Forth Valley College

Agenda

9 June 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

Zoom 4.30pm

AGENDA

1. Apologies for Absence

2. Declarations of interest

FOR APPROVAL

3. Minute of Meeting of 10 February 2022

4. Matters Arising

   4.1 L/21/019 Student Journey – Project Update

   4.2 L/21/007 2020/21 PI performance update and 2021/22 recruitment and early retention update

FOR DISCUSSION

5.	Maladministration Report - Verbal	Kenny MacInnes
6.	Learning and Digital Skills Academy Ambition Dashboard and Hybrid Learning	Rob McDermott
7.	SFC College Leaver Destination Survey	Rob McDermott
8.	College Teaching Departments Restructure	Kenny MacInnes

Paper 8 is withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.

9.	PI Prediction Review Report	Kenny MacInnes/David Allison
10.	2020-21 Sector Performance Indicators	David Allison
11.	Student Activity Report	David Allison
12.	Future Agenda Items	David Allison/Kenny MacInnes
13.	Review of Risk	
14.	Any Other Competent Business	

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3. Minute of Meeting of 10 February 2022
For Approval

9 June 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

Zoom (commencing at 4.30pm)

Present: Davie Flynn (Chair)
Naila Akram
Lorna Dougall
Kat Graham
Claire Green, Forth Valley Student Association Vice President (FVSAVP)
Emma Meredith

Apologies: None

In Attendance: Anna Fenge (co-opted member)
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)
Anna Vogt, Head of Inclusion and Student Services (HISS) for item L/21/015
Helen Young, Head of Learning and Quality (HLQ) for item L/21/017
Ken Todd, Learning Technology Coordinator (LTC) for item L/21/018 only
Lyndsay Condie, Director of Operations (DOO)

The Chair welcomed the new members to their first committee meeting.

L/21/012 Declarations of Interest

None.

L/21/013 Minute of Meeting of 28 October 2021

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

L/21/014 Matters Arising

a) L/21/005 Learning and Digital Skills Academy Ambition Update

This is included in the papers on the agenda

b) L/21/007 2020/21 PI performance update and 2021/22 recruitment and early retention update

This is included in the papers on the agenda

L/21/015 Safeguarding Policy

The HISS presented members with an updated Safeguarding policy for the College. She described the history of safeguarding in the College, noting that the underlying

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procedures to the policy are robust and open to regular review. She also highlighted the drastic increase both in number and complexity of safeguarding cases.

She outlined the training in place for staff and outlined the links the College has fostered with a range of external bodies to support students who make a safeguarding disclosure.

Members queried how often the policy was reviewed. The HISS confirmed it was every three years for the policy but that the underlying procedures and staff training were updated to reflect identified best practice as needed.

Members queried whether there was a sector standard for Colleges in safeguarding. The HISS noted that there was some high level training modules provided by the College Development Network but other than that each College approached the matter differently.

Members welcomed the document and the fact that the underlying procedural documents are kept under regular review to reflect emerging practice.

Members queried how the policy would be disseminated to staff. The HISS noted that staff undergo mandatory training both at induction and on a regular basis for the duration of their time with the College. She did note that this training focussed less on the policy side of matters and more on how to recognise concerns and refer these to specialist College staff.

a) Members approved the Safeguarding policy

L/21/016 Outcome Agreement 2021-22

The VPIC presented the outcome agreement 2021-22 for member's consideration and approval to submit to the full Board of Management.

He discussed the format of the document and the targets which had been established, including an area of concern regarding one target.

He informed members that the draft document and targets had been reviewed by the Scottish Funding Council (SFC) who fed back positively on both documents.

Members noted the comments on the targets and highlighted the need to manage expectations given the high level of existing performance against some targets which would be hard to improve on.

Members also highlighted that the FVSA's Feedback Friday's were not mentioned in the document and that, as they were a good method for ongoing student feedback, should be mentioned in the Outcome Agreement.

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Members also noted that a figure used on page 11 of the document looked to be very high and asked that this be verified.

a) Members approved the Outcome Agreement 2021-22 to be endorsed to the Board of Management subject to the changes outlined above.

L/21/017 Learning and Digital Skills Academy Ambition Update

The HLQ presented the regular update on progress. She highlighted that this was a critical point in the overall project with key milestones for the hybrid learning launch, the ongoing development of the student and corporate services staff self-assessment tool which will soon be launched and the incorporation of a new accessibility module into the Moodle VLE system.

She provided more detail on hybrid learning, the materials that have been prepared and the intention to launch this when College is back after the February break.

She informed members that additional SFC funding had been secured to allow for two additional mentors to be recruited to support this work.

She also highlighted that the overall Learning and Digital Skills Academy (LDSA) activity has been recognised by both Education Scotland and the General Teaching Council of Scotland.

Members noted that some staff had become involved as early adopters and asked how it was planned to bring all staff on board with Hybrid learning. The HLQ agreed that this was important and noted that it was intended to demonstrate how the early adopters have benefited from the new methodologies and share best practice to bring everyone on board.

Members queried whether the practicalities on issues such as student travel had been considered when looking to blend in person and virtual lessons. The HLQ assured members that the Curriculum Managers who develop the timetables are cognisant of this and were looking at a range of measures such as having a designated virtual day for learning.

The Principal highlighted to members that the LDSA activity was funded by the Arm's Length Foundation (ALF) and noted that a further proposal for additional funding to cover this activity and mental health support would be brought to the Board for consideration at the end of February before submission to the ALF.

a) Members noted the content of the update

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L/21/018 Moodle Demonstration

The LTC provided members with an overview and demonstration of the College's Virtual Learning Environment, Moodle.

He demonstrated how the interaction is customised for each student and also demonstrated a range of tools lecturers can use to interact via the platform.

He highlighted that Moodle was a globally utilised software package and that it was primarily managed by a small internal team with external expertise contracted in when needed for areas such as significant system updates.

Members noted that the system must generate a significant amount of data that can be used for analytical purposes.

The LTC fully agreed and outlined how analytics can be of use all the way from a single class and lecturer to College wide. He noted that there were a range of comprehensive analytical tools available for Moodle which were currently being evaluated for use.

Members asked if the FVSA VP had any input from the student perspective.

The FVSA VP noted firstly that the Moodle interface was much improved compared to recent years and that training was key and asked how this was being achieved.

The LTC confirmed that work was ongoing to develop up the student hub in Moodle, which includes a range of training and guidance materials. He noted that the hub would be linked into student induction programmes.

He also discussed staff development to get the best out of the platform.

Members noted the importance of the platform and queried what the security was like.

The VPIC informed members that the login using Office365 credentials and two factor authentication placed it on a par with other College systems.

a) Members noted the content of the demonstration

L/21/019 Student Journey – Project Update

The DOO provided members with an update on progress with the Student Journey project, noting that owing to the scale of the project it was intended to develop a dashboard for reporting high level progress to Committee members.

She outlined the three main stages in the project, providing detail in relation to stage 1 On Boarding which is currently underway.

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She also informed members that there was willingness across the College to be involved in this project and that those participating were keen to remember that there was an individual student at the core of all this.

Members welcomed the focus on alumni who are usually less focussed on in the College sector and noted the benefits that can arise from getting alumni involved. The DPO agreed with this and noted that a range of platforms for alumni involvement were being looked at to support this.

Members agreed that a dashboard would be welcomed and should be developed along with a view on how often this should be brought to Committee.

a) Members noted the content of the report

L/21/020 **PI Prediction Tracking Process Update/PIPT Demonstration**

The Chair introduced this item, noting that he and one other member had had a demonstration of the systems in the past but that it was considered of value to let newer members see the systems so they can have an appreciation the underpinning data for reports they will receive and the data used by the College to drive curriculum development decisions.

The VPLSE demonstrated the system, outlining how the College works throughout the year towards its Outcome Agreement targets, through regular reviews of key metrics and, crucially, early intervention for students who may be at risk of withdrawing or not achieving at the end of their course.

He also highlighted that the College was conscious of additional support and mental health needs and, for this reason, the HISS participated in all review meetings to identify areas or individuals who would benefit from additional support.

He informed members that Education Scotland had been undertaking a progress review visit that week. He highlighted that early verbal feedback had been positive with a range of comments on how engaged the College is, the response to Covid and accessibility of staff to students.

Members welcomed the overview and especially the early intervention work with student.

The VPLSE noted that the General Teaching Council of Scotland had also provided similar positive feedback in a recent revalidation visit.

Members queried whether identified best practice is shared. The VPLSE confirmed this was the case.

a) Members noted the content of the report

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L/21/021 **Student Activity Report**

The VPIC provided his regular update on student activity. He highlighted that, while overall enrolments looked ok, full time enrolments were down for the first time in a few years and he outlined possible reasons for this.

He confirmed that progress against the College credits target was healthy and that evening enrolments had increased by 26%.

Enrolments look ok although FT are down which is the first time in a few years, focussing on and links to student journey

a) Members noted the content of the report

L/21/022 **Future Agenda Items**

The VPIC outlined the future agenda items contained in the paper.

a) Members noted the content of the report and asked that the Student Journey dashboard be included

L/21/023 **Review of Risk**

No additional risks were identified

L/21/024 **Any Other Competent Business**

The Principal noted the impact of the recent Scottish Budget announcements which equated to a £2.4m cut for the College. He noted that a range of scenarios would be brought to the February Board of Management meeting for discussion.

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Forth Valley College – Making Learning Work | Learning and Digital Skills Academy

Quarterly Update – February 2022 – May 2022

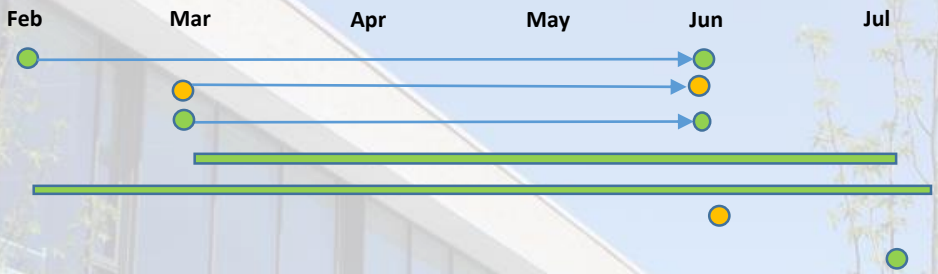
Key Milestones Linked to Ambition (year 2)

	Comments
Hybrid Learning	On track
EnableFVC Online Delivery Targets	Hybrid Learning Baseline Measurement
Learning and Teaching Enhancement Programme	On track
Digital Skills Self-Assessment Tool	Soft Launch started – LMT Proposal May 2022
Moodle Development – Phase 2	Wider platform integration underway across College
Accessibility (Brickfield Labs)	Brickfield Lab staff workshops May – June 2022
Online Assessment	Ongoing
Use of Analytics	Intelliboard cost Identified - DSSG Agenda May 26th
Student Digital Skills Development	Ongoing, Plans for new mentors to build SA Tool
Digital Skills Baseline – Corporate Service Staff	Basic Baseline Identified for platform development

Looking ahead - Critical Activities linked to Key Milestones

Click to add text

Roll out of Digital Skills Self-Assessment Tool
Roll out of new accessibility software and training for wider College staff (Brickfield labs)
Launch of all Hybrid Learning guidance and documentation
Roll out of Mentor Support & Digital Pedagogy training for staff delivering online
Measurement of planned online delivery baseline
Use of analytics tool integrated into Moodle (Intelliboard)
Develop Student and Corporate Service Staff Self Assessment Tool



Highlights

- Hybrid Learning resources and training offer launched to student-facing staff. Hybrid Learning installed for launch in May
- Soft launch of Digital Skills Discovery Tools for lecturers.
- Second Erasmus+ IDEAS project team mobility to Portugal took place February, with mobility to Denmark in May.
- 88 staff currently engaging with LDSA mentoring from both curriculum and corporate services departments.
- LDSA support to curriculum areas continues with HN units and course design, including Early Years PDA and e-learning mental health award for Health & Social care team using Articulate 360 digital authoring tools.
- LDSA is also supporting with digital content design for Travel & Tourism, NPA Responsible Tourism course in partnership with Scottish Canals/Green Action Trust.
- 185 courses responded to Listening to Learners pilot facilitated by LDSA (compared with 71 in previous year).
- Training and mentoring support for the FVC Mental Health team continues.
- LDSA working with Assessor team to widen Microsoft qualifications offer for FVC and establish exam centre.

Top Risks, Issues and Dependencies

- There is a critical need to continue to adapt, to avoid reversal of digital advancement, fully capitalise upon new skills, and avoid a post-Covid swing back to campus delivery in totality.
- The Digital Skills Self-Assessment tool will be a major College project that will require maximum engagement. Proposal for Mandatory Training to LMT.
- LDS Mentor team fixed-term contracts expire June 2022. New staffing complement will require time to upskill.
- Hybrid Learning Pod guidelines required to ensure priority engagement for online Learning and Teaching purposes.

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Help to go Hybrid

LDSA Hybrid Learning Offer

- Hybrid Learning - Wakelet

- Hybrid Learning Pod Campus Delivery

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Help to go Hybrid

FVC Hybrid Learning Pods

- Hybrid Learning Pod Demo

- Official Launch June 2022

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7. SFC College Leaver Destination Survey
For Discussion

9 June 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

This paper seeks to inform the Committee about the College Leaver Destinations (CLD) data gathered regarding response rates and positive destinations from this survey prior to the published report in late 2022.

2. Recommendation

That members note the contents of the report, including data gathered and understand that the data presented may not match the finalised published SFC data

3. Background

The Scottish Funding Council (SFC) requires colleges to return information on CLD on an annual basis, about 8 months after typical full time course completion. For example, data for 2019/20 was required to be returned by the end February 2021. The data collection includes FE and HE full-time successful leavers.

The data gathered not only deals with student destination but also includes detail on employment type, employer name and whether or not employment is related directly to the course of study. For those progressing their studies, additional detail is required on the level of that further study. SFC also request that three attempts are made to contact each learner, and that the name of the staff member making contact and the date of attempted contact are recorded on each occasion. This is gathered by a small team collating the information on a database that is eventually shared with SFC.

4. Key Considerations

The SFC database usually arrives in January. Skills Development Scotland (SDS) will have added completed destinations to the database which means there are occurrences where we will have already collected some of the same information. This database is continuing to cause some problems in terms of multiple access. This has been reported to SFC and will be updated for next year.

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

The information is gathered by administrators and front of house staff over a period of three weeks, coordinated by the Quality Systems Coordinator.

As a result of ongoing challenges around achieving the projected return rate completing student were contacted directly by email in advance to make them aware that this survey was taking place and that they would be contacted by phone and by further email.

Forth Valley College usually has a high response rate to the survey but are now experiencing a downward trend as with all surveys across the college and the sector.

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It should be noted that there is always a level of unconfirmed destinations as it is difficult to get in touch with every full time student who studied at the College in a particular academic year. In the last 5 years the percentage of unconfirmed destinations has ranged between 6 – 10%.

Table 1: FVC 3-year Trend Date for Students in Positive Destinations

	FE Learners						HE Learners						All FT					
	2018-19		2019-20		2020-21		2018-19		2019-20		2020-21		2018-19		2019-20		2020-21	
Number of Students	1086	[redacted]	942	[redacted]	885	[redacted]	555	[redacted]	498	[redacted]	648	[redacted]	1641	[redacted]	1440	[redacted]	1533	[redacted]
Number of responses	1010	93%	866	92%	841	95%	511	92%	442	89%	575	89%	1521	93%	1308	91%	1416	92%
Employed full-time	122	12%	86	10%	98	12%	198	39%	124	28%	149	26%	320	21%	210	16%	247	17%
Employed part-time	43	4%	34	4%	20	2%	41	8%	40	9%	26	5%	84	6%	74	6%	46	3%
At College or University	793	79%	687	79%	682	81%	248	49%	250	57%	379	66%	1043	69%	937	72%	1061	75%
Totals in Positive Destination (of responses)	958	**95%**	807	**93%**	800	**95%**	487	**95%**	414	**94%**	554	**96%**	1447	**95%**	1221	**93%**	1354	**96%**

The Regional Outcome Agreement sets out targets for the number and proportion of full-time college qualifiers in work, training and/or further study, i.e. those in a positive destination, 3-6 months after qualifying. For 2019/20 we achieved 93% for FE and 94% for HE against a target of 95%.

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5. Financial Implications

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

6. Equalities

Assessment in Place? – No

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	**x**	**x**
Very Low		

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

Risk Owner – Rob McDermott **Action Owner –** Kenny MacInnes

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – No **Health and Safety – No**

Please provide a summary of these implications – N/A

Paper Author – Rob McDermott **LMT Owner –** Rob McDermott

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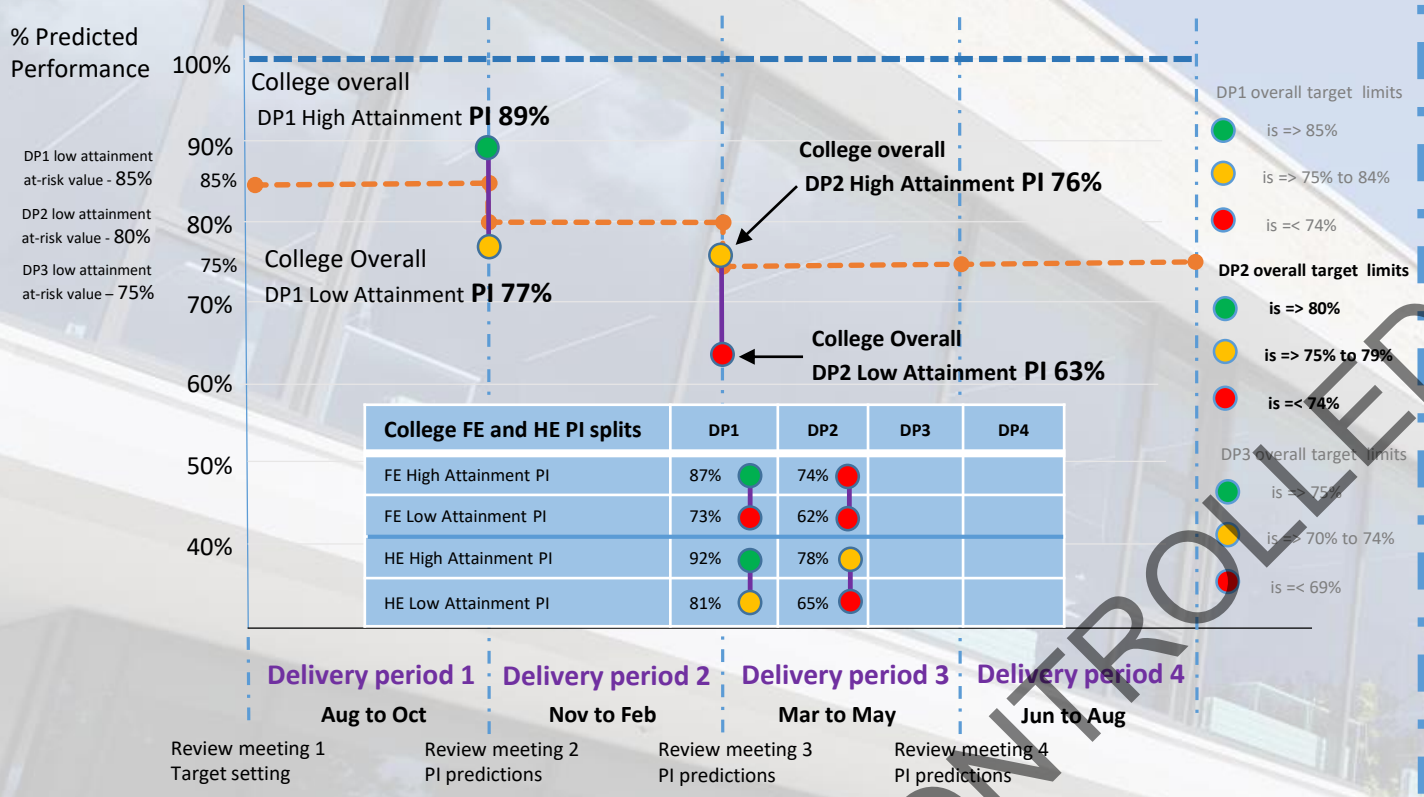
Continuous Curriculum Improvement – PI Predictions Quarterly update for Delivery Period 2 (DP2) Academic session 21/22

College overall PI predictions against target for session 21/22



College FE and HE PI splits	DP1	DP2	DP3	DP4
FE High Attainment PI	87%	74%		
FE Low Attainment PI	73%	62%		
HE High Attainment PI	92%	78%		
HE Low Attainment PI	81%	65%		

Individual Department PI predictions against target for session 21/22

DP1 low attainment at-risk value is 80%

Dept	Dept splits	DP1 85%	DP2 80%	DP3 75%	DP4 75%	FE & HE Splits	DP1 85%	DP2 80%	DP3 75%	DP4 75%
BC	Dept Hi PI	89%	77%			FE High PI	87%	79%		
						FE Low PI	71%	68%		
	Dept low PI	77%	66%			HE High PI	93%	70%		
						HE Low PI	89%	61%		
CHT	Dept Hi PI	89%	74%			FE High PI	87%	68%		
						FE Low PI	72%	54%		
	Dept low PI	77%	61%			HE High PI	91%	80%		
						HE Low PI	79%	68%		
CSC	Dept Hi PI	89%	72%			FE High PI	85%	69%		
						FE Low PI	72%	55%		
	Dept low PI	76%	59%			HE High PI	93%	76%		
						HE Low PI	80%	63%		
ES	Dept Hi PI	91%	83%			FE High PI	88%	84%		
						FE Low PI	80%	75%		
	Dept low PI	81%	70%			HE High PI	94%	82%		
						HE Low PI	82%	63%		

Note: Each Curriculum Review meeting has been assigned a low attainment at-risk value which has been aligned with the predicted performance of courses as we move through the academic year, due to withdrawals and student progress. These at-risk values are reduced in sequence to meet the year-end OA targets for FT FE and HE attainment. Courses below the set value are deemed at risk and discussed at the review meetings.

The high attainment figures are based on those students that are identified as "will successfully complete" and "may successfully complete". The "unlikely to successfully complete" students are discounted for the high attainment figures. The low attainment figures are based only on the worst-case scenario, which are only those students that "will successfully complete", with the "may successfully complete" and "unlikely to successfully complete" students discounted from the low attainment figures.

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Key highlights and Considerations for DP2

- Withdrawals are up by 3% on 20/21. Driven by: 299 personal circumstances up 51; 128 to take employment up 35; Progress unsatisfactory 112 up 7; Health 104 up 39
- Actual Attendance down by 4%: All departments attendance has dropped.
- High attainment predictions have been impacted by engagement and student performance.
- Low attainment predictions have been driven by continued caution across curriculum teams especially due to student engagement challenges.
- Increased number of students working more hours in part-time roles, some taking up full –time roles to help employers cover Covid staff shortages and boost income.
- Increased complex student mental health difficulties identified across student population.
- COVID recovery is impacting - Backlog and processing of deferrals from two previous years due to lockdowns.
- Strength and depth of staff over 2 years of COVID mitigation – However, recognition of Covid fatigue impacting on staff and student wellbeing.
- Continued Mixed feedback with online engagement- not as good as anticipated, based on student feedback.
- Use of programme results matrices and IQAP approach has worked well – team approach to decision making to support student progression and attainment.
- All courses now back on campus either in FT, or Hybrid mode.

Opportunities

- Closer links with schools to enhance post-school recruitment.
- Engagement with SQA HN Next Gen going forward.
- Programme results matrix use in-line with SQA guidance.
- Programme Reviews planned and an increased focus on Quality
- Greening of curriculum across all Departments.
- Growth of School College HNC portfolio
- Review of Core skills delivery
- Ask SFC to consider part time options for those students that are working

10. 2020-21 Sector Performance Indicators
For Discussion

9 June 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

For Learning & Student Experience Committee members to discuss the recent College Sector Performance Indicators publication for Academic Year 2020-21.

2. Recommendation

That Learning & Student Experience Committee members to discuss the Sector Published PIs for Academic Year 2020-21.

3. Background

SFC has recently published Sector and College PIs for Session 2020-21, produced from FES information. The PIs published by SFC are for SFC funded courses where the learning undertaken is greater than or equivalent to 4 Credits. All Colleges are asked to publish their own PIs, however the SFC publication allows analysis at a sector level, and allows for comparisons to be made across Colleges.

As we know, Session 2020-21 was significantly impacted by Covid-19, and as such the publication of these PIs has been delayed, however by the publication date over 13,000 student outcomes were still classified as deferred, and have been excluded from the publication. Also as a result of Covid-19, Colleges were directed to make holistic assessment judgements for student outcomes, underpinned by internal quality assurance, rather than rely solely on student achievement. From an FVC perspective we had just over 400 deferred students in Session 2020-21, which are clustered around the practical delivery areas of Construction, Engineering and Hair and Beauty. Within Construction and Engineering the programmes with most deferrals are Modern Apprenticeship and Day Release courses where our success PIs are close to 100%, and within Hair and Beauty courses we usually have higher success PIs, so having deferred results in these areas is having a negative impact overall on our PIs.

The following two paragraphs are taken directly from the SFC PI publication, and are unprecedented.

The 2020-21 academic year (AY) was impacted by the ongoing COVID-19 pandemic and the requirement for public health control measures that continued throughout 2020-21. The measures put in place to protect staff and students in 2020-21 were more strict and long-lasting than was experienced in 2019-20 and severely limited colleges' ability to deliver learning and teaching activities and student support services in-person. This resulted in a reduction in overall enrolments and reported student outcomes in 2020-21.

Although SFC has presented data for several years, full consideration should be given to these exceptional circumstances and direct comparisons between 2019-20 and 2020-21 and earlier years should not be made without due consideration of the context.

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4. Key Considerations

Figure 1 shows a comparison of both the college sector and Forth Valley College success PIs for Academic Year 2020-21 against the previous two sessions, with a variance column showing change between sessions 2019-20 to 2020-21. Overall the sector has seen a drop in success rates in Session 2020-21 compared to Session 2019-20, with full time FE faring the worst with a 4.4% drop, and only part time HE showing an upward trend.

The College has also witnessed an overall drop in success rates from Session 2019-20 to 2020-21, however we have performed at a higher level than the sector average in almost all of the categories shown in Figure 1, with the exception of full time HE. In full time FE we have dropped by two percentage points from Session 2019-20 to 2020-21, however this is half of the sector average drop, and our success rate of 68% is only one percentage point less than Session 2018-19 before Covid, and remains well above the sector average. Our full time HE success rate has stayed very consistent over the 3 sessions, although it remains just below the sector average. The success PI for full time HE for most Colleges has fallen from Session 2019-20 to 2020-21, and has resulted in a cluster of six colleges, including FVC, being within one percentage point of the sector average figure.

Our part time FE success rate is significantly impacted by deferred students, and the exclusion of predominantly Engineering and Construction deferred part time students who historically have had very high PIs, has given what looks like a significant drop in our success rate, however if these students had completed and achieved to their usual rate, the drop would have been much reduced, and close to our rate of 2019-20 and 2018-19. Our part time HE PI is also impacted by deferrals, however in this category we had more deferred students in Session 2019-20, and their removal conversely inflated our 2019-20 success PI by 7.4%, which was out of step with the Sector. The real trend is a one percentage point drop from Session 2018-19. Both our FE and HE part time success rates are above sector average.

Figure 1 - Success PIs Summary

College Sector

	Session 2018-19	Session 2019-20	Session 2020-21	19-20/20-21 Variance
FT FE	65.2%	65.7%	61.3%	-4.4%
FT HE	69.8%	73.4%	72.1%	-1.3%
PT FE	79.7%	78.0%	76.3%	-1.7%
PT HE	78.9%	78.9%	81.3%	2.4%

Forth Valley College

	Session 2018-19	Session 2019-20	Session 2020-21	19-20/20-21 Variance
FT FE	69.1%	70.1%	67.9%	-2.2%
FT HE	71.0%	70.6%	71.0%	0.4%
PT FE	89.6%	89.6%	82.0%	-7.6%
PT HE	84.5%	91.9%	83.6%	-8.3%

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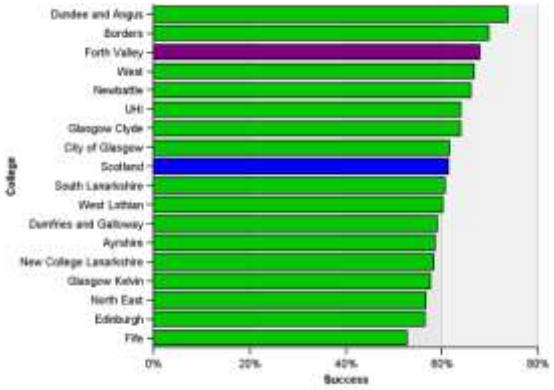
Figure 2 shows the success PI for all Colleges for Full Time FE for Session 2020-21.

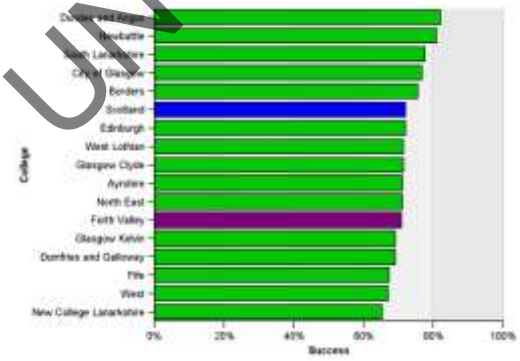
Figure 2 – Full Time FE Success



College	Successfully Completed	Enrolments	Success
Dundee and Angus	2,193	2,978	73.6%
Borders	569	817	69.6%
Forth Valley	**1,130**	**1,665**	**67.9%**
West	2,426	3,635	66.7%
Newbattle	35	53	66.0%
UHI	2,990	4,672	64.0%
Glasgow Clyde	1,867	2,924	63.9%
City of Glasgow	1,719	2,791	61.6%
Scotland	25,743	41,989	61.3%
South Lanarkshire	627	1,033	60.7%
West Lothian	667	1,107	60.3%
Dumfries and Galloway	482	817	59.0%
Ayrshire	1,887	3,225	58.5%
New College Lanarkshire	1,927	3,309	58.2%
Glasgow Kelvin	1,072	1,864	57.5%
North East	2,127	3,750	56.7%
Edinburgh	2,234	3,951	56.5%
Fife	1,791	3,398	52.7%

Figure 3 shows the Success PI for Full Time HE for Session 2020-21.

Figure 3 – Full Time HE Success



College	Successfully Completed	Enrolments	Success
Dundee and Angus	1,301	1,589	81.9%
Newbattle	21	26	80.8%
South Lanarkshire	800	1,031	77.6%
City of Glasgow	5,275	6,886	76.6%
Borders	180	238	75.6%
Scotland	23,014	31,925	72.1%
Edinburgh	2,686	3,732	72.0%
West Lothian	542	760	71.3%
Glasgow Clyde	2,076	2,912	71.3%
Ayrshire	1,479	2,077	71.2%
North East	1,832	2,574	71.2%
Forth Valley	**916**	**1,291**	**71.0%**
Glasgow Kelvin	955	1,380	69.2%
Dumfries and Galloway	287	416	69.0%
Fife	1,471	2,181	67.4%
West	1,480	2,204	67.2%
New College Lanarkshire	1,713	2,628	65.2%

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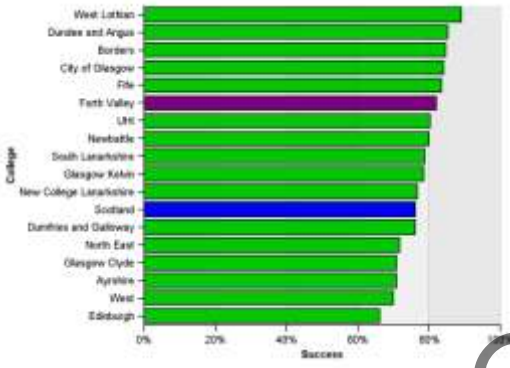
Figure 4 shows the success rates for part time FE for Session 2020-21.

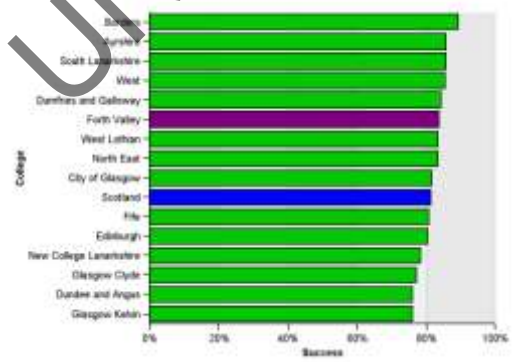
Figure 4 – Part Time FE Success



College	Successfully Completed	Enrolments	Success
West Lothian	3,377	3,786	89.2%
Dundee and Angus	3,288	3,857	85.2%
Borders	1,576	1,860	84.7%
City of Glasgow	3,527	4,187	84.2%
Fife	4,988	5,974	83.5%
Forth Valley	**3,002**	**3,661**	**82.0%**
UHI	9,652	12,005	80.4%
Newbattle	8	10	80.0%
South Lanarkshire	1,581	2,005	78.9%
Glasgow Kelvin	3,145	3,999	78.6%
New College Lanarkshire	4,741	6,180	76.7%
Scotland	67,041	87,902	76.3%
Dumfries and Galloway	1,731	2,275	76.1%
North East	4,742	6,606	71.8%
Glasgow Clyde	4,460	6,294	70.9%
Ayrshire	3,621	5,111	70.8%
West	8,459	12,097	69.9%
Edinburgh	5,145	7,765	66.3%

Figure 5 shows the success rates for part time HE for Session 2020-21.

Figure 5 – Part Time HE Success



College	Successfully Completed	Enrolments	Success
Borders	123	138	89.1%
Ayrshire	515	601	85.7%
South Lanarkshire	418	488	85.7%
West	603	707	85.3%
Dumfries and Galloway	207	246	84.1%
Forth Valley	**717**	**858**	**83.6%**
West Lothian	568	681	83.4%
North East	546	656	83.2%
City of Glasgow	1,251	1,531	81.7%
Scotland	9,547	11,740	81.3%
Fife	880	1,092	80.6%
Edinburgh	1,529	1,902	80.4%
New College Lanarkshire	578	739	78.2%
Glasgow Clyde	830	1,075	77.2%
Dundee and Angus	367	483	76.0%
Glasgow Kelvin	399	526	75.9%

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Age Groups

The PI Publication groups students by the following age groups: Under 18, 18-20 year old, 21-24 year old, 25-40 year old and 41 and over. The College has performed better than the sector average in all age-bands. In the under 18 age band we are only 0.2% above the sector average, while in all other age bands we are either 4 or 5 percentage points above the sector average. In line with the sector, our success PI increases as you move to an older age band.

Level and Gender

The publication groups students by gender and level of study to analyse success. For all combinations the College has a higher success PI compared to the sector average. At both FE and HE levels, the success PI for females is higher than that of males, which is the reverse of what we've witnessed in every Session since PIs were published in this format (Session 2013-14). This PI is also being heavily influenced by deferred students, as the majority of deferrals from Engineering and Construction are from males.

Key Groups

The SFC Publication also measures success against a range of key groups. In most of these key groups we are performing above the sector average including students from the 10% most deprived postcodes in Scotland (SIMD10), students from the 20% most deprived postcodes in Scotland (SIMD20), Care Experienced students, students with a disability, and students who are from an ethnic minority. However, for students where the year of study is greater than first year we have the lowest success PI for Session 2020-21, and are eight percentage points below the sector average. For all other sessions we have been above the sector average for this PI. Further analysis has shown that this PI has again been impacted negatively by deferred students, however there have also been disappointing success rates for some second year Foundation Apprenticeships and some second year HNDs. In the majority of cases this can be tracked back to students continuing from their first year of study without fully completing all units.

Subject Area

The publication also contains success PIs by Education Scotland subject areas. Within subject areas at FE level we are above sector average for Business, Management and Administration, Care, Computing & ICT, Engineering, Hairdressing, Beauty & Complimentary Therapies, Science, Special Programmes and Sport and Leisure. We are below sector average for Art and Design, Construction, Hospitality and Tourism, Languages & ESOL and Media.

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

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Performance against Activity Target

For the first time the sector didn't deliver to its Credits target, falling short of its 1,757,677 target by 1.5%. Forth Valley College delivered to just over its Credits target, with a further eight Colleges exceeding their target, however nine colleges failed to meet target.

Figure 6 – Performance against Credits Target

College	Session	Credits Achieved	Credits Target	% Variance
West Lothian	2020-21	49,632	46,709	6.3%
City of Glasgow	2020-21	188,110	184,654	1.9%
Newbattle	2020-21	932	921	1.2%
North East	2020-21	133,121	132,005	0.8%
Borders	2020-21	25,882	25,680	0.8%
Ayrshire	2020-21	125,458	124,877	0.5%
Dundee and Angus	2020-21	109,576	109,267	0.3%
South Lanarkshire	2020-21	49,492	49,393	0.2%
Forth Valley	2020-21	**87,206**	**87,087**	**0.1%**
Edinburgh	2020-21	194,000	194,643	-0.3%
Dumfries and Galloway	2020-21	30,507	30,798	-0.9%
West	2020-21	159,706	161,454	-1.1%
Fife	2020-21	132,897	134,799	-1.4%
Scotland	2020-21	**1,730,519**	**1,757,677**	**-1.5%**
Glasgow Clyde	2020-21	124,661	126,846	-1.7%
Glasgow Kelvin	2020-21	78,691	80,173	-1.8%
SRUC	2020-21	21,882	22,747	-3.8%
New College Lanarkshire	2020-21	122,156	132,443	-7.8%
UHI	2020-21	96,610	113,181	-14.6%

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5. Financial Implications

Please detail the financial implications of this item – None

6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

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

Please summarise any positive/negative impacts (noting mitigating actions) – 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 – There is a risk that the sector and/or the College may attract negative publicity if our success PIs are low, or are falling. Overall the PIs for the sector aren't positive, however the publication provides details of the background to Session 2020-21 in relation to Covid interruptions, and asks that these circumstances are considered when undertaking comparisons to previous sessions.

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

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes ☒ **No** ☐ **Health and Safety – Yes** ☐ **No** ☒

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

Paper Author – David Allison **SMT Owner –** David Allison

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11. Student Activity Report
For Discussion

9 June 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To inform the Learning & Student Experience members of progress towards meeting the College's Student Activity target for Session 2021-22, and provide an interim report on progress against our 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 recruitment for Session 2021-22, and progress towards meeting our Credits target for Session 2021-22.

4. Key Considerations

Session 2021-22 Recruitment

Figure 1 displays enrolments for this session, with last session at this time by way of comparison, which shows that overall enrolments are up by 2,165 this session over last year at this time. Full Time enrolments are down compared to last session, partly due to there being less full time deferred students this session compared to last, however across all departments there has been a slight fall. Overall offers made were less than the previous two sessions, and converting offers to enrolment proved more challenging, with competition from Universities. All other modes of attendances are showing increases. Some of the increase in part can be attributed to deferred students, who are returning to complete their study, however there is a general uplift across most Departments. The increase in Assessment of Work Based Learning enrolments can also be attributed mainly to continuing students, combined with an element of timing. The increase in evening class enrolments is the result of the endeavours of the Evening Class Group who have worked to increase our evening programme offering, particularly in leisure classes.

Figure 1 – Enrolments Comparison by mode of attendance

Mode of Attendance	Enrolments 2020/21 as at 26/5/21	Enrolments 2021/22 as at 26/5/22	Variance	% Variance
Full Time	3,413	3,141	-272	-8%
Part Time	5,610	5,721	111	2%
Evening	892	1,537	645	72%
Assessment of Work Based Learning	598	1,574	976	163%
Flexible/Distance Learning	1,485	2,190	705	47%
Total	**11,998**	**14,163**	**2,165**	**18%**

A similar pattern can be seen in Credits, where overall we are 5,593 Credits better off this session compared to last, which can be attributed to First Year Foundation Apprenticeships now

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attracting Credits, deferred and continuing students, and an increase in evening and part time enrolments. Full time Credits are down due to the drop in enrolled students, a lower number of full time deferred students, and slightly reduced early retention rates for full time students. Last session we witnessed exceptionally high early retentions rates for both full time FE and HE. This session, these rates have dropped slightly, and are back to the high levels that we have experienced over the last 5 sessions, apart from last session. Credits attributed to all other modes of attendance have increased as enrolments have increased, however there is an element of timing of enrolments in relation to Assessment of Work Based Learning.

Figure 2 – Credits Comparison by mode of attendance

Mode of Attendance	Credits 2020/21 as at 26/5/21	Credits 2021/22 as at 26/5/22	Variance	% Variance
Full Time	50,978	48,054	-2,924	-6%
Part Time	16,729	19,247	2,518	15%
Evening	2,521	3,006	485	19%
Assessment of Work Based Learning	2,909	7,010	4,101	141%
Flexible/Distance Learning	3,132	4,545	1,413	45%
Total	**76,269**	**81,862**	**5,593**	**7%**

Figure 3, shows both our Credits allocation for Session 2021/22 and also our progress towards achieving our target. Our combined Core Grant and ESF Credits are similar to last session, with a small variance of 58 fewer Credits as the price for an ESF Credit was slightly increased. However there was a movement of Credits between Core grant and ESF, which was explained as a levelling of ESF Credits across the sector. This however places the College more at risk when ESF funding is removed (expected from Session 2022/23), with no replacement fund identified. SFC has also moved Year 1 funding for Foundation Apprenticeships to be within Credits, rather than previously being funded through Skills Development Scotland. An allocation of Credits has been provided to all Colleges, however this activity is expected to be mainstreamed into core funding in Session 2022/23. SFC also provided all Colleges with a Credits allocation for deferred students.

At the end of November 2021, SFC issued a letter to College principals outlining additional flexibilities that were being re-introduced in Session 2021-21 to help mitigate the impact on recruitment caused by Covid, aimed at helping colleges to achieve their activity targets. These flexibilities were in place, due to Covid, in Sessions 2019-20 and 2018-19, and allow colleges to claim an additional Credit for full time HE courses for pastoral support, and the removal of the restrictions on one-plus activity, which allows colleges to claim for additional credits for students over their full time tariff, where this can boost employment opportunities, provide a pathway to further study, or where students would benefit from additional learning. Both these mitigations are welcome, and will help us achieve our Credits target.

The College was allocated 3,141 Credits for Foundation Apprenticeships, and following recruitment we budgeted to receive funding for 2,513 Credits. We are currently deliver 2,400 Credits for FAs, so are slightly down on our budgeted Credits. If funding for Foundation

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Apprenticeship Credits is ring-fenced to only FA Credit delivery there is potential for clawback, even though we are planning on delivering to our overall Credits target.

Figure 3 – Progress towards our 2021/22 Credits Target

Credits Allocation	Total
Core Grant	83,336
ESF	2,493
Foundation Apprenticeships	3,141
Deferred Students	1,617
Credits Target	**90,587**

Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	48,054	0	48,054
Part Time	19,247	2,954	22,201
Evening	3,006	0	3,006
Assessment of Work Based Learning	7,010	2,050	9,060
Flexible/Distance Learning	4,545	3,756	8,301
Total	**81,862**	**8,760**	**90,622**
Variance			**35**

YPG/NTTF Credits

In November the College was allocated 1,301 Credits to deliver Young Person Guarantee and National Training Transition Fund courses. Based on past delivery the College budgeted to deliver 962 Credits. To date we have recruited 208 students, contributing 776.25 Credits (81% of budgeted Credits). The bulk of courses available are being offered through remote learning, with a flexible entry date, and as such 68% of students are studying in this manner, and provides confidence that our budgeted Credits target will be met.

Outcome Agreement Dashboard

The number of Outcome Agreement measures for Session 2021/22 have been reduced, and the measures that can be tracked through the session are shown within the Outcome Agreement Dashboard in Appendix 1. As previously mentioned, overall Credit delivery is tracking close to target, as are the proportion of Credits delivered to the 10% most deprived postcode areas and the proportion of Credits delivered to care-experienced learners. The number of senior age pupils studying vocational qualifications is slightly down on target, which can be attributed in the main to challenges of recruiting to some of our FA programmes.

The Full Time PI predictions shown on the dashboard are based on Period 2, which covers the period up to Mar 2022. Our high attainment predictions are above target, however our low attainment predictions are below target, reflecting the challenges being faced by students and

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curriculum teams. These low rates also reflect an element of caution as curriculum teams gauge student engagement.

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 Credits targets, however through challenging recruitment onto our Foundation Programmes we are just short of our budgeted Credits, and short of our allocated Credits for FAs, which if ring-fenced, may see a clawback of some funding.

6. Equalities

Assessment in Place? – Yes ☐ No ☒

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	**X**	**X**
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The College is progressing well to meet its Credits targets, however through challenging recruitment onto our Foundation Programmes we are just short of our budgeted Credits, and short of our allocated Credits for FAs, which if ring-fenced, may see a clawback of some funding.

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 – N/A

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11. Student Activity Report
For Discussion

9 June 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

Paper Author – David Allison

SMT Owner – David Allison

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Outcome Agreement Dashboard

Measure		Target 2021/22	Progress Jan 2022	Progress May 2022
A	Credits Delivered (Core + ESF)	90,587	90,348	90,622
B	Proportion of Credits delivered to 10% most deprived postcode areas	10.6%	10.9%	10.5%
C	Proportion of credits delivered to care-experienced learners	4.7%	4.7%	4.7%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	803	735	735
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	71%	High: 87% Low: 73%	High: 74% Low: 62%
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	72%	High: 92% Low: 81%	High: 78% Low: 65%

May 2022 - Key Points

- Credits Estimate for Session close to target, helped by the re-introduction of flexibilities to Credit guidance to mitigate against the impact of Covid.
- Overall full time enrolment numbers at FVC and across the sector are down on previous sessions, due to University offer, employment opportunities and impact of Covid.
- High Success PI estimates for both FT FE and FT HE have dropped from the January predictions due to student engagement challenges.
- Low Success Pis are below target due to student engagement challenges, and an element of caution
- Number of senior phase pupils studying vocational qualifications is below target, mainly as a result of challenges to recruit to FA programmes.

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12. Future Agenda Items For Discussion

9 June 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

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
Oct 2022	Learning & Digital Skills	Rob McDermott
	Student Journey Dashboard	Lyndsay Condie
	Outcome Agreement Self Evaluation	David Allison
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Student Activity Report	David Allison
Feb 2023	Learning & Digital Skills	Helen Young
	Student Activity Report	David Allison
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Outcome Agreement 23/24	David Allison

4. Financial Implications

Please detail the financial implications of this item – Not Applicable

5. Equalities

Assessment in Place? – Yes ☐ **No** ☒

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

6. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	**X**	**X**

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

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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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