,257 | 9,750 | 86,007 |

| | |
|-----------------|------------|
| Variance | 120 |
|-----------------|------------|

Figure 3 shows a comparison of this session with last session at this time by way of comparison, which shows that we are over 1,400 Credits better off this session than last year at this time, which largely reflects the earlier reported increase in full time enrolments, which is offsetting the drop in part time Credits. Also reflected in these figures are additional Credits offered through the Young Person Guarantee and Transition Training Fund.

Figure 3 – Credits Comparison by mode of attendance

| Mode of Attendance | Credits 2019/20 as at 13/5/20 | Credits 2020/21 as at 13/5/21 | Variance | % Variance |
|-----------------------------------|-------------------------------|-------------------------------|--------------|------------|
| Full Time | 48,863 | 52,649 | 3,786 | 8% |
| Part Time | 17,875 | 14,155 | -3,720 | -21% |
| Evening | 3,314 | 2,430 | -884 | -27% |
| Assessment of Work Based Learning | 3,998 | 5,233 | 1,235 | 31% |
| Flexible/Distance Learning | 1,664 | 2,665 | 1,002 | 60% |
| Total | 75,713 | 77,132 | 1,419 | 2% |

Additional Credits

Additional Credits were allocated to all Colleges to deliver on the Young Persons Guarantee and Transitions Training Fund. The College has been funded to deliver 1,200 Credits through these funds through Accelerated HNCs and Skillsboost courses. Figure 4 shows our progress towards target. Currently we are 325 Credits short of target overall, however our Directors of Curriculum have planned for further activity to be offered, and we are still offering flexible courses as part of

our offering. It has proved challenging to attract students to these courses across the sector, with Forth Valley closer to meeting its target than other colleges within the four college consortium, and there is confidence that this gap will be closed.

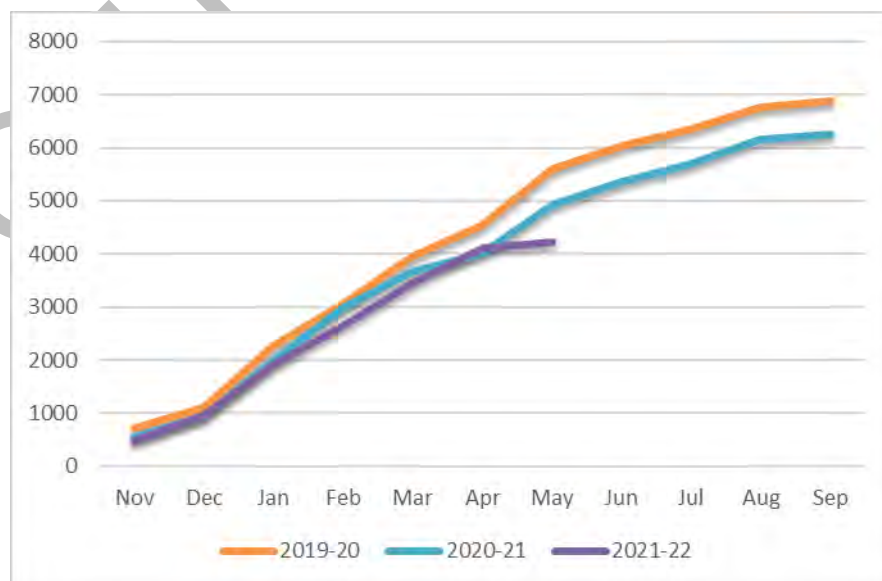
Figure 4 – Additional Credits

| Fund | Credits Allocation | Current Credits | Variance |
|---------------------------------|--------------------|-----------------|-------------|
| Young Persons Guarantee | | | |
| HN | 540 | 255 | -285 |
| Skillsboost | 416 | 232 | -184 |
| YPG Overall | 956 | 487 | -469 |
| Transition Training Fund | | | |
| HN | 0 | 273 | 273 |
| Skillsboost | 244 | 115 | -129 |
| NTTF Overall | 244 | 388 | 144 |
| Overall | 1,200 | 875 | -325 |

Full Time Recruitment for Session 2021-22

Overall applications for Session 2021-22 were tracking slightly behind Session 2020-21, which isn't too surprising given that the earlier months of Session 2020-21 were pre-Covid, however by April the Session 2021-22 has caught up, and we anticipate applications to now closely track 2020-21 levels (Figure 5). Please note that the date shown for Session 2021-22 is to 12th May, so therefore May doesn't show a full month.

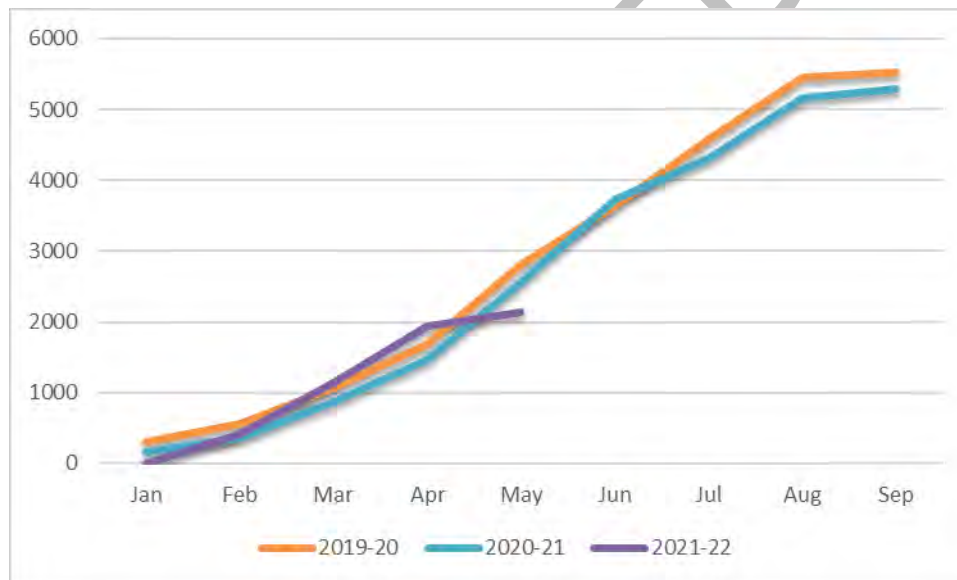
Figure 5 – Cumulative Applications by Session



| Session | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|---------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 2019-20 | 726 | 1,113 | 2,275 | 3,072 | 3,966 | 4,530 | 5,609 | 6,037 | 6,362 | 6,767 | 6,880 |
| 2020-21 | 558 | 940 | 1,967 | 3,000 | 3,667 | 4,008 | 4,929 | 5,353 | 5,686 | 6,147 | 6,245 |
| 2021-22 | 491 | 955 | 1,912 | 2,653 | 3,453 | 4,096 | 4,235 | | | | |

Encouragingly, the number of offers made to prospective students by the end of April was both higher than the previous Session, and also Session 2019-20 (pre-Covid). Significant effort has been made by Teaching Departments to give applicants some reassurance on their immediate future by offering places earlier. Processes which were introduced last session as a reaction to the pandemic, such as offering interviews via MS Teams, have been continued with very good attendance rates, and very positive feedback from both students and staff, which has also helped speed up the offer process. Cumulative offers by Session are shown in Figure 6.

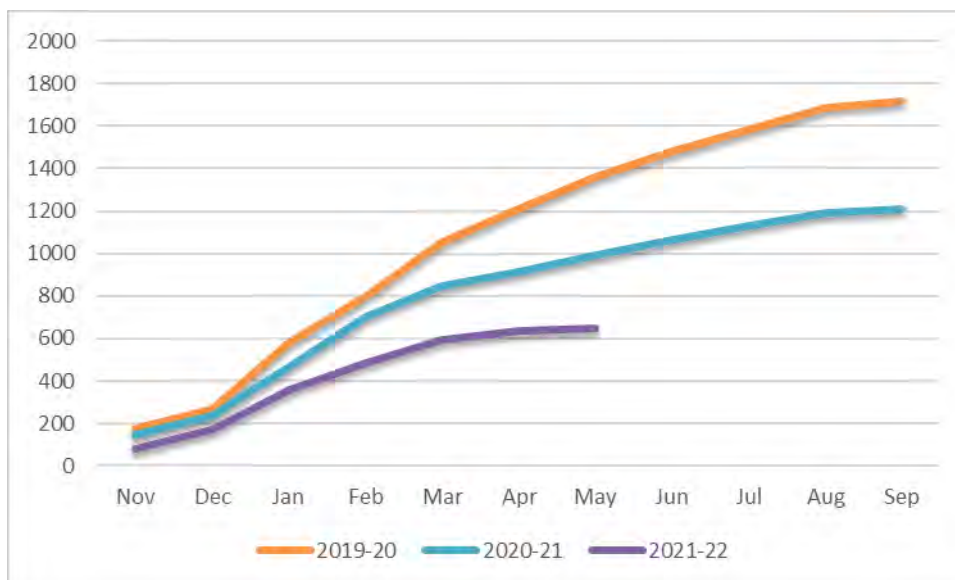
Figure 6 – Cumulative Offers by Session



| Session | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|---------|-----|-----|-------|-------|-------|-------|-------|-------|-------|
| 2019-20 | 304 | 565 | 1,065 | 1,685 | 2,799 | 3,645 | 4,578 | 5,450 | 5,528 |
| 2020-21 | 154 | 363 | 874 | 1,459 | 2,552 | 3,733 | 4,314 | 5,165 | 5,298 |
| 2021-22 | 6 | 416 | 1,144 | 1,931 | 2,129 | | | | |

A positive trend which was first seen in Session 2020-21, and looks to be continuing in Session 2021-22 is that there are fewer applicants who are withdrawing from the application process, or having their application suspended through lack of engagement, which can be seen in Figure 7. This is likely to be linked to a small drop in overall applications being received, which in itself is due largely to Curriculum Teams offering places earlier, and therefore some of our more popular courses closing for application earlier, however it also shows that support is being given to help applicants find a suitable course, where possible.

Figure 7 – Cumulative Withdrawn or Suspended Applications



| Session | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|---------|-----|-----|-----|-----|-------|-------|-------|-------|-------|-------|-------|
| 2019-20 | 178 | 267 | 583 | 798 | 1,053 | 1,209 | 1,358 | 1,479 | 1,587 | 1,686 | 1,715 |
| 2020-21 | 149 | 238 | 469 | 703 | 846 | 915 | 995 | 1,062 | 1,130 | 1,190 | 1,207 |
| 2021-22 | 81 | 168 | 360 | 484 | 593 | 635 | 645 | | | | |

Outcome Agreement Dashboard

Appendix 1 shows an updated Outcome Agreement Dashboard. Progress against our targets have been RAG rated, with the following areas highlighted as amber or red. The percentage of Credits delivered to students who have declared a disability is 14% compared to a target of 17%. The target is based on Session 2019-20, which was the highest figure the college has achieved of any session, however this does show a potential drop of 2% from 16% last session. Analysis of the information isn't highlighting any particular curriculum area, and more detailed analysis will be undertaken once the data is finalised.

The percentage of Credits delivered to learners aged under 16 is below target, which can be directly linked to STEM Primary Engagement not running this session. We are also slightly behind (both 1%) on the percentage of Credits delivered to the 20-24 and 25 and over age groups, which is linked to the fall in part time and evening courses, which proportionally have a slightly older cohort. The rise in Credits delivered to 16-19 age group is predominantly linked to the increase in full time Credits.

In terms of our achievement PIs the only one flagged red is FT FE, where the low estimate is below our target of 69%. The high estimate is currently 77%, and we are therefore quietly confident that our final figure will be above target.

5. Financial Implications

Please detail the financial implications of this item – There is potential for SFC to claw-back funding if the College does not achieve its activity target. The College is progressing well to meet its Core and ESF Credits targets, however it has been more challenging to recruit to YPG/TTF courses, and we are currently short of delivering to our Credits target.

6. Equalities

Assessment in Place? – Yes No

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

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

7. Risk

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

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | X | X |
| Low | | |
| Very Low | | |

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't achieve its Activity Target. The College is tracking close to target, and this position will be monitored closely as we progress through the Session. The main risk is the challenge of recruiting to eligible YPG/TTF courses, which may mean the College cannot meet its Additional Credits target.

Risk Owner – LMT

Action Owner – LMT

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

Appendix A - Student Activity Dashboard (May 2021)

| No | Measure | Target | Tracking |
|--|--|---------|----------|
| | | 2020-21 | 2020-21 |
| 1a) | The volume of Credits delivered | | |
| | Credits Delivered: Core | 84,201 | 84,321 |
| | ESF | 1,686 | 1,686 |
| | Core + ESF | 85,887 | 86,007 |
| 1b) | Proportion of Credits delivered to learners in the most deprived 10% postcode areas | 11% | 11% |
| 1c) | Care Experience - | | |
| | Gender - | | |
| | Proportion of Credits delivered to males | 53% | 49% |
| | Proportion of Credits delivered to females | 47% | 50% |
| | Proportion of Credits delivered to Other learners | 0% | 0% |
| | Ethnicity - | | |
| | Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority | 3% | 3% |
| | Disability - | | |
| | Proportion of Credits delivered to students who are disabled | 17% | 14% |
| | Age - | | |
| | Proportion of Credits delivered to learners aged under 16 | 7% | 4% |
| | Proportion of Credits delivered to learners aged 16-19 | 43% | 47% |
| | Proportion of Credits delivered to learners aged 20-24 | 22% | 21% |
| Proportion of Credits delivered to learners aged 25 and over | 28% | 27% | |
| Care Experience - | | | |
| Proportion of Credits delivered to Care Experienced Learners | 4% | 5% | |
| 2a) | Number of senior phase age pupils studying vocational qualification delivered by the College | 495 | 689 |
| 2b) | Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | 1.8% | 3.6% |
| 2c) | Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | 8% | 8% |

Appendix A - Student Activity Dashboard (May 2021)

| No | Measure | Target | Tracking | |
|-----|--|---------|------------|-------------|
| | | 2020-21 | 2020-21 | |
| 3) | Volume and proportion of Credits delivered to learners enrolled on STEM courses Proportion of Credits delivered to learners enrolled on STEM courses | 36% | 39% | |
| 4a) | Proportion of enrolled students successfully achieving a recognised qualification: The percentage of FT FE enrolled students achieving a recognised qualification | 69% | Low 64% | High 77% |
| | The percentage of FT HE enrolled students achieving a recognised qualification | 70% | 75% | 87% |
| 4b) | Proportion of enrolled MD10 students successfully achieving a recognised qualification: The percentage of MD10 FT FE enrolled students achieving a recognised qualification | 64% | 73% | 90% |
| | The percentage of MD10 FT HE enrolled students achieving a recognised qualification | 63% | 81% | 94% |
| 4d) | Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification The percentage of CE FT FE enrolled students achieving a recognised qualification | 58% | 70% | 86% |
| | The percentage of CE FT HE enrolled students achieving a recognised qualification | 40% | 81% | 91% |
| 4e) | Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification | 65% | 74% | 93% |

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 2021 | Sector PIs 19/20 | David Allison |
| | Outcome Agreement 21/22 | David Allison |
| | Outcome Agreement Self Eval 20/21? | David Allison |
| | PI Prediction Review Report | Kenny MacInnes/David Allison |
| | Learning & Digital Skills | Helen Young |
| | Applicant Journey Project | Lyndsay Condie |
| February 2022 | Learning & Digital Skills | Helen Young |
| | Outcome Agreement 22/23 | David Allison |
| | PI Prediction Review Report | Kenny MacInnes/David Allison |
| | Project NxGEN FVC Report | Kenny MacInnes |

4. Financial Implications

Please detail the financial implications of this item – Not Applicable

5. Equalities

Assessment in Place? – Yes No

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

6. Risk

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

| | Likelihood | Impact |
|------------------|------------|--------|
| Very High | | |
| High | | |
| Medium | | |
| Low | | |
| Very Low | X | X |

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

Risk Owner – David Allison

Action Owner – David Allison

7. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – Not Applicable

Paper Author – David Allison

SMT Owner – David Allison

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