Forth Valley College

Agenda

10 February 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

Steeple Suite, Falkirk 4.30pm

AGENDA

1. Apologies for Absence

2. Declarations of interest

FOR APPROVAL

3. Minute of Meeting of 28 October 2021

4. Matters Arising

   a) L/21/005 Learning and Digital Skills Academy Ambition Update
   b) L/21/007 2020/21 PI performance update and 2021/22 recruitment and early retention update

5. Safeguarding Policy — Anna Vogt

Elements of paper 5 are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002

6. Outcome Agreement 2021-22 — David Allison

Elements of paper 6 are withheld from publication on the Forth Valley College website under Section 25 Information Otherwise Accessible of the Freedom of Information (Scotland) Act 2002
https://www.sfc.ac.uk/funding/outcome-agreements/2021-22/forth-valley-oa2021-22.aspx

FOR DISCUSSION

7. Learning and Digital Skills Academy Ambition Update (To Follow) — Helen Young

8. Moodle Demonstration — Ken Todd

9. Student Journey – Project Update — Lyndsay Condie

10. PI Prediction Tracking Process Update/PIPT Demonstration — Kenny MacInnes/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 28 October 2021
For Approval

10 February 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

Zoom (commencing at 4.30pm)

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

Apologies: Naila Akram

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)
Helen Young, Head of Learning and Quality (HLQ) for item L/20/014 only

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

L/21/001 Declarations of Interest

None.

L/21/002 Minute of Meeting of 27 May 2021

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

L/21/003 Matters Arising

L/20/032 Future Agenda Items

This is included in the papers on the agenda

L/21/004 Outcome Agreement Self-Evaluation 2020-21

The VPISC presented the draft self-evaluation to members for 2020-21, noting that SFC had requested it in a similar format to the previous year.

He noted that there were no real issues in the report and confirmed that the College would meet its credits targets.

He outlined some of the variances against target in the report and discussed the reasons for these where known.

He noted that overall gender balance was good within the College, although there were specific areas where more was required. He also highlighted the increase in care experienced students accessing study.

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He also commented on the downturn in student satisfaction, noting that the comments appear to relate this to online learning, as not all students enjoy learning this way.

Members welcomed the content of the report and noted that further contextualisation against sector performance would be welcomed where possible.

The VPIC noted that the reports all go to SFC so there may be some comparison arising out of this in due course and that he would look to include this information in future reports.

Members also noted it would be useful if the results in the report could be RAG. The VPIC agreed to look at this as well for future reports.

Members noted and welcomed that the College had met its targets for students from SIMD areas.

a) Members approved the report for submission subject to the correction of a typo which had been identified

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

The HLQ presented an update on the work of the academy to members.

She referred members to the dashboard document which showed progress against first quarter targets for the year.

She noted the work being done to support the overall SpringBack project and FVCEnable.

She reported that the team were preparing to roll out the self-assessment tool and digital skills baseline assessment to all staff.

She informed members of areas where progress was behind projections and outlined the reason for these, which were primarily related to the ongoing update of the College's VLE system.

Members noted the amber coded elements on the dashboard and queried whether any of these presented a significant risk to the overall project.

The HLQ confirmed that they did not at this time.

Members noted the importance of the VLE to the overall project and requested a demonstration of the system at the next meeting so they could see what the user experience looked like.

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The HLQ confirmed that she would be happy to demonstrate it at the next Committee meeting.

Members queried whether the College was doing dual mode (virtual and in person at the same time) delivery to students and how the quality of this was being measured.

The HLQ responded that the College did not do a lot of dual mode, even though the capacity exists, as it can be challenging to manage. The type of delivery provided is tailored to the curriculum being offered and can be a mix on in person and virtual.

She did confirm, for quality of learning virtually the College did significant levels of mentoring to support staff and had also supported staff to gain industry recognised qualifications up to and including MS Fellow level.

She noted that there is also an annual virtual learning conference where staff can further share skills and best practice.

Members queried what processes or tools the College had in place to monitor student satisfaction with the delivery of their learning.

The HLQ confirmed the existing listening to learners sessions were utilised to gather this kind of feedback and that curriculum teams use the data to inform the evaluation of their departments.

a) Members noted the content of the report

L/21/006 2019-20 Sector Performance Indicators

The VPIC presented the report from SFC on 2019-20 PI's for the sector.

He reported that overall College performance had remained where it was previously and that, in terms of overall success, the College is the most successful in Scotland along with having the highest PI's for FE courses and coming in third for HE courses.

He also highlighted to members a concern re Full Time HE courses where, despite a modest 1% increase, looks to be below the sector average increase.

The Principal reminded members that 2019/20 had no exams. He discussed the quality assurance processes in the College to support grades based on continuous assessment and stated that he was confident that the 1% increase was warranted. He also highlighted that some Colleges were reporting up to a 12% increase against the same area which was being queried.

a) Members noted the content of the report

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

The Chair provided some background to the new members, noting that the system allowed the College to identify issues at an individual or class level and take action to bring this back on track.

The VPLSE provided an overview, outlining how the performance indicator targets built into the system track back to the College's Regional Outcome Agreement.

He recognised that there were areas out with the direct control of the College but that, for those areas within our control, highlighted the important of early and effective interventions.

He highlighted the paper which demonstrates the final position for 2020/21 and provides a snapshot into the progress for the current academic year.

He noted the impact of Covid on the College overall but that the system was still providing robust evidence. He outlined the numbers of students who either had to do additional work to catch up or whose course, due to the content of the curriculum, had been deferred from 2020/21 to restart the course this year.

He informed members that the College, in compliance with Scottish Government guidance, was still capped for the number of people that could be on campus and that the College was focussing in campus delivery on those courses which would benefit the most.

The Principal noted that this work was vital in ensuring forward planning can deliver evidence based decisions.

The Chair noted that it may be beneficial to share the previous paper on this topic that outlined the process to new members.

The VPLSE confirmed that this would happen.

Members noted that a demonstration of the system would be valuable.

It was agreed that the February 2022 meeting of the Committee should be held on campus to allow for this and the VLE demonstrations to take place.

a) Members noted the content of the report

L/21/008 **Student Activity Report**

The VPIC presented the paper on student activity levels within the College.

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He highlighted the split of ESF and Core credits owing to the risk relating to how ESF may be replaced in the future. He also informed members that there was another upcoming risk relating to Foundation Apprenticeship funding being incorporated as a part of the core grant to the College.

Members queried what the replacement for ESF would look like. The VPIC confirmed that the College was aware of the UK Prosperity Fund, but didn't have knowledge if this would replace the current ESF Funding. He also highlighted that, when preparing the Financial Forecast Return to SFC, ESF credits had been removed and not replaced so this was the assumption the College was working to at this point.

a) Members noted the content of the report

L/21/009 Future Agenda Items

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

The Principal also noted that a report on the impact of our digital skills work would be useful and would be brought to the Committee near the end of the academic year.

He also noted a review of the transformation of the Inclusion and Student Support team with an update on how the new team is performing will be brought to the Committee by the end of the academic year.

a) Members noted the content of the report

L/21/010 Review of Risk

No additional risks were identified

L/21/011 Any Other Competent Business

Members noted that the language in the reports relating to gender could be looked at from an equalities perspective.

The VPIC confirmed that the language used related to specific SFC requests at this time, although SFC were looking into their language use.

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5. Safeguarding Policy
For Approval

10 February 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To present the updated Safeguarding Policy to the Learning and Student Experience Committee for approval.

2. Recommendations

The Learning and Student Experience Committee approves the attached Safeguarding Policy.

3. Background

Forth Valley College has a duty of care towards all of our students; however, we have specific responsibility under certain legislation. The Children (Scotland) Act 1995 and the Children and Young People (Scotland) Act 2014 require us to ensure the safety of children under the age of 18 years old, while the Adult Support and Protection (Scotland) Act 2007 requires the college to safeguard adults deemed to be at risk. The College is not solely responsible for the safety of these groups however, we are expected to identify potential risks and take action. This is a whole organisation responsibility and it is the role of the Safeguarding Team to ensure this duty is carried out and that the organisation takes appropriate action, as required.

Since 2015, the number of safeguarding referrals has increased dramatically and the referrals received have become increasingly complex. This increase is partly due to the concerted effort of the Safeguarding Team to raise awareness of the Safeguarding Process and the support that they can provide but it may also be attributed to demand and challenges faced by services providing support to the community. In addition to Safeguarding referrals that fall under our legislative duties, the Safeguarding team also receive referrals for students who are in crisis or have disclosed something serious. Both our Policy and Procedure acknowledge that we may all be in crisis at some point and so it is better to report a concern than not. This may also be a factor in the rise of referrals.

Table 1 – Safeguarding Disclosures by Academic Session

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22 YTD
Safeguarding Disclosures	7	39	71	56	55	90	80

Table 2 – The Safeguarding Team

[redacted]

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4. Key Considerations

4.1 Development of Safeguarding between 2020 and 2022

The Safeguarding team have undertaken a great deal of work around ensuring that our Safeguarding responses are robust and safe. This development work included;

- Creation of an electronic referral system that is hosted on our student support system, Triple S
- Development of a training plan for all Safeguarders to ensure that they are working to the same standard
- Improvements to the Safeguarding training delivered to all staff
- Creation of differentiated but aligned Safeguarding referral process for teams where there is expert experience, such as the Student Counselling Service and the new Mental Health Team

4.2 Next Phase for Safeguarding

Moving forward, we know there is more work that the Safeguarding Team can do to improve their service. Before June 2023, the Safeguarding Team will look to;

- Further develop the Safeguarding disclosure portal on Triple S to allow for improved reporting and analysis. This work is currently a manual process and is labour intensive.
- Develop a more standardised approach to all Safeguarding disclosures to ensure that all students receive a consistent approach to Safeguarding. All of the team are trained to the same level but have experience in different areas and we can rely heavily on the professional experience of a Safeguarder. This is a potential area of risk.
- Formalise support to referrer and the Safeguarding Team following a Safeguarding disclosure. The Team currently undertake ad hoc reflection on referrals but this is primarily around the process and outcome. The Safeguarding Team may also 'check in' with the member of staff who made the Safeguarding referral but this is not currently part of the standard process.

4.3 Impact

While the Safeguarding Policy is very definition and legislative focused, the real world application of the Policy and its associated Procedure have meaningful impact on both individuals and groups of students.

Impact 1 – Our students are immediately safeguarded and supported to access the right service

The Safeguarding Team regularly supports students with suicidal ideation. The Safeguarding Team will work with them until they have found the appropriate service or support network to ensure their safety. This includes using Applied Suicide Intervention Skills; supporting students to make contact with their GP or the NHS 24 Mental Health Hub; working with a student's existing support network and in some cases escorting a student to hospital or contacting the Police. After a disclosure of this type has been made, a plan will be put in place with one of the Safeguarding Team to ensure that the student has ongoing support to continue on course, where possible.

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Impact 2 – Case-conferencing and interagency working takes place to ensure the best and safest outcomes for our students

All of our Safeguarding Team have an understanding of how our NHS, Local Authority, Police and third sector partners operate. This ensures that they can make contact with the right services as required. The staff also maintain professional relationships with our partners to ensure we can have strong links should a Safeguarding incident occur. The staff will both lead and take part in case-conferences to ensure that a student's safety is maintained, where there is perceived to be an ongoing risk. Staff also take part in both Adult and Child Support and Protection and risk assessment meetings, as required.

Impact 3 – Meaningful risk assessments take place to ensure the student and the wider College community are adequately safeguarded

Over the last few years, the College has seen an increase in partnership working between the College and Social Work to allow serious offenders or those who pose a risk to others to access education. These offenders may have committed a violent or sexual crime or through their vulnerability be a risk to others and Social Work has a responsibility to notify us that they have applied for a course. A rigorous risk assessment process has been designed to ensure that, when a disclosure of this type is made, the College can make a defensible decision about whether or not to allow a someone who poses a risk to come to College or not. These risk assessment discussions generally involve the Teaching Department, Head of Inclusion and Student Services and the Corporate Governance and Planning Officer along with Social Work and/or Police. Where the risks can be mitigated, this is then presented to a Senior Management Team member for authority.

There have been 4 instances of such work this academic session. One application was not progressed any further and 3 other students are at College under prescribed restrictions.

5. Financial Implications

There are no financial costs associated with approving the Safeguarding Policy.

6. Equalities

Assessment in Place? – Yes ☒ No ☐

In Progress

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	**X**	**X**
High		
Medium		
Low		
Very Low		

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Please describe any risks associated with this paper and associated mitigating actions – without a Safeguarding Policy approved and in place, adequate Safeguarding activity cannot take place to ensure student safety. Risks include serious harm to or death of a student; reputational damage to the organisation and criminal action being taken against the College.

Risk Owner – Kenny MacInnes **Action Owner –** Anna Vogt

8. Other Implications

Please indicate whether there are implications for the areas below.

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

Paper Author – Anna Vogt **SMT Owner –** Kenny MacInnes

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Safeguarding

Protection of Children, Young People and Adults Policy

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Status:	Draft
Date of version:	January 2022
Responsibility for policy:	Vice Principal – Learning and Student Experience
Responsibility for implementation:	All Staff
Responsibility for review:	Vice Principal – Learning and Student Experience
Date for review:	January 2025

Policy Statement

Forth Valley College recognises that all its employees, as well as volunteers, have a role to play in Safeguarding children, young people and adults. The College takes reasonable steps to provide an environment in which everyone, particularly children, young people and adults who may be at risk feel safe, secure, valued and respected.

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1. Purpose

Forth Valley College aims to ensure the Safeguarding of all children, young people and adults who are involved with the College, in any way. The College also aims to give staff a clear structure within which they can work safely and safe in the knowledge that their concerns are being heard and actioned. This procedure associated with this policy aims to outline what Forth Valley College, as an educational establishment, can do to support those requiring safeguarding intervention and how we continue to support those students after a safeguarding intervention has been made.

2. Duty of Care

The College fulfils its duty to safeguard our students by:-

- Ensuring all staff understand that it is part of their role to protect those interacting with the college
- Ensuring that all staff understand the importance of reporting possible cases of abuse or harm, as well as any concerns that they feel requires further support, to the Safeguarding Team
- Providing and communicating the reporting procedure to all staff to ensure appropriate and timely intervention
- Monitoring the College's involvement in child and adult support and safeguarding referrals
- Contributing appropriately to assessments of need and support packages for those who are identified as at risk and potential risk
- Emphasising the need for, and facilitating good levels of, communication between all members of staff and other agencies
- Ensuring that ongoing mandatory compliance training for all existing and new staff is delivered by the Safeguarding Team

3. Principles

Forth Valley College's Protection of Children, Young People and Adults Policy is underpinned by the principles derived from legislation including the Children (Scotland) Act 1995 and the Children and Young People (Scotland) Act 2014. The College's Safeguarding – Protecting Children, Young People and Adults Policy is also underpinned

by the Adult Support and Protection (Scotland) Act 2007. The Adult Support and Protection (Scotland) Act 2007 aims to safeguard 'Adults at Risk'.

Reasonable steps will be taken to prevent foreseeable harm to children, young people and to vulnerable adults. This includes undertaking inclusive risk assessments for those students highlighted as a risk to themselves or others and asking students on certain courses to undertake PVG scheme checks. Where staff are concerned, this will include the carrying out of PVG Scheme checks and, as appropriate, referrals to the Disqualified from Working with Children List.

The College also acknowledges that at various times throughout their college career other students who are not covered by the above legislation may be at risk, vulnerable and/or in need of help. Where College staff have concerns about any student, the Safeguarding Team welcome any referral to them. All referrals will be treated as Safeguarding under the legislation until they are found not to be and the process of supporting any student who is in need of support will be consistent whether they are covered by legislation or not.

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4. Definitions

Protection of Children, Young People and Adults Policy applies to Children, Young People and Adults who may be at risk of harm, or who have disclosed an incident of harm.

4.1. Definition of a Child

In accordance with Scots law the definition of 'child' from the Children (Scotland) Act 1995 and the Children and Young People (Scotland) Act 2014 as: 'a person who has not attained the age of 18 years'.

4.2. Definition of an 'Adult at Risk'

In accordance with legislation a "vulnerable adult" is someone who is aged 16 and over and who is or may be in need of community care services by reason of themselves, or unable to protect themselves against risk of significant harm or exploitation arising from their own actions, or actions of another person. This includes, but is not limited to, those at risk of domestic and gender based violence; those at risk of physical or psychological harm; those who are at risk of committing suicide or have suicidal ideation; those who are at risk of self-harm or are currently self-harming and those who are at risk of or are currently being neglected.

4.3. Definition of Child Abuse

Child abuse, as defined in Scottish Government Child Protection Guidance (2021), refers to circumstances where a child's basic needs are not being met in a manner that is appropriate to their individual needs and stage of development, and the child is, or will be, at risk through avoidable acts of commission or omission.

According to the Scottish Government (2021) *National Guidance for Child Protection in Scotland*, 'abuse' and 'neglect' are forms of maltreatment of a child. 'Maltreatment' covers actual incidence of, or significant risk of physical abuse, emotional abuse, sexual

abuse, criminal exploitation, child trafficking, neglect, female genital mutilation and forced marriage.

5. The Multi-Disciplinary Framework

Multi-agency Child and Adult Support and Protection Committees have been established across Clackmannanshire, Falkirk and Stirling Councils, in accordance with Scottish Government (2021) Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities Guidance and Adult Support and Protection (Scotland) Act 2007: Code of Practice. Where appropriate, Forth Valley College commits to actively engaging with these committees. The College also commits to actively seeking out meaningful relationships with external organisations that help support students who have been referred to the Safeguarding Team with ongoing support.

The policy put in place by the College works in accordance with the principle of effective collaboration between all agencies working with children, young people and vulnerable adults.

6. Key Staff

The Principal has overall strategic responsibility for Safeguarding. The Principal is responsible for ensuring that the College protects all children, young people and adults who are involved with the College in any way. The Vice Principal – Learning and Student Experience has responsibility for the operational aspects of the Safeguarding Team, which sits within Inclusion and Student Services.

The Safeguarding Team, including the Vice Principal – Learning and Student Experience, the Head of Inclusion and Student Services and the Student Support Manager, have;

- Responsibility for reviewing the policy, systems refinement and development in line with legislation and practice.
- Responsibility for the appointment and line management of the Safeguarding Team who co-ordinate all Safeguarding activities and provide support for staff
- Responsibility for raising awareness of the content of the policy with all College staff, organisations or users of the College taking part in activities in the College
- Responsibility for keeping Senior Management Team informed by regular anonymised reports of activity in connection with children, young people and adults
- Responsibility for designing, organising and delivery of Safeguarding training for all College staff across all sites
- Responsibility for ensuring that all staff are checked for suitability through Disclosure Scotland.
- Responsibility for ensuring all new members of staff receive copies of the Safeguarding – Protection of Children, Young People and Adults Policy, Safeguarding training and the contact details of the Safeguarding Team as part of their induction process.

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7. Employment of Staff

Legislation, which came into force in 2005, aims to strengthen safeguards for children, young people and vulnerable adults by preventing unsuitable people from working with them. In relation to this, the Protection of Children (Scotland) Act 2003 provides for Scottish Ministers to establish and maintain a Disqualified from Working with Children List (DWCL). In accordance with section 2 of the Protection of Children (Scotland) Act 2003, Forth Valley College must refer individuals whom they consider to be unsuitable to work with children.

Circumstances when an organisation would make a referral are:

- When the organisation has dismissed an individual on the grounds that the Individual has (whether or not in the course of the individual's work) harmed a child or placed a child at risk of harm
- When an individual has resigned, retired or been made redundant in circumstances such that the organisation would have dismissed the individual, or would have considered dismissing the individual, on such ground if the individual had not resigned, retired or been made redundant
- Where the organisation has, on such ground, transferred an individual to a position within the organisation which is not a child care position;
- Where an individual is, or was, employed by the organisation for a fixed term and the organisation has formed the opinion that-
    - If the individual's employment was not due to expire at the end of the fixed term, the organisation would dismiss the individual, or would consider dismissing the individual, on such ground; or
    - If the individual's employment has expired at the end of the fixed term, the organisation, if the individual were still employed by the organisation, would have dismissed the individual, or would have considered dismissing the individual, on such ground.

A referral to the Disqualified from Working with Children List does not automatically mean that that person may not be able to work with children again. The Scottish Ministers may at any time remove an individual from the list if they are satisfied that the individual should not have been included on it.

It is an offence for an organisation to knowingly employ a person who undertakes 'regulated work' if that person is disqualified from working in such a position. Regulated work often involves those roles that have interaction with children and protected adults. This means that an employer of individuals in regulated work should carry out background checks, through Disclosure Scotland, on applications for such positions.

The Protection of Children (Scotland) Act 2003 also created a new offence, which organisations would commit if they failed to remove any current employee who is disqualified from working with children from their role.

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Since 2002 all Forth Valley College staff have been subject to an Enhanced Disclosure Check and all new members of staff are subject to this check prior to commencing employment.

We welcome feedback on this Policy and the way it operates. We are interested to know of any possible or actual adverse impact that this Policy may have on any groups in respect of gender, race, disability, sexual orientation, religion or belief, age or other characteristics.

This Policy has been screened to determine equality relevance for the following equality groups: gender, race, disability, age.

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Appendix 1: Definitions of Types of Abuse of Children (as per the 2021 Guidance)

Local Authorities are responsible for maintaining a central register known as the Social Services at Risk Register Scotland of all children who are the subject of an inter-agency child protection plan.

Standard definitions of abuse and criteria for placing a child's name on the Register were adopted nationally in 1993. In practice, the categories may be present in combination e.g. sexual abuse may be associated with physical injury or neglect. Emotional abuse is a factor present in all forms of abuse.

The categories of abuse for registration are:

Physical Abuse
Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

There may be some variation in family, community or cultural attitudes to parenting, for example, in relation to reasonable discipline. Cultural sensitivity must not deflect practitioners from a focus on a child's essential needs for care and protection from harm, or a focus on the need of a family for support to reduce stress and associated risk. Actual or attempted physical injury to a child, including the administration of toxic substances, where there is knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse
Any child may be deemed to have been sexually abused when any person(s), by design or abuse.

Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of indecent images, in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or

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deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

Emotional Abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse. It may involve:

- conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person
- exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development
- repeated silencing, ridiculing or intimidation
- demands that so exceed a child's capability that they may be harmful
- extreme overprotection, such that a child is harmed by prevention of learning, exploration and social development
- seeing or hearing the abuse of another (in accordance with the Domestic Abuse (Scotland) Act 2018

Neglect

Neglect consists in persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty, and is an indicator of both support and protection needs.

'Persistent' means there is a pattern which may be continuous or intermittent which has caused, or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

The GIRFEC SHANARRI indicators set out the essential wellbeing needs. Neglect of any or all of these can impact on healthy development. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); to protect a child from physical and emotional harm or danger; to ensure adequate supervision (including the use of inadequate caregivers); to seek consistent access to appropriate medical care or treatment; to ensure the child receives education; or to respond to a child's essential emotional needs.

Faltering growth refers to an inability to reach normal weight and growth or development milestones in the absence of medically discernible physical and genetic

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reasons. This condition requires further assessment and may be associated with chronic neglect.

Malnutrition, lack of nurturing and lack of stimulation can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. For very young children the impact could quickly become life-threatening. Chronic physical and emotional neglect may also have a significant impact on teenagers.

Criminal Exploitation
Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

Child Trafficking
Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

Female Genital Mutilation
This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

Forced Marriage
A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called ‘honour-based’ abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or ‘honour’.

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Please read through the Scottish Government Child Protection Guidance (2021), if you require more guidance on what constitutes risk/harm. If in doubt, do refer to the Safeguarding Team.

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Appendix 2: Adults at Risk of Harm Further Definition

A general principle of the Adult Support and Protection (Scotland) Act 2007 is that any action taken should be for the benefit of the individual, and that the least restrictive option for intervention should be considered.

The Adult Support and Protection (Scotland) Act defines Adults at Risk as Adults, aged 16 and over who:

a) Are unable to safeguard their own well-being, property, rights or other interests;
b) Are at risk of harm; and
c) Because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.

All three elements of the definition must be met for action to be taken under the act. However, College staff must refer any disclosures onto the Safeguarding Team, so the relevant Social Work/Police professional can investigate, where necessary.

An Adult is at risk of harm, in terms of the Act, if:

(i) another person's conduct is causing (or is likely to cause) the adult to be harmed, or
(ii) the Adult is engaging (or is likely to engage) in conduct which causes (or is likely to cause) self-harm.

'Harm' is defined to include any conduct which harms or exploits an individual.

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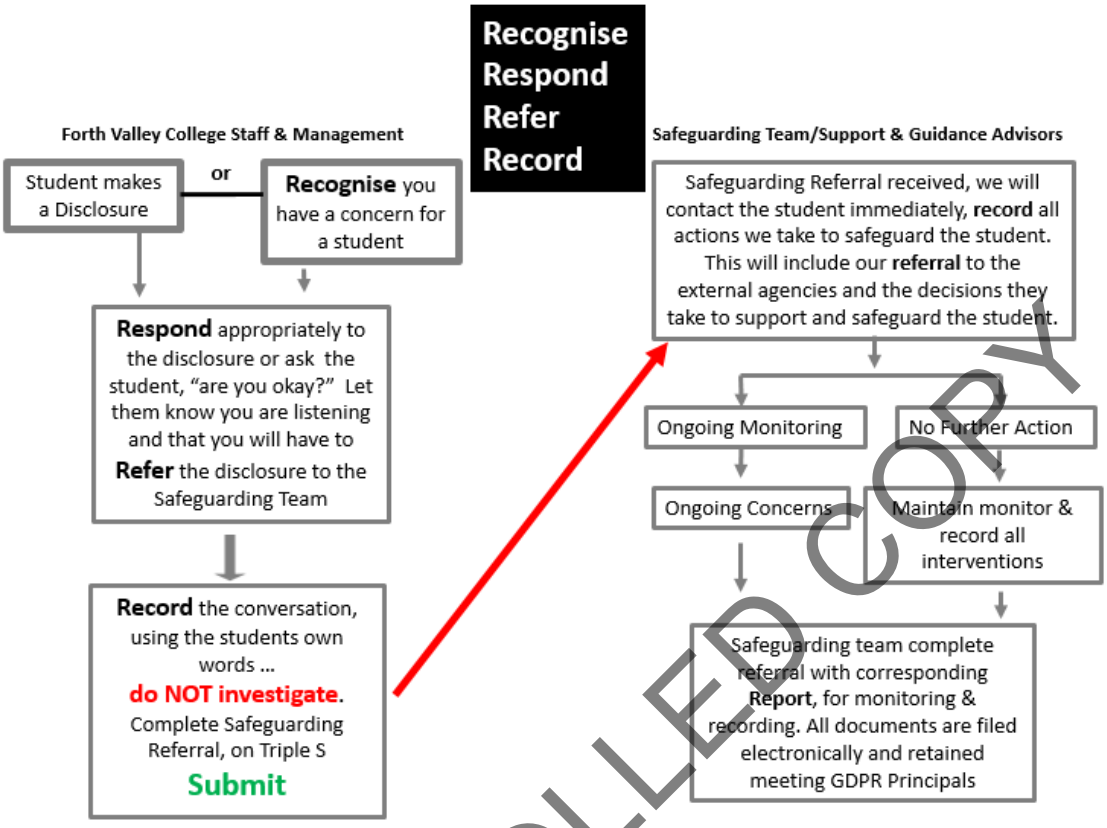
Appendix 3 – Safeguarding Referral Flow Chart



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6. Outcome Agreement 2021-22
For Approval

10 February 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

For members to discuss the Outcome Agreement report for Session 2020-21, and approve for Board sign-off.

2. Recommendation

That members discuss the content of the report, and approve the Outcome Agreement to be recommended for Board sign-off.

3. Background

SFC have requested that a shorter and more focused Outcome Agreement report be submitted by all colleges for Session 2021-22. The framework provided as a guide for the document is similar to the guidance provided for Session 2020-21.

4. Key Considerations

Through their Outcome Agreement guidance for AY 2021-22, SFC is continuing to ask colleges to submit a more focused Outcome Agreement report. The guidance provided an Outcome and Impact Framework, which is included as Appendix 3, which has been used to frame the attached Outcome Agreement.

The draft report was submitted to SFC by the 30th November deadline, with positive feedback from SFC provided in January, with no changes requested by SFC. SFC have asked for a final sign-off by College Boards by 31st January 2022, however are aware that Board calendars may not be aligned to this date, and will therefore be flexible. This delayed OA timing is a result of the late issuing of Outcome Agreement guidance by SFC.

The new framework is a refinement of last year's framework, which was significantly different from previous versions, and shows a direction of travel, with some of the "clutter" removed from our Outcome Agreement, particularly where information is available elsewhere. There have been contributions from a range of College staff to this document.

In relation to target setting, the Outcome Agreement guidance asks Colleges to set one year targets for Session 2021-22, taking cognisance that we are still dealing with the impact of the Covid-19 pandemic. These targets are set out in Appendix 1, along with performance data provided by SFC for Sessions 2014-15 through to 2019-20, to which I've added performance data for Session 2020-21. Please note that for Session 2021-22 the number of Outcome Agreement targets that Colleges are being asked to set have been reduced.

The guidance also asks that a self-evaluation document for Session 2020-21 is added as an appendix to our Outcome Agreement for Session 2021-22, which is included as Appendix 2, which has previously been approved by the Learning & Student Experience Committee.

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5. Financial Implications

Please detail the financial implications of this item – There may be a threat of financial clawback if significant Outcome Agreement targets aren't met.

6. Equalities

Assessment in Place? – Yes ☐ **No** ☒

If No, please explain why – An impact assessment will be undertaken of this Outcome Agreement prior to Board sign off.

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 – Within our Outcome Agreement the impact of Covid-19 is referenced, and it's recognised by SFC that Session 2021-22 is an emergency year as Colleges react to the ongoing impact to students and staff from the pandemic.

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

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9. Student Journey – Project Update
For Discussion

10 February 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To provide an update to the committee on the Student Journey Project.

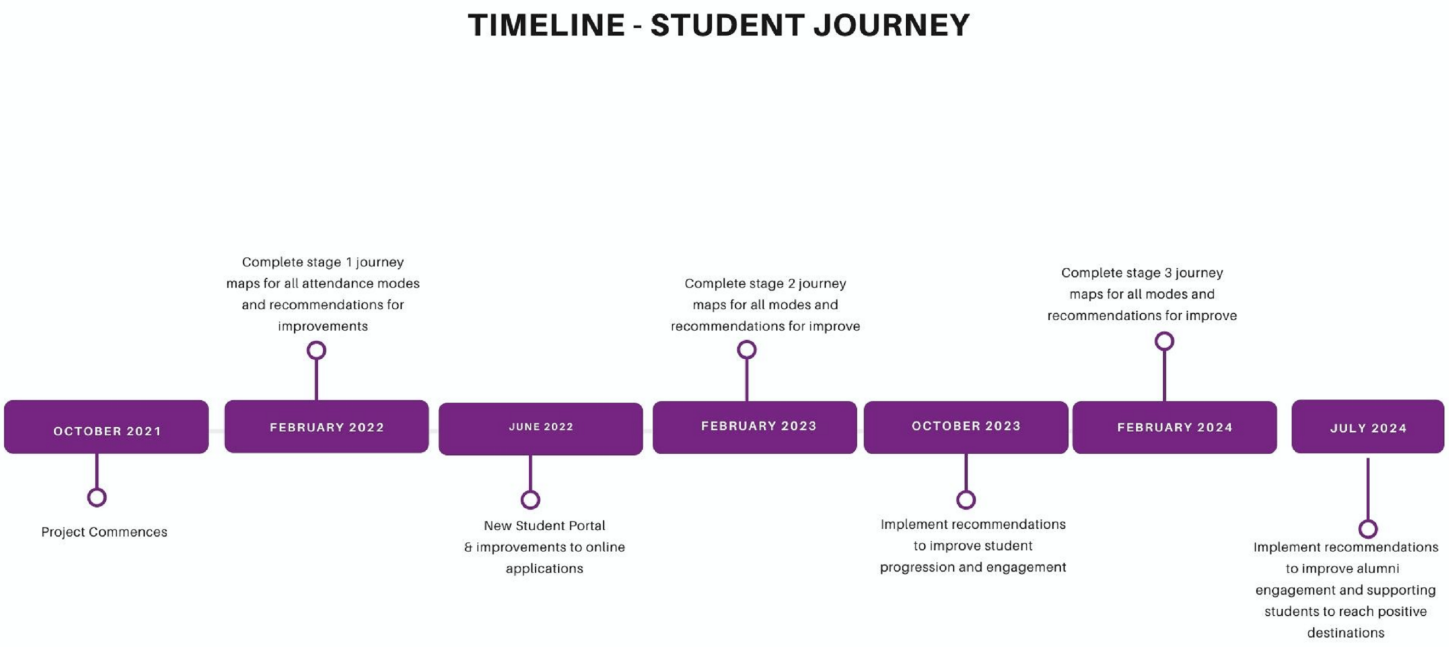
2. Recommendation

For the committee to note the progress made to date.

3. Background

The Student Journey Project is one of five strategic projects under the Springback umbrella. The aim of the project is to ensure FVC continues to be the destination of choice for education and training by delivering the best student experience from application to achievement. This project covers all modes of attendance from full-time to training courses. **An overview is available at Appendix 1.**

Project Timeline



The Student Journey Project has three key stages:

- **Stage One – On boarding**
- **Stage Two – Studying at FVC**
- **Stage Three – Beyond FVC**

To support the delivery of this project, we have:

- **Core Project Team**
- **Cross-college advisory group**

Progress is updated through the Springback Steering Group but moving forward this will be monitored through LISEC. We are currently working to improve Stage 1 of the student journey and mapping all elements of the journey, for all modes of attendance.

Full- time (Aug)	Full-time (Jan)	Evening	Part-time Day	Flexible Learning
Modern Apprentices/SVQs	Degree Courses	School Partnership Courses	Flexible Workforce Development	Training Courses

To date, we have already made some improvements to our January Start processes including;

- Creation of a dedicated student portal allowing students to complete their online induction and enrolment through SharePoint **See Appendix 2**
- Early access to College IT accounts and first day information
- Issuing a secure password in advance of students starting
- Creating scripts for consistent replies to student queries
- Handling queries through one shared mailbox

These changes have ensured that every student has the best possible start to their studies at the College. Feedback and lessons learned from our January cohort will be used to improve the experience for our August 2022 intake.

4. **Key Project Aims**

- Delivering on one of our 2025 strategic plan objectives
- Understand the needs of our students to make improvements at each stage of the journey
- Harness digital technology while always placing the importance on people throughout the journey
- Provide an efficient, effective, professional approach
- Adapting the organisation and our processes for a post-COVID world
- Reduce silo working by encouraging departments to work together – "Delivering a Whole system approach"
- Reduce applicant withdrawals
- Increase conversion rates
- Ensuring easy access to education and training for all
- Gather intelligence through feedback and analytics for ongoing improvements

5. Financial Implications

No project costs to date however, the project team are exploring a new student portal with an estimated cost of around £10,000 per annum to improve student engagement.

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6. Equalities

Assessment in Place? – Yes ☒ No ☐

There is an equalities sub-group supporting the project and providing feedback, as required.

7. Risk

	Likelihood	Impact
Very High		
High		
Medium		x
Low	x	
Very Low		

Risk Owner – David Allison **Action Owner –** Lyndsay Condie

8. Other Implications –

9.

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

A full communications plan is associated with the delivery of this project.

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

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Student Journey

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Project Update
Feb 2022

Prepared by : L Condie

Vision for Change

- Review and improve the student journey
- Address silo working
- Improve inward & outward communication with colleagues, students and partners
- Publish operational priorities and timelines
- Increase conversion rate from application to enrolment
- Reduce the number of applicant withdrawals
- Strategic approach to projects and creation of a Project Office
- Transition from Springback to NxGen
- Promote FVC as the place to work and study
- Baseline to track student satisfaction

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Our aim is to be the destination of choice for education and training. And here's how...

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By delivering the best student experience from application to achievement!

Our Value Proposition

Being a Customer-Focused College

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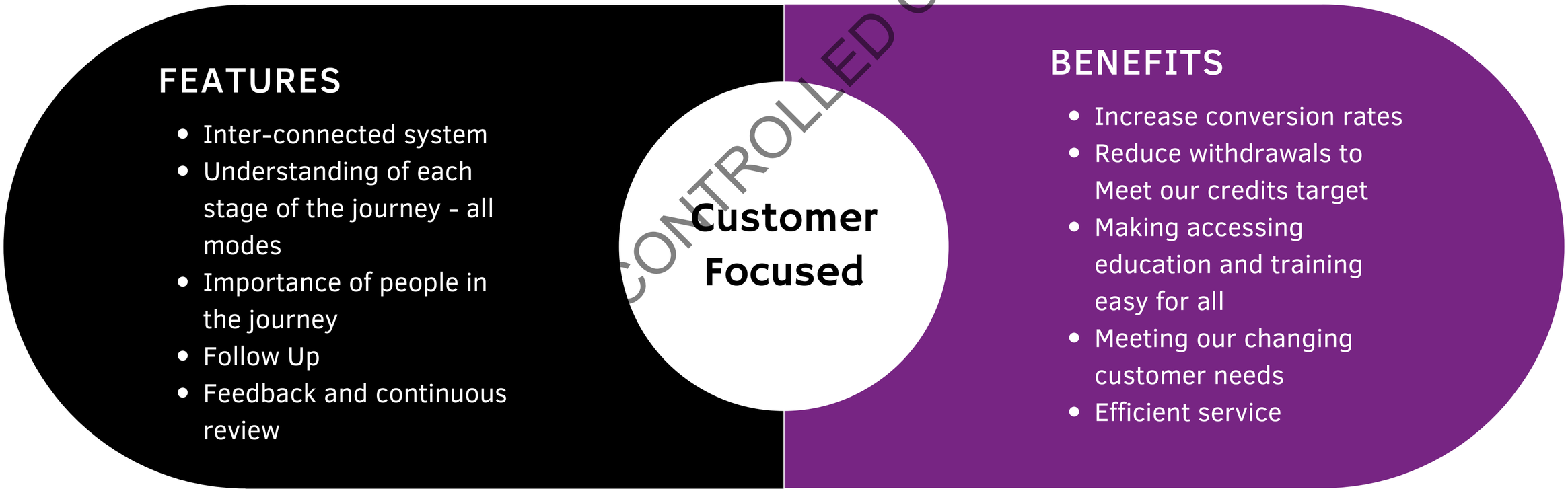

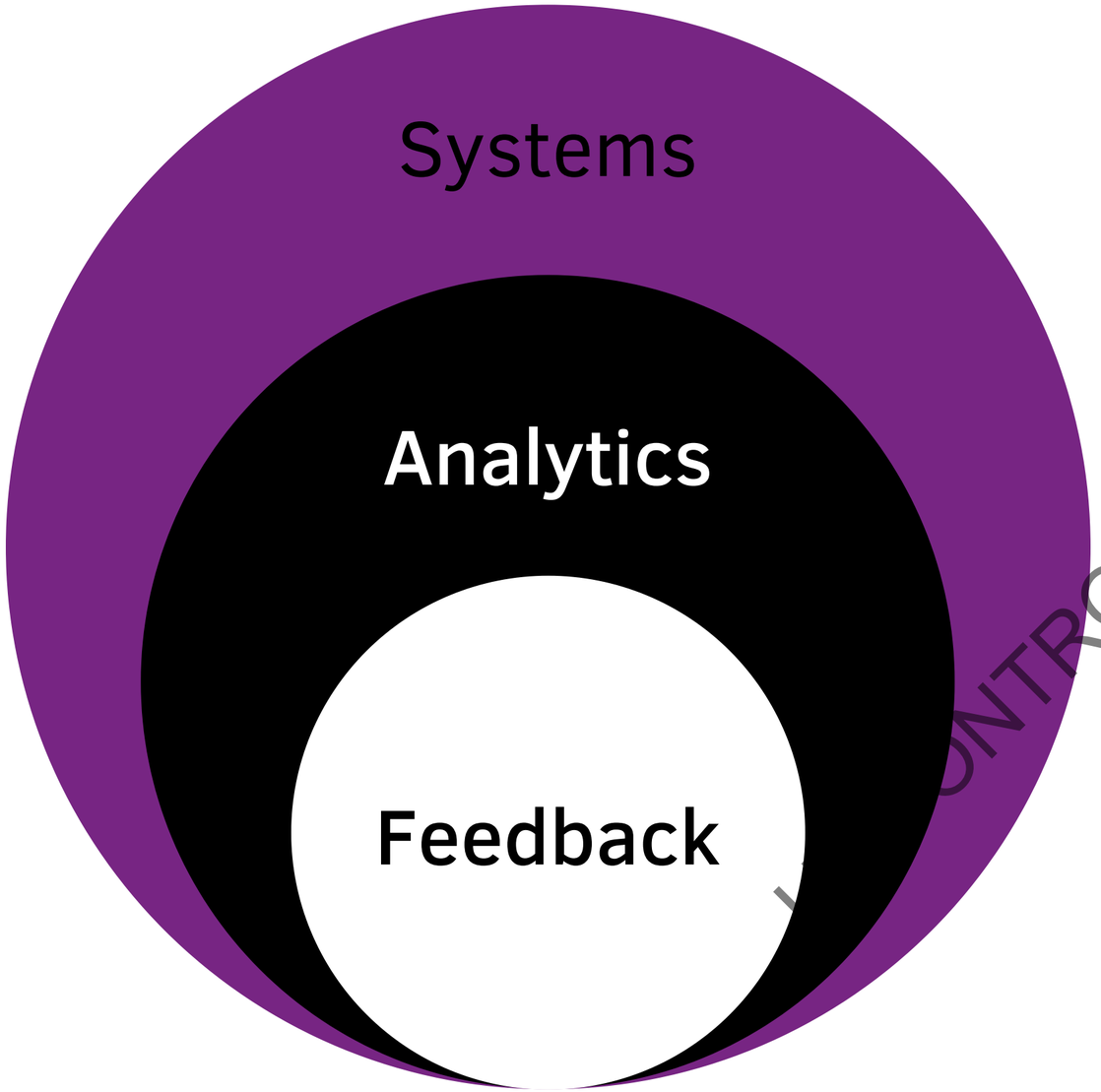

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Helping us to Improve the Student Experience

Gather intelligence at every stage

FEEDBACK

Always base decisions on a strong evidence base

ANALYTICS

Systems development should be the final stage - after the approach is scoped and planned

SYSTEMS

Student Journey - Easy as 1,2,3...

Onboarding

Enquiry to Enrolment

Studying at FVC

Engagement and achievement

Beyond FVC

Preparing our students for work or further study

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2021/2022 Priorities

- Map, Review & Refine the Full-time Student Journey
- Review Student Engagement Apps and procure new digital campus
- Complete full admissions review cross-college
- Map each student journey for all other attendance modes
- Establish metrics for monitoring purposes
- Review and Implement new onboarding for short courses

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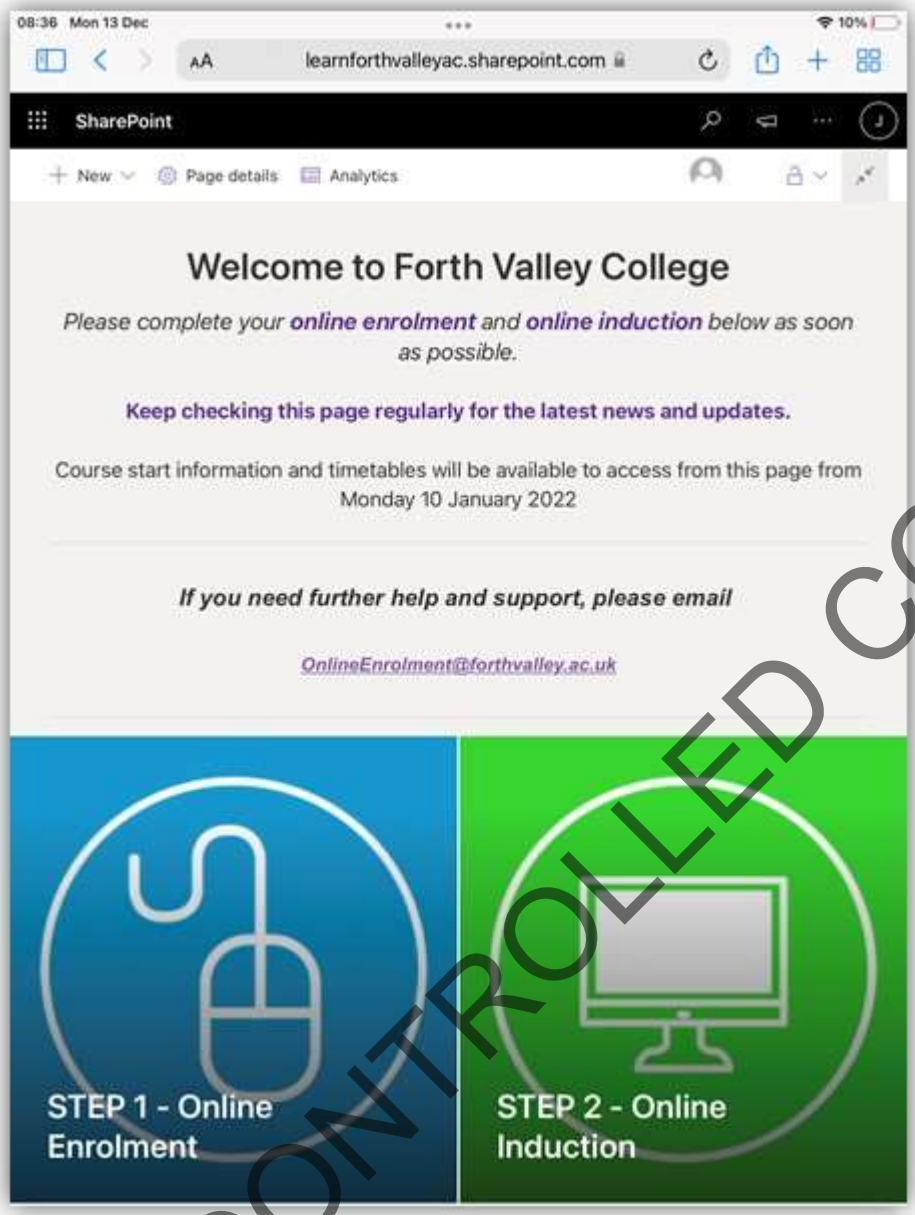

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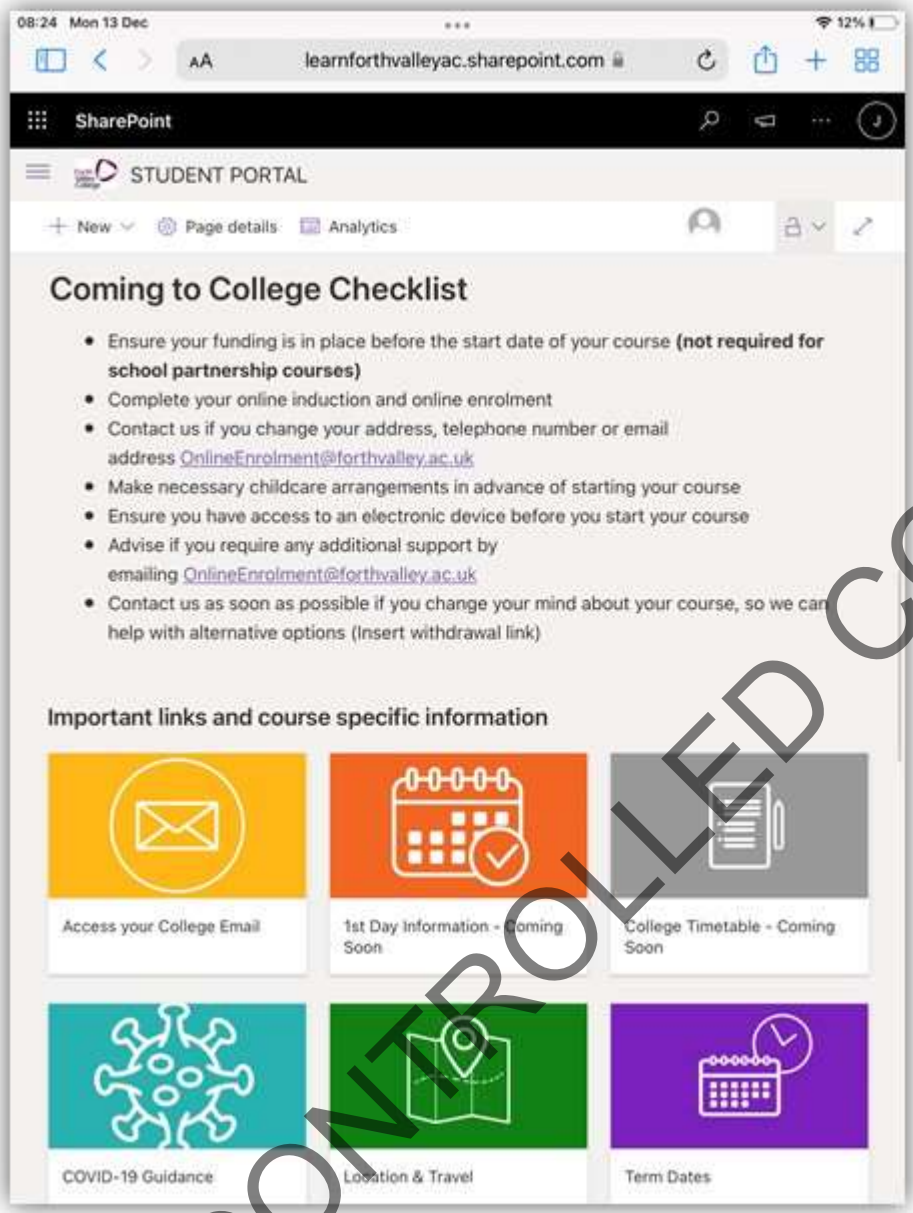

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10. PI Prediction Tracking Process Update
For Discussion

10 February 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To update the Learning and Student Experience Committee on the evaluation of PI Predictions for delivery period 1 of academic session 2021/22 and introduce the new reporting dashboard.

2. Recommendation

That the Learning and Student Experience Committee note our delivery period 1 PI prediction position for August to October for Session 2021/22 and the continued impact that Covid-19 has had on delivery, and review the new reporting format.

3. Background

For this academic year 2021/22 the first rounds of Curriculum Review and PI Prediction-tracking meetings have been held virtually in early September and mid- November 2021 respectively with all four departments. Please note the College is delivering all learning and teaching as per the Scottish Government's restricted blended learning guidance for Colleges for session 2021/22.

4. Key Considerations

Going forward all curriculum review PI Prediction meetings will be reported to the College's Leadership Management Team, Learning Improvement Student Experience Committee and the Board's Learning and Student Experience Committee by means of the dashboard shown in Appendix 1 and will replace the quarterly written report. The dashboard will track the attainment predictions for the overall College performance, College FE and HE level performance, and individual Department FE and HE level performance over four set delivery periods in each academic year. The attainment level targets are pre-set for each delivery period and courses that are below the set target are reviewed at the quarterly PI prediction meetings where actions are set to improve performance. The quarterly dashboard will also capture the key highlights and considerations across all PI meetings for the relevant delivery period as well as the key opportunities.

The improvement actions are captured as part of each Curriculum Team's Continuous Curriculum Improvement (CCI) Narrative Document that tracks the actions through the academic year. Upon completion the Narrative Document is used by the Curriculum Teams in conjunction with learning and Quality as the main self-reflection tool to improve curriculum design, delivery and performance.

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.

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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) – Not applicable

7. Risk

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

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

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

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

Mitigation of risk

Predicting performance and setting quarterly review meetings to discuss Performance Indicators allows early intervention to address performance downturns. Tracking performance and actions through the CCI process supports curriculum analysis and ensure future curriculum design and delivery is efficient and effective.

Risk Owner – Ken Thomson **Action Owner –** Kenny MacInnes

8. Other Implications – NA

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

Please provide a summary of these implications – Not applicable

Paper Author – Kenny MacInnes **SMT Owner –** Kenny MacInnes

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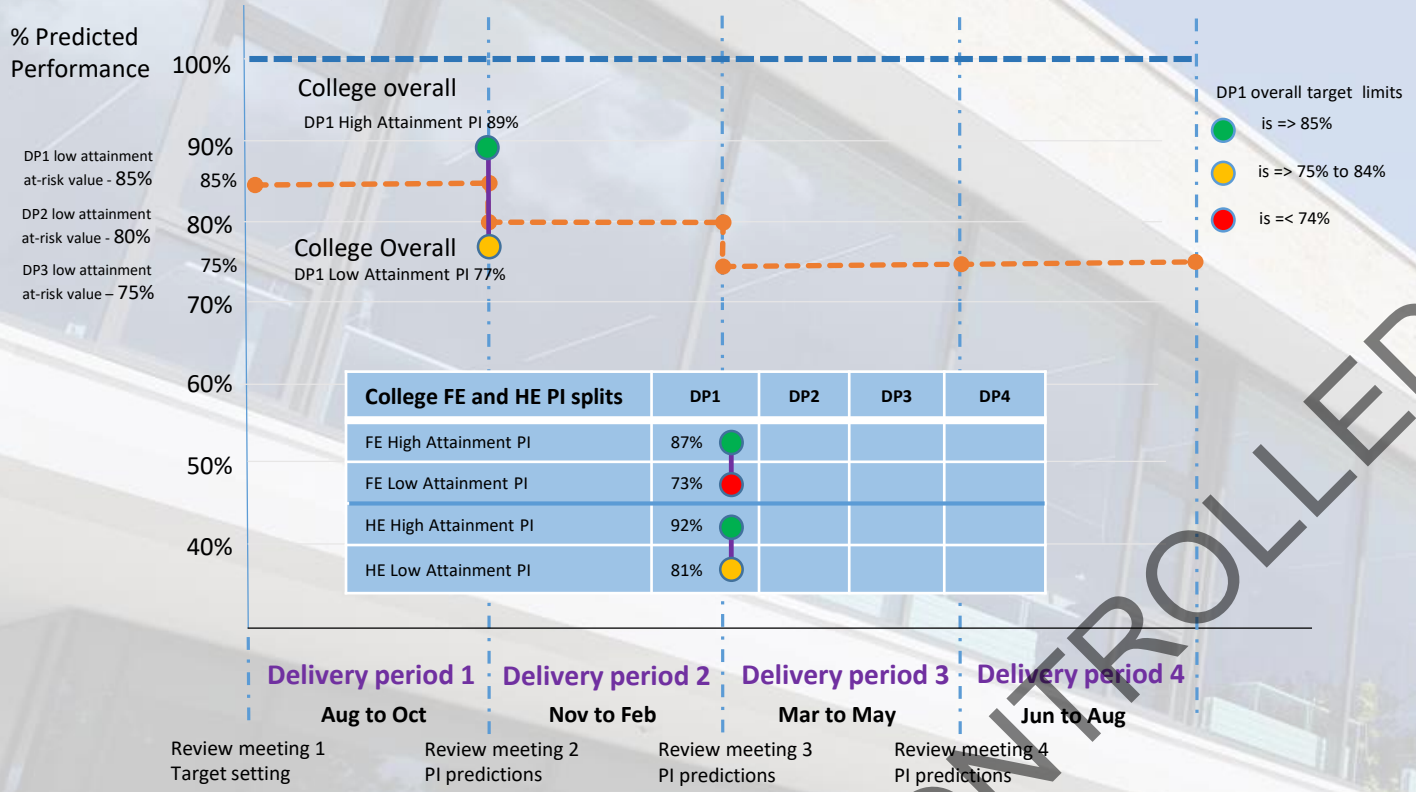
Continuous Curriculum Improvement – PI Predictions Quarterly update for Delivery Period 1 (DP1) Academic session 21/22

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%			
FE Low Attainment PI	73%			
HE High Attainment PI	92%			
HE Low Attainment PI	81%			

Individual Department PI predictions against target for session 21/22

DP1 low attainment at-risk value is 85%

Dept	Dept splits	DP1	DP2	DP3	DP4	FE & HE Splits	DP1	DP2	DP3	DP4
BC	Dept Hi PI	89%				FE High PI	87%			
						FE Low PI	71%			
	Dept low PI	77%				HE High PI	93%			
						HE Low PI	89%			
CHT	Dept Hi PI	89%				FE High PI	87%			
						FE Low PI	72%			
	Dept low PI	77%				HE High PI	91%			
						HE Low PI	79%			
CSC	Dept Hi PI	89%				FE High PI	85%			
						FE Low PI	72%			
	Dept low PI	76%				HE High PI	93%			
						HE Low PI	80%			
ES	Dept Hi PI	91%				FE High PI	88%			
						FE Low PI	80%			
	Dept low PI	81%				HE High PI	94%			
						HE Low PI	82%			

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 DP1

DP1

- Early retention down on 20/21 by 3%.
- High attainment predictions performing well: Low attainment predictions have been driven by caution across curriculum teams at this early stage.
- Concern over conversion of Offers to Enrolments. Drop off in enrolments identified across programmes. University offer, employment and delaying coming to College impacting numbers.
- 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, restricted access and catch up activities.
- Strength and depth of staff over 2 years of COVID mitigation – However, recognition of Covid fatigue impacting on staff and student wellbeing.
- Isolation is impacting on staff and student absence. Cover is an issue due to blended delivery. Student absence may impact on attainment.
- Mixed feedback with online engagement- not as good as anticipated, based on last session's feedback.
- Use of programme results matrices has worked well.
- Inclusion Student Service Restructure working well with Departments. Positive feedback.

Opportunities

- Gradual return to on-campus delivery whilst embracing hybrid learning.
- 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.
- Greening of curriculum across all Departments.
- Growth of School College HNC portfolio.
- Digital skills assessment tool launch.
- Enhance student experience through Hybrid Learning.

11. Student Activity Report
For Discussion

10 February 2022
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To inform the Learning & Student Experience Committee 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 an early report on progress towards 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 1,811 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 with, by percentage, the biggest increase being within evening class enrolments, as we were able to offer more on-campus provision, particularly in Block 1. Some of the increase in part time enrolments 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.

Figure 1 – Enrolments Comparison by mode of attendance

Mode of Attendance	Enrolments 2020/21 as at 21/1/21	Enrolments 2021/22 as at 21/1/22	Variance	% Variance
Full Time	3,322	3,152	-170	-5%
Part Time	3,493	4,341	848	24%
Evening	850	1,437	587	69%
Assessment of Work Based Learning	814	1,321	507	62%
Flexible/Distance Learning	666	705	39	6%
Total	**9,145**	**10,956**	**1,811**	**20%**

A similar pattern can be seen in Credits, where overall we are 4,830 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 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. Last session we witnessed exceptionally high early retentions rates for both full time FE and HE. This session, these rates have dropped slightly 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 21/1/21	Credits 2021/22 as at 21/1/22	Variance	% Variance
Full Time	49,735	47,931	-1,804	-4%
Part Time	15,075	17,813	2,738	18%
Evening	2,421	3,049	628	26%
Assessment of Work Based Learning	3,353	6,412	3,059	91%
Flexible/Distance Learning	1,532	1,741	209	14%
Total	**72,116**	**76,946**	**4,830**	**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.

Good progress has been made towards meeting our Credits allocation, with Figure 2 demonstrating that we are further ahead compared to last session at this point, and Figure 3 showing that we are currently tracking very close to our Credits target. As such, there is little margin for future courses not to recruit to target. The largest identified risk in relation to future

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Credits is STEM Primary Engagement, however the Director of Curriculum for Engineering & Science has reported that recruitment for staffing to deliver on this course is at interview stage and that all schools, bar one, are comfortable with delivery to commence (subject to any changes in Covid guidance).

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	47,931	1,876	49,807
Part Time	17,813	3,288	21,101
Evening	3,049	225	3,274
Assessment of Work Based Learning	6,412	1,008	7,420
Flexible/Distance Learning	1,741	7,005	8,746
Total	**76,946**	**13,402**	**90,348**
Variance			**-239**

YPG/NTTF Credits

In November the College was allocated 1,301 Credits to deliver Young Person Guarantee and National Training Transition Fund courses. To date we have recruited 104 students, contributing 402 Credits (31% of target). The bulk of courses available are being offered through remote learning, with a flexible entry date, and as such 69% of students are studying in this manner. This progress shows an early positive start to recruitment for these courses.

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, Credits are 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 1, which covers the period up to October 2021. Our high attainment predictions are well above target, and although our low attainment predictions are also above target, the full time FE predictions is lower than

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we would like at this point in the session, however this is mainly a result of departments being cautious at this early stage of the session. As commented earlier, full time early retention rates, although remaining high, are down on last session's exceptionally high levels.

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 there is little scope for future planned courses not recruiting to target, and therefore monitoring is required to ensure that we stay on track to meet our 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.

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.

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

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

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Outcome Agreement Dashboard

Measure		Target 2021/22	Progress as at 21/1/22
A	Credits Delivered (Core + ESF)	90,587	90,348
B	Proportion of Credits delivered to 10% most deprived postcode areas	10.6%	10.9%
C	Proportion of credits delivered to care-experienced learners	4.7%	4.7%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	803	735
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	71%	High: 87% Low: 73%
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	72%	High: 92% Low: 81%

January 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 well above target.
- Low Success PI for FT FE, although above target, is low for this point in the session, driven by caution from teams at this early stage.
- 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

10 February 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
May 2022	Learning & Digital Skills	To Be Confirmed
	Hybrid Learning	Laurence Ferguson
	Project NxGEN FVC Report	Kenny MacInnes
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Student Activity Report	David Allison
Oct 2022	Learning & Digital Skills	To Be Confirmed
	Student Activity Report	David Allison
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Outcome Agreement Self Evaluation	David Allison
	Learner Journey Report	Lyndsay Condie

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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