Agenda

28 November 2024
LEARNING & STUDENT EXPERIENCE COMMITTEE

Zoom 4.30pm

AGENDA

		Publish on Web?	Type	Lead
1	Apologies, Declaration of Interests and Changes to Members' Register of Interest	N/A	Discussion	Lorna Dougall
2	Draft Minutes and Matters Arising of meeting of 6 June 2024	Yes	Approval	Lorna Dougall
3	Review of Action Tracker	Yes	Discussion	David Allison
4	Outcome Agreement Self-Evaluation 2023/24	Yes	Approval	David Allison
	(Paper 4 is withheld from publication on the Forth Valley College website under Section 27 Information Intended for Future Publication of the Freedom of Information (Scotland) Act 2002.)			
5	Outcomes Framework and Assurance Model	Yes	Discussion	David Allison
6	Recruitment Update 2024/25	Yes	Discussion	Lyndsay Condie
7	QAA Tertiary Quality Enhancement Framework/ Review	Yes	Discussion	Sarah Higgins
8	PI Prediction Review Dashboard	Yes	Discussion	Sarah Higgins
9	Future Agenda Items	Yes	Discussion	David Allison/Sarah Higgins
10	Review of Risk	Yes	Discussion	All
11	Any Other Competent Business	Yes	Discussion	All

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Zoom (commencing at 4.30pm)

Present: Lorna Dougall (Chair)
Anne Marie Harley
Jen Hogarth
Liam McCabe
Emma Meredith

Apologies: Anna Fenge
Steve Kemlo, Forth Valley Student Association president (FVSAP)
Campbell Ure

In Attendance: Kenny MacInnes, Principal
David Allison, Vice Principal Infrastructure and Communications (VPIC)
Sarah Higgins-Rollo, Vice Principal Learning and Student Experience (VPLSE)
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
Lyndsay Condie, Director of Operations (DOO)
Rob McDermott, Head of Learning and Quality (HLQ)

L/23/029 Declarations of Interest

None.

L/23/030 Minute of Meeting of 8 February 2024

The minutes of the meeting of 8 February 2024 were approved.

L/23/031 Matters Arising

4.1 L/23/022 PI Prediction Review Dashboard

The VPIC confirmed updated meeting dates were being considered by the VPFACA who would then discuss them with the new Chair once appointed.

L/23/032 Learning and Digital Skills Academy Ambition Dashboard

The HLQ presented members with the final dashboard for the Learning and Digital Skills Academy (LDSA) project.

He reported that the project had reached its intended end point and outlined the successes over the life of the project, noting the levels of both staff and student engagement.

Members queried if the staff numbers used skewed the results somewhat as it was not part of some staff roles to engage with LDSA so the percentage engagement may be underreported. The HLQ commented that, while there may be an element of that,

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teaching activity was only one part of the LDSA output and other staff engaged with LDSA in areas such as systems utilisation and more general digital skills development.

Members noted that there had been some difficulty in delivery owing to staff and particularly student access to equipment. The HLQ agreed that this can be an issue and members agreed that this should be looked at further.

a) Members noted the content of the report

L/23/033 Learning and Digital Skills Academy Implementation Plan

The HLQ presented members with a plan for the next steps beyond LDSA to build on the work and developments to date.

He commented that there was a need to maintain learning and teaching enhancement and to develop lecturer's skills as part of overall CPD and also GTCS requirements.

The manner in which the team engages with staff will change and ownership of activity will be transferred to Departments to lead.

He highlighted that the paper contained a timeline for these future developments.

Members welcomed the continuation of the good work of LDSA, the commitment to support GTCS work and commented that some of the timelines may be a bit ambitious.

a) Members noted the content of the report

L/23/034 Freshdesk Demo

The DOO provided members with a demonstration of Freshdesk, which is a customer engagement system introduced to the College.

She described the roll out to key areas within the College and the manner in which the system facilitates both tracking of enquiries to ensure they are completed to the ongoing development of knowledge banks to allow queries to be answered at the point of enquiry wherever possible.

She reported that the system has handled approximately 5,000 enquiries since launch and has enabled tracking of enquiry management.

Moving forward, she reported that a short life working group had been created to look at the overall customer service strategy for the College and that Freshdesk would be an element of this.

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Member's queried what would happen if the system did not work. The DOO confirmed that this would be considered as part of the overall customer service strategy.

Members recommended that end users such as Curriculum Manager's be involved in the group as well.

a) Members noted the content of the report

L/23/035 Student Journey Update

The DOO provided members with an update on the student journey project. She noted that the dashboard provided as part of the report was a first draft and welcomed feedback on its content.

She reported on some key developments, including a move to provide timetable information to students earlier than was currently provided.

Members welcomed the range of information contained in the dashboard and commended the College on getting timetable information out earlier, as this would be beneficial to students who need to make care or work related arrangements to accommodate their classes.

a) Members noted the content of the update

L/23/036 QAA Update (Verbal)

The HLQ provided members with an update on the Quality Assurance Association (QAA) and what this meant for the College.

He outlined the areas QAA would inspect and how this would be managed.

Members queried if there was enough existing resource to accommodate additional verification.

The VPLSE confirmed that this was a different approach and would be resource heavy but that the College has been engaging positively as the process has developed to ensure arrangements are in place.

The Principal commented that QAA was going to be live in the sector and it was best to be front facing in terms of the changes coming. He acknowledged that it was going to be different and confirmed this would be added to the College risk register until the impact was known.

a) Members noted the content of the update

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L/23/037 PI Prediction Review Dashboard

The VPLSE presented the dashboard and accompanying cover paper to members. She confirmed that the data in the report was based on the April PI prediction data and also took into account the Continuous Curriculum Improvement meetings which had taken place over May.

She informed members that an exercise was planned to see how closely in year predictions meet the final PI information.

She also confirmed to members that the College was working with partners to mitigate the impact of action short of strike on progressing students.

Members queried whether the metrics highlighted as red would be likely to improve by the end of the academic year.

The VPLSE commented that staff are being quite cautious in their predictions and it is anticipated these metrics would improve.

Following discussion it was agreed that the College could look at sharing prediction data with students, perhaps as part of a one to one review a couple of times per year, to help them understand their own progress to date.

The Principal noted that there was now data covering a number of years and this can be reviewed for trends to assist staff delivering the qualifications.

a) Members noted the content of the dashboard

L/23/038 Student Activity Dashboard

The VPIC presented the dashboard outlining progress against student activity targets. He reported that overall the College was on track to meet the credits target.

He highlighted some variances compared to previous years in relation to evening provision and explained that this was as a result of changes to evening course provision, including there being no evening provision in Alloa.

a) Members noted the content of the dashboard

L/23/039 Outcome Agreement Dashboard

The VPIC presented the dashboard outlining progress against Outcome Agreement (OA) targets. He noted those areas coded amber or red had been discussed under the PI Prediction review agenda item and that there were no other areas to highlight at this time.

a) Members noted the content of the dashboard

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L/23/040 Future Agenda Items

The VPIC informed members that new guidance on the Outcome Agreement process for 2024/25 had been released that day and that a paper would be brought to the Committee on this at the next meeting.

He noted, based on a cursory review, the main points seemed to be a reduction in bureaucracy, with the removal of targets and a move towards providing context statements based on prior academic year's information.

He confirmed that the 2023/24 self-evaluation document will be the last of this type of submission.

He also confirmed that legislation has been prepared covering the changes to SQA that the Scottish Government are looking to introduce. Further information will be brought on this topic at an appropriate point in the process.

Members queried whether the changes to OA meant a lighter touch. The VPIC confirmed that it is being sold as such by utilising existing data sets but that it is hard to be definitive until further guidance is released.

a) Members noted the content of the report and the intention to bring papers to the Committee at appropriate times.

L/23/041 Review of Risk

Members recommended that the changes to quality review and the potential reputational damage be considered.

L/23/042 Any Other Competent Business

Members noted that the next date of the Committee is yet to be set.

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Meeting	Date	Minute Ref	Action	Assigned to	Deadline to report?	Status	Output Required	Comment
LSE	8/2/24	L/23/025	Members asked that a demonstration of the College dashboard be made at the Board strategic session	David Allison	26/09/2024	In Progress	Presentation at session	This was scheduled, however was removed due to pressure on the agenda. Will be rescheduled to a future meeting
LSE	6/6/24	L/23/040	Paper on new Outcome agreement arrangements to be brought to the next meeting of the committee	David Allison	28/11/2024	Completed	Paper to Committee	On agenda
LSE	6/6/24	L/23/040	Paper on Scot Gov changes to SQA to be brought at an appropriate time	David Allison	DA to advise	In Progress	Paper to Committee	New Qualifications Scotland information just released. Paper will be brought to a future meeting.

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5. Outcomes Framework and Assurance Model
For Discussion

28 November 2024
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To provide information on the introduction of SFC's Outcomes Framework and Assurance Model as a replacement for the current Outcome Agreements.

2. Recommendation

That members note the introduction of the new Outcomes Framework and Assurance Model and associated timeline.

3. Background

SFC issued guidance in June 2024 on its plan to introduce a new Outcomes Framework and Assurance Model. Since then there have been information workshops for College staff involved in the Outcome Agreement process, with the latest workshop planned for 27th November where there will be further dialogue on measures and monitoring.

In summary, the new framework aims to make SFC's expectations clearer, reduce the reporting burden on colleges, and focus on outcomes rather than planned activities, while still taking account of the nuance of individual colleges' circumstances through a continued programme of regular engagement.

4. Key Considerations

Outcomes Framework

The purpose of the Outcomes Framework is to set SFC's expectations for colleges in return for funding, focusing on broad outcomes rather than specific targets.

Key Outcomes

For Colleges there are nine key outcomes within the new framework:

- **Funding Regularity:** Ensuring funds are used for their intended purposes.
- **Good Governance**: Demonstrating accountability, risk management, and compliance.
- **Financial Viability and Sustainability:** Maintaining short-term viability and long-term sustainability.
- **Estates and Infrastructure:** Effective management of estates and digital infrastructure.
- **High Quality Learning and Teaching:** Providing high-quality education and continuous improvement.
- **Student Interests, Access, and Success:** Ensuring education is accessible and supportive.
- **Skills and Work-Based Learning:** Producing work-ready graduates.
- **Net Zero:** Embedding green growth and net zero transformation.
- **Equalities, Diversity, and Inclusion:** Complying with equality duties and fostering good relations.

The two key components of the Assurance Model are Monitoring and Engagement.

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Monitoring Process

The monitoring process is designed to ensure that the College delivers the outcomes specified in the Outcomes Framework. It involves the collection and analysis of data and information to provide assurance to SFC and other stakeholders.

Key Elements

1. **Data and Information Returns:**

   - Regular and ad hoc data submissions are required to understand emerging issues.
   - These returns include quantitative data (eg student outcomes, financial data) and qualitative information (eg contextual commentary).

2. **Thematic Reviews:**

   - These reviews focus on specific areas to gain assurance and identify good practices for wider dissemination.
   - They help in understanding how Colleges are performing in particular aspects of the Outcomes Framework.

3. **Contextual Commentary:**

   - Colleges provide narrative accounts of how they have delivered against the outcomes.
   - This commentary supplements the data returns and helps place the data in context, explaining the College's performance and any challenges faced.

Current and Future Monitoring

Current Monitoring:

- Existing mechanisms such as FES returns, external audit opinions, and project funding reports will continue to be used.
- Internal and external audit reports, annual reports, and governance effectiveness reviews are part of the current monitoring framework.

Future Monitoring:

- The new monitoring approach will incorporate existing data collection methods where they are still fit for purpose.
- New monitoring submissions will be introduced from AY 2025-26, with detailed guidance provided to colleges in advance.
- Thematic reviews will commence from AY 2025-26, with topics and schedules discussed with the sector and notified by July 2025.

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Specific Monitoring Activities

- **Funding Regularity:**
  - Monitoring includes FES returns, external audit opinions, and project funding reports.
- **Good Governance:**
  - Internal and external audit reports, statements of internal control, and governance effectiveness reviews.
- **Financial Viability and Sustainability:**
  - Annual reports, financial forecasts, mid-year financial returns, and external audit reports.
- **Estates and Infrastructure:**
  - Estates usage data, student feedback surveys, and contextual commentary.
- **High Quality Learning and Teaching:**
  - Replaced by Scotland's Tertiary Quality Enhancement Framework.
- **Student Interests, Access, and Success:**
  - Performance against targets, student participation, retention, and outcomes data.
- **Skills and Work-Based Learning:**
  - Data on placements, student outcomes, and contextual commentary.
- **Net Zero and Equalities, Diversity, and Inclusion:**
  - Evidenced within submissions for other outcomes and considered through thematic reviews.

Engagement Process

The engagement process involves a range of interactions between SFC and the college. This process is designed to ensure ongoing communication, support, and monitoring of institutional performance and outcomes.

Key Components

- **Regular Meetings**:
  - Focus: These meetings concentrate on strategy, progress against outcomes, and emerging issues.
  - Participants: SFC staff and College representatives.
  - Content: Discussion of data and information submitted prior to the meeting, including performance and strategic issues.
- **Senior Leadership Dialogue**:
  - Frequency: Every three to five years.
  - Participants: Senior leadership from both SFC and the College, including student representatives.
  - Focus: Performance, strategy, risks, opportunities, and challenges.
- **SFC Board Engagements:**
  - Purpose: Direct interaction between the SFC Board and the College to discuss high-level strategic issues and institutional performance.

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- **Dialogue with Representative Bodies:**
  - Participants: Representative bodies of colleges, universities, and student bodies.
  - Focus: Broad sectoral issues, collective challenges, and opportunities.
- **Risk-Based Engagement:**
  - Purpose: Targeted interactions to address specific risks, challenges, or issues faced by Colleges.
  - Nature: Proportionate and bespoke to the matters at hand, ensuring efficient and effective intervention.

Engagement Goals

- Support: Helping colleges navigate challenges and leverage opportunities.
- Assurance: Ensuring colleges meet the outcomes and expectations set by SFC.
- Collaboration: Fostering a collaborative environment where colleges can share best practices and learn from each other.

Implementation Timeline

- **AY 2023-24:** Completion of the current Outcome Agreement process with self-evaluation reports and case studies due by 2 December 2024. This has subsequently been extended until 31st January 2025.
- **AY 2024-25:** Introduction of the new Outcomes Framework and Assurance Model.
- **AY 2025-26:** Full implementation of new monitoring submissions and thematic reviews.

The SFC guidance can be found at https://www.sfc.ac.uk/publications/outcomes-framework-and-assurance-model/ and is attached for ease of reference.

5. Resource Implications (Financial, People, Estates and Communications)

Paper for information only at this stage.

6. Equalities

Assessment in Place? – No, paper is for information.

7. Communities and Partners

N/A

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8. Risk and Impact

There could be a risk to College funding if the College doesn't have an Outcomes Framework agreed with SFC.

	Likelihood	Impact
Very High (5)		**X**
High (4)		
Medium (3)		
Low (2)		
Very Low (1)	**X**	

Total Risk Score – 5

BoM Risk Categories & Risk Appetite (Select one area only)					
Cautious <15		**Open 15> <20**		**Eager >20**	
Governance		Strategy		People	
Legal		Financial	X	Project/Programme	
Property		Reputational			
		Technology			

Is the score above the Board Risk Appetite level? No

Risk Owner – David Allison

Action Owner – David Allison

Paper Author – David Allison

SMT Owner – David Allison

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Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

SFC Announcement

Reference: SFC/AN/11/2024

Issue date: 06/06/2024

Outcomes Framework and Assurance Model

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Outcomes Framework and Assurance Model

Issue Date:	6 June 2024
Reference:	SFC/AN/11/2024
Summary:	This document outlines SFC's revised approach to assurance and accountability which will replace the current assurance and accountability arrangements from the Academic Year (AY) 2024-25. The document also provides guidance on the completion of the AY 2023-24 Outcome Agreement cycle.
FAO:	Principals and Chairs of Scotland's colleges and universities and the general public
Further Information:	**CONTACT:** Dr Jacqui Brasted **JOB TITLE:** Interim Director Access, Learning and Outcomes **DIRECTORATE:** Access, Learning and Outcomes Directorate **TEL:** 0131 313 6536 **EMAIL:** jbrasted@sfc.ac.uk

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Table of Contents

Outcomes Framework and Assurance Model 4
Introduction 4
Outcomes Framework 6
Assurance Model 9
Engagement 9
Monitoring 10
Timeline for implementation 15
Completion of 2023-24 Outcome Agreement process 15
Self-evaluation 15
Case studies 16
Implementation of Outcomes Framework 16
Implementation of Assurance Model 17
Summary 17
Next Steps Timeline 18
Annex A: Mapping between Outcomes Framework and Purpose and Principles 19

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Outcomes Framework and Assurance Model

Introduction

1. The Scottish Funding Council (SFC) is Scotland's tertiary education and research authority and our purpose is to sustain a world-leading system of tertiary education, research and innovation that enables students to flourish, changes lives for the better, and supports social, economic and environmental wellbeing and prosperity. SFC is directly accountable to Scottish Government Ministers and the Scottish Parliament and holds colleges, universities and other funded bodies to account for their delivery of required outcomes.

2. SFC's expectations about outcomes for the circa £1.9bn funding that we disburse each year are set out in a number of places, including what needs to be delivered for the coming academic year and within what sort of tolerance range. These include:

    - Funding allocations and associated guidance that set out, for example, the number of funded places or credit targets that must be delivered by the institution.
    - Letters of grant and funding conditions that set outcomes of what must be specifically delivered for project or other funding, as well as expectations around commitments such as Fair Work First.
    - Financial memoranda between SFC and the colleges and universities that set out the formal relationship between SFC and the institutions that we fund and also the requirements with which institutions must comply as terms and conditions of grant from SFC.
    - Bespoke expectations have also been agreed between institutions and the SFC within Outcome Agreements (OAs) that set out what specific activities and outcomes will be supported by SFC's funding over the subsequent year. These cover the full breadth of SFC's funding and policy interest.

3. SFC will continue to communicate its expectations about outcomes through funding allocations, guidance, financial memoranda and letters of grant with attached funding conditions. However, the Outcomes Framework and Assurance Model will replace the current assurance and accountability arrangements (including OAs) from the Academic Year (AY) 2024-25.

    - The Outcomes Framework sets out SFC's expectations of colleges and universities in return for the funding that they receive but does not specify targets or bespoke expectations for each institution. Outcomes are instead expressed more generally across the broad range of areas that matter to students, employers, the Scottish Government and other key stakeholders. These include, but are not limited to, high quality learning and teaching, good governance, high quality research, and financial viability and sustainability of colleges and universities.

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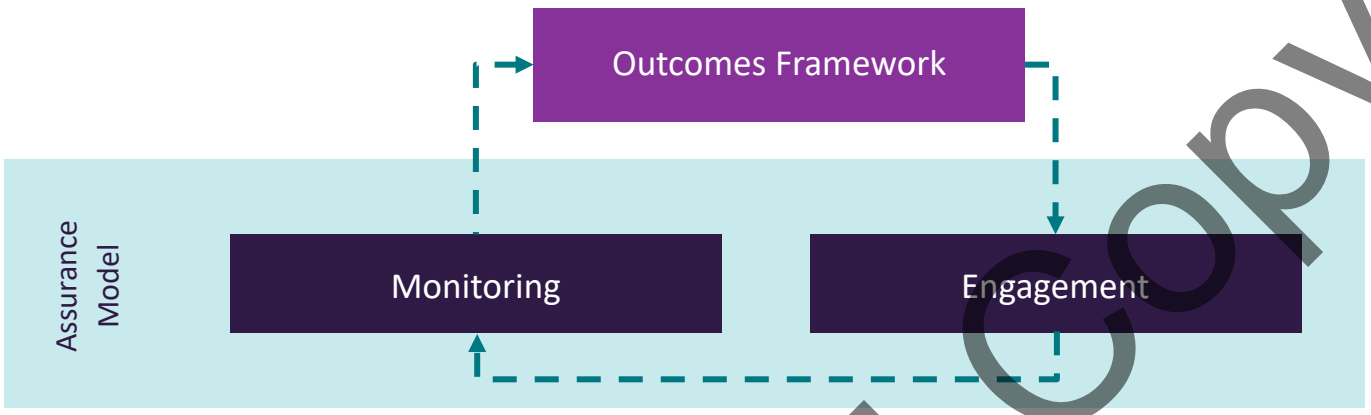
- The Assurance Model comprises the mechanisms by which SFC engages with colleges and universities and monitors their delivery of the outcomes. This includes how SFC intervenes with colleges and universities to gain assurance and to support them in addressing challenges and issues that may arise.



4. A key and essential difference from the current OA process is that the Outcomes Framework does not require SFC to agree in advance with colleges and universities bespoke outcomes and activities that they will specifically deliver in the following AY. Colleges and universities will have their own strategic and operational plans which will be forward focused. Rather, SFC will use the Assurance Model to monitor what colleges and universities have delivered in the previous AY – this will support flexibility for institutions to adapt to changing circumstances during the AY while having clarity and year-on-year consistency about the outcomes and expectations against which they will be monitored.

5. The changes effected through the Outcomes Framework and Assurance Model will:

   - Make SFC's expectations of institutions clearer.
   - Focus on outcomes achieved by institutions, rather than activities they plan to undertake.
   - Reduce burden for institutions, by making greater use of existing data and sources of information and significantly reducing the requirement for written commentary.
   - Provide SFC with an agreed framework through which it can monitor the full breadth of institutional performance.
   - Take account of the nuance of individual institutions' circumstances through a continued programme of regular institutional engagement.

6. The Outcomes Framework and the Assurance Model together comprise the revised approach to assurance and accountability that was recommended in the SFC's 2021 Review of Coherence and Sustainability. This Review also recommended that Scottish Government publish its Strategic Intent and that SFC develop a National Impact Framework. The Scottish Government has subsequently published its Purpose and

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Principles, which sets out its priorities for post-school education, skills and research. This both incorporates Scottish Government's strategic intent for the tertiary sector and obviates the need for a National Impact Framework at the present time.

7. The Scottish Government's Purpose and Principles covers the whole of the post-school education, skills and research system, whereas the Outcomes Framework is concerned with the SFC-fundable bodies and the outcomes that we want to be delivered through that funding. The two frameworks are compatible (see Annex A for a high-level mapping) and should not lead to duplication of efforts or reporting by colleges and universities, although we note that not all aspects of the Purpose and Principles are included in the Outcomes Framework, which is more focused on delivery of SFC's statutory duties.

8. The Outcomes Framework and the Assurance Model will take account of any further developments and changes in the funding models for colleges and universities as these evolve.

9. In designing and implementing the Outcomes Framework and the Assurance Model, we have been, and will continue to be, mindful of the good regulation principles that require SFC's regulatory activity to be:

- Proportionate.
- Consistent.
- Accountable.
- Transparent.
- Targeted only where needed.

Outcomes Framework

10. There are seven outcomes in the Outcomes Framework that apply to both colleges and universities, with an additional two outcomes that apply to universities. In addition, there are two further outcomes that are cross-cutting and apply across each of the other applicable outcomes for both colleges and universities. The outcomes are not expected to change year-on-year, nor will we be asking colleges and universities to submit written information in advance about how they will deliver these outcomes. These outcomes are consistent with what a well-performing institution should be delivering for its key stakeholders regardless of SFC's own expectations. The Assurance Model will enable monitoring that the outcomes have been delivered and this also enables individual institutions' missions, contexts and circumstances to be taken into account appropriately. The monitoring activities will use information that an institution would be using to track its own delivery against these key outcomes.

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Outcome	Definition
Funding regularity	SFC funding is used for its intended purpose. Teaching funding is used effectively to deliver high quality coherent provision, with special attention to priority provision, and meeting volume targets and thresholds. Student Support, Capital Funding and any ring-fenced funds are used for their intended purpose. Research, innovation and strategic investments deliver high quality research outcomes.
Good governance	Governing Bodies demonstrate good governance and accountability, including ownership of institutions' performance, compliance with SFC's requirements, proactive risk management, value for money, leadership and integrity in decision making and the way they conduct their business, and having regard to the principles of Fair Work and fair access.
Financial viability and sustainability	Institutions are financially viable in the short-term (1-2 years) and hold credible plans for long term financial sustainability to secure a high-quality learning experience and high-quality research and innovation.
Estates and infrastructure	Institutions' estates and digital infrastructure are well-managed, well-utilised and effectively support and enable high quality learning and teaching and research.
High quality learning and teaching	Students experience high-quality learning and teaching that allows them to engage with and succeed in their studies. Students are effectively engaged with the development of curricula and learning pathways. The quality of learning and teaching and confidence in standards are enhanced through institutions delivering continuous improvement of robust and transparent quality processes. Students are equipped with the skills and knowledge to flourish in employment, further study and lead fulfilling lives.
Student interests, access and success	Education is accessible to students from all backgrounds and protected characteristics and, with effective student partnership, students are supported through successful pathways and routes through their learner journey. Students can prioritise their mental health and wellbeing and are part of a safe and supportive institution which allows them to engage and participate in the student experience.

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Outcome	Definition
Skills and work-based learning	Institutions produce confident and highly capable work-ready graduates, engaging with employers to respond to industry and sector needs, skills alignment and to co-create solutions to challenges. Students are equipped with the skills and knowledge to find employment, flourish in their career, meet employer needs and make a positive contribution to society and the economy.
Research excellence (universities only)	Institutions produce excellent research that encourages the exploration of new ideas and thinking, advances current knowledge, and has the potential to change the world around us, including economically and socially. The research environment is flourishing, and research students and staff are enabled to succeed.
Knowledge exchange and innovation (universities only)	Institutions generate knowledge which they share to deliver value to Scotland, addressing the green recovery, wellbeing economy and the just transition. Institutions' research and innovation attracts and nurtures talent and entrepreneurship; mobilises collaboration and additional investment; enhances our international reputation; and delivers economic transformation and societal value.
Net zero (cross-cutting outcome)	Institutions embed approaches to just transition, green growth and net zero transformation across their strategic functions.
Equalities, diversity and inclusion (cross-cutting outcome)	Institutions comply with the Public Sector Equality Duty and the National Equality Outcomes to have due regard to the need to: (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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Assurance Model

11. The Assurance Model is the mechanism by which SFC is assured that the Outcomes in the Framework are being delivered so that those things that matter to students, employers, Scottish Government and other stakeholders are in place.

12. There are two primary elements to the Assurance Model: (a) engagement and (b) monitoring.

Engagement

13. Engagement covers a broad range of interactions that SFC has with colleges and universities as well as with students and other key stakeholders of colleges and universities. This comprises:

    - Regular meetings that SFC has with colleges and universities. These will focus on strategy, progress against delivery of the outcomes (including data and information submitted during the period prior to the meeting), and emerging issues, opportunities and challenges. This will include discussion of the data and information submitted in the monitoring returns.
    - Dialogue between the senior leadership of SFC and the senior leadership and students of colleges and universities every three to five years. These will focus on performance, strategy, risks, opportunities and challenges facing the institution.
    - SFC Board engagements with funded bodies.
    - Dialogue with representative bodies of colleges and universities and of their student bodies.
    - Engagement between relevant officers from SFC and colleges and universities that are risk-based and support the bespoke intervention activity (see paragraphs 14-15) to be undertaken efficiently and effectively.

14. Engagement also includes intervention activity that SFC undertakes both to understand and to gain assurance over areas of risk, challenge and issue for colleges and universities. This includes supporting institutions as they address these matters. SFC already undertakes such intervention activity in a variety of ways and so, as such, this is not a new strand of activity. Interventions will always be proportionate, targeted and bespoke to the matters at hand.

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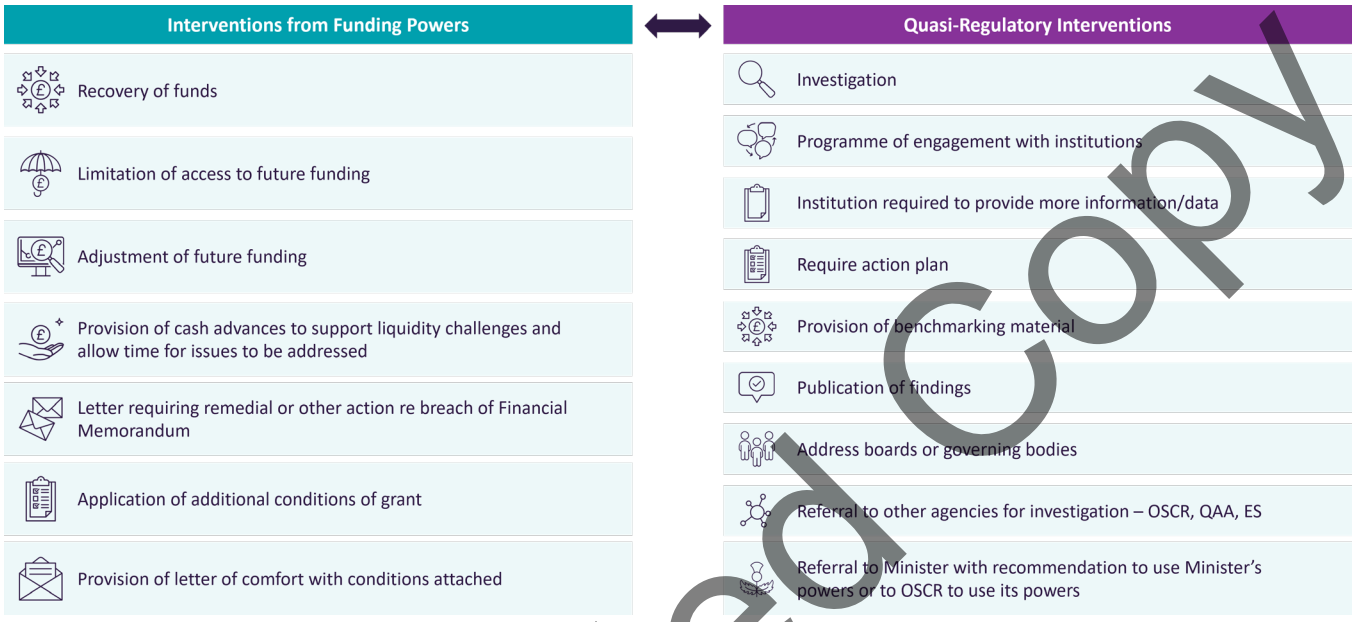
15. SFC's interventions may relate directly to our funding or to our quasi-regulatory role that arises in connection to our funding. SFC's current interventions are summarised in the figure below.



Monitoring

16. Many aspects of the existing monitoring and data collection will continue and be incorporated into the new arrangements, where it is our view that these continue to be fit for purpose. In broad terms, our monitoring arrangements comprise (currently and in the future):

- Data and information returns that may be regular or ad hoc, as needed to understand emerging issues.
- Thematic reviews into particular areas to gain assurance and identify good practice for wider dissemination.
- Contextual commentary in which each institution sets out its narrative account of how it has delivered against the outcomes in the Outcomes Framework – this will supplement the data and information returns and support the institutions in placing context around these.

17. For some outcomes (e.g., High quality learning and teaching, Research excellence), there has been development work with the sector(s) to co-develop approaches to assurance and accountability that have run in tandem with the development of the Outcomes Framework and Assurance Model. Where this is the case, the new approach will comprise the monitoring for that outcome in the Assurance Model and where this can contribute assurance for other outcomes through the Assurance Model, we will use it to do so rather than duplicate our asks of colleges and universities.

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18. In addition to being an Outcome in its own right within the Framework, we note that student interests are threaded through our monitoring activity, from quantitative data about student outcomes through more qualitative information from student feedback in satisfaction surveys.

19. The table below sets out key elements of the current and future monitoring approach for each Outcome to enable comparability and continuity to be transparent. These are the main sources that we will use for monitoring, but we may bring in other sources of information, where this is relevant. There may be elements that we monitor for specific purposes and we note that the monitoring requirements may evolve over time. The principle we are working to is that we will always use the latest available data – but we recognise that for some areas that means there will be a data lag which we will have to work with until we have in-year data. Where applicable, data and evidence will be used to monitor multiple outcomes and reduce reporting burden where possible; for example, student outcomes data will be used at different levels of aggregation to inform delivery of outcomes for (a) High quality learning and teaching, (b) Funding regularity and (c) Equality, diversity and inclusion.

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Outcome	Current monitoring	New monitoring
Funding regularity	HESES/HESA (university) and FES (college) returns External audit opinion on use of funds within Annual Reports Audit of student number and student support data Project/strategic funding reports	As current
Good governance	Internal and external audit reports Statements of internal control within Annual Reports Annual Reports meeting the relevant Financial Memorandum and sector code of good governance Governance effectiveness reviews	As current Contextual commentary Thematic reviews
Financial viability and sustainability	Annual Reports Financial forecasts Mid-year financial returns External audit reports Borrowing approvals	As current

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Outcome	Current monitoring	New monitoring
Estates and infrastructure	Estates usage and relevant financial data Student feedback through NSS, SESS, PTES and PRES surveys	As current Contextual commentary
High quality learning and teaching	OA forward looking commitments OA self-evaluation Report on institution-led activities Annual assurance statement QAA's 'Quality Enhancement Framework'/ Education Scotland's 'How Good Is Our College'	To be replaced by Scotland's Tertiary Quality Enhancement Framework
Student interests, access and success	Performance against COWA targets National Equality Outcomes Student participation, retention and outcomes Student feedback through NSS, SESS, PTES and PRES surveys	As current
	OA forward looking commitments OA self-evaluation	To be replaced by contextual commentary and thematic reviews
Skills and work-based learning	Data on placements and work-based courses Graduate Outcomes / LEO / College Leavers destinations	As current
	OA forward looking commitments OA self-evaluation	To be replaced by contextual commentary and thematic reviews

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Outcome	Current monitoring	New monitoring
Research excellence (universities only)	Research Excellence Framework TRAC return	As current
	Compliance with Research Integrity Concordat OA forward looking commitments OA self-evaluation and case studies	To be replaced by the Research Assurance and Accountability Return
Knowledge exchange and innovation (universities only)	Financial and other data (as current)	As current
	OA forward looking commitments OA self-evaluation	To be replaced by annual progress reporting against Knowledge Exchange and Innovation Strategy (under development)
Net zero (cross-cutting outcome)	OA forward looking commitments OA self-evaluation	To be replaced by evidencing within submissions for other Outcomes (including the contextual commentary) and considered through thematic reviews
Equalities, diversity and inclusion (cross-cutting outcome)	National Equality Outcomes PSED reports	As current
		To be evidenced within submissions for other Outcomes (including the contextual commentary) and considered through thematic reviews

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20. Detailed guidance will be issued as needed for the monitoring returns, including how the cross-cutting themes can be evidenced within those monitoring returns.

Timeline for implementation

21. As we introduce the Outcomes Framework and Assurance Model for AY 2024-25, we will also need to complete the previous cycle to understand how colleges and universities have delivered against their 2023-24 OAs. The following sections set out how these processes interleave.

22. As noted above, the Outcomes Framework and Assurance Model will continue to evolve over time.

Completion of 2023-24 Outcome Agreement process

Self-evaluation

23. The OAs for AY 2023-24 were published on 1 February 2024. In order to complete this process, SFC is asking colleges and universities to submit a short factual report of up to six pages of self-evaluation against the commitments made in the 2023-24 OA. This must be submitted by 5pm on 2 December 2024.

24. The format of these reports is flexible and institutions are encouraged to use reports prepared for internal purposes if these are available. These reports will not be published and institutions are encouraged to reflect on how well the commitments in the OA have been delivered, identify highlights and challenges from AY 2023-24 and identify any areas for improvement and consider outcomes for all learners. The reports should include:

    - Reflection on available statistical/performance data for AY 2023-24. For the year in question, audited statistical data will not yet be available so institutions should use their own data.
    - Reporting qualitative and quantitative progress, including specific reference to published milestones and commitments in the OA for AY 2023-24 across the priority areas (with the exception of the priority areas of learning and quality and research, as detailed below).
    - Reporting on early mitigations in place to address challenges moving forward into AY 2024-25.

25. The self-evaluation report should be signed off by the principal or head of institution on behalf of the governing body. Institutions should also use available evidence to report on the use and impact of any additional in-year funding allocated by SFC.

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26. There are two outcomes in the OAs for AY 2023-24 which do **not** need to be included in the self-evaluation reports:

    - For the learning and quality outcomes in the OAs for AY 2023-24, the reporting should be included as part of the TQEF's Self Evaluation and Action Plan (SEAP). Guidance on the SEAP will be published separately.
    - For the research outcomes in the OAs for AY 2023-24, the reporting should be included as part of the Research Assurance and Accountability Return. Guidance on the Research Assurance and Accountability Return will be published separately.

Case studies

27. We are continuing to require institutions to submit case studies. The case studies will be used to illustrate how colleges and universities use the funding that they receive. This is helpful in supporting a public articulation of the benefits of such funding and the use of taxpayer money as well as illustrating to Scottish Government and other key stakeholders the importance of continuing to fund Scotland's colleges and universities appropriately.

28. As part of the completion of the 2023-24 Outcome Agreement cycle, all institutions should provide two case studies on the themes of outcomes for students and outcomes for economic transformation and social renewal. The Outcome Managers will coordinate these case studies with institutions to ensure that SFC receives a range of case studies that covers the breadth of the sectors' activities and use of public funding received during the AY 2023-24. These must also be submitted by 5pm on 2 December 2024.

29. In addition, universities in receipt of Research Excellence Grant and Research Postgraduate Grant allocations will be asked to provide additional case studies as part of the Research Assurance and Accountability Return. Further guidance will be issued regarding the Research case studies shortly.

Implementation of Outcomes Framework

30. No Outcome Agreement or National Measures table will be required for 2024-25 or in future years.

31. The Outcomes Framework will come into effect from 1 August 2024. The outcomes set out in the Outcomes Framework (see paragraph 10) will take effect from this date. Institutions should be prepared to report how they have delivered these outcomes during AY 2024-25 through the contextual commentary which they will submit at the end of November 2025. Institutions should also be able to talk to SFC, in particular their Outcome Manager, about what they are doing to deliver these outcomes as part of the ongoing regular engagement which will continue during the academic year.

32. Institutions will also evidence delivery of the outcomes through the data and information collected through the Assurance Model.

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Implementation of Assurance Model

33. The Assurance Model will come into effect from 1 August 2024 but, as noted in the table in paragraph 19, many of the monitoring returns will be as currently required.

34. For continuing monitoring submissions these will be as per the usual timings and will continue as previously.

35. For new monitoring submissions, these will be discussed with the sectors and appropriate timings agreed, with the expectation that they will be required from AY 2025-26 onwards in relation to activity undertaken by institutions during AY 2024-25. Detailed guidance will be issued to institutions where appropriate during the coming months and in good time prior to the introduction of any new monitoring.

36. The thematic reviews under the new Outcomes Framework and Assurance Model will commence from AY 2025-26, with the topics for review being discussed with the sector over the course of 2024 and notified to institutions by July 2025. These may also include the submission of case studies to support the thematic analysis and identification and dissemination of good practice. We intend to publish a schedule of thematic reviews so that institutions have clear sight of what will be covered and when.

37. SFC will also seek to publish, as we do now, summary information and analysis about sector performance and good practice based on the information submitted by institutions under the Outcomes Framework and Assurance Model. This will draw additionally on case studies submitted by institutions and will enable SFC to:

    - Demonstrate the outcomes that have been delivered with the public funding we have disbursed.
    - Provide assurance to stakeholders about the use of funding.
    - Share knowledge and experience so that institutions can learn from each other about the activities being undertaken in relation to the outcomes and what works well in delivery of those outcomes.

Summary

38. SFC will introduce a new Outcomes Framework and Assurance Model from the AY 2024-25, with any new monitoring requirements coming into effect during the AY 2025-26. This has been informed by engagement with sector groups to understand areas of duplication and opportunities to streamline the monitoring. We have also been cognisant of the need to balance reducing the reporting burden with ensuring we have assurance over the things that matter to students and other stakeholders.

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Next Steps Timeline

39. The table below summarises the information related to the assurance and accountability arrangements that institutions are required to return to SFC and the timescales for this. It includes areas where information to be returned and/or submission dates are still to be agreed with institutions.

Completion of the 2023-24 Outcome Agreement Process	
2 December 2024	Self-Evaluation report against 2023-24 Outcome Agreement (note that Learning and Quality and Research themes do not need to be included in the self-evaluation report).
2 December 2024	Two Case Studies (covering outcomes for students and outcomes for economic transformation and social renewal).

2024-25 Assurance Model	
Throughout AY 2024-25	Standard SFC data returns to be submitted to required timescales.
Throughout AY 2024-25	New assurance processes to replace existing arrangements for reporting on the following: • Scotland's Tertiary Quality Enhancement Framework. • Research Assurance and Accountability Return. • Annual progress reporting against Knowledge Exchange and Innovation Strategy. (Details of these will be announced separately)
28 November 2025	Contextual Commentary on performance against Outcomes Framework in 2024-25*
28 November 2025	Two Case Studies related to the use of funding to deliver aspects of the Outcomes Framework*

*SFC will discuss with the sector the format and submission process for these documents and will confirm details by July 2025. SFC will also agree with the sector over this period the topics and timescales for the Thematic Reviews, which will be introduced in academic year 2025-26.

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Annex A: Mapping between Outcomes Framework and Purpose and Principles

1. The Purpose and Principles (P&P) covers the whole of the post-school education, skills and research system, whereas the Outcomes Framework is concerned with the SFC-fundable bodies and the outcomes that we want to be delivered through that funding. The two frameworks are compatible as illustrated in the mapping below.

Purpose and principle	Relevant SFC Outcomes
P&P1: Transparent, resilient & trusted The system is financially and environmentally resilient, trusted to deliver; and subject to effective governance	Funding regularity Financial viability and sustainability Estates and infrastructure Net zero Good governance
P&P2: Supportive and equitable People are supported throughout their learner journey, particularly those who need it most	Funding regularity Student interests, access and success Equality, diversity and inclusion
P&P3: High quality High quality opportunities are available for people to enhance their knowledge and skills at the time and place that is right for them	High quality learning and teaching Skills and work-based learning Student interests, access and success
P&P4: Globally respected Research, teaching, innovation and knowledge exchange must make a difference, enhance and contribute to global well-being, addressing 21st century challenges and attracting inward investment and talent to study, live and work in Scotland	Research excellence Knowledge exchange and innovation High quality learning and teaching Skills and work-based learning
P&P5: Agile and responsive Everybody in the system collaborates to deliver in the best interests of Scotland's wellbeing economy	Skills and work-based learning Student interests, access and success Equality, diversity and inclusion Research excellence Knowledge and innovation

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6. Recruitment Update 2024/25
For Information

28 November 2024
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

To provide the Learning & Student Experience committee with a recruitment update for session 2024/25.

2. Recommendation

Committee members review and discuss the content of the report.

3. Background

This paper provides an overview of our recruitment position for session 2024/25, the first key milestone in our recruitment cycle. It brings together key data from PowerBi and feedback from a range of cross-College departments and recognises the significant improvements made to stage one of the student journey to date.

As you are aware, our recruitment landscape continues to be extremely challenging. However, for session 2024/25, we have seen a step change in our processes, with teams working more closely together to enhance our student onboarding and to help us meet our SFC targets.

Figure 1 below provides an overview of each mode of attendance as of the end of October 2024, with live data available through the direct link to our PowerBi dashboards. Overall, there has been a 10% increase in enrolments compared to the last session at this time. Full-time enrolments are down by 6%, and this is predominately linked to the withdrawal of partnership degree courses by the University of Stirling.

Figure 1 – Enrolment comparison by mode of attendance

Mode	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	1073	814	259	32%
Evening	890	812	78	10%
Flexible/Distance Learning	318	335	-17	-5%
Full Time	2612	2764	-152	-5%
Part Time	3357	2964	393	13%
Total	**8250**	**7689**	**561**	**7%**

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Full-time August 2024

Since the launch of our full-time courses in October 2023, we received over **5500** applications, against an overall application target of **4700**. Introducing an application target has been a positive step forward and is something to build on year-on-year to improve our final recruitment position at course level. This new approach to curriculum planning not only ensures viable numbers, but supports the Comms and Marketing team to focus their campaign efforts, where required.

To date, we have converted **2244** active student enrolments since our full-time onboarding started in April 2024, against a target of **2350**. This is approximately 46% conversion from application to enrolment, which is an increase of two percentage points from Session 2023/24. Although a good position, we would like this to increase to **48%** for session 2025/26.

Overall, we recruited to 95% of our full-time recruitment target, with FE recruiting to 97%, and HE to 93%. As part of our recruitment approach for this session a data-driven decision was taken to encourage over-offering of places compared to target. This decision was reinforced by statistics from the current session, where 73% of courses that recruited to target had offers made beyond the recruitment target, and 90% of courses where over-offers were made, recruiting to target.

Figure 2 shows the profile of our full-time applicants, while Figure 3 shows the profile of full-time enrolments for Session 2024/25. 55% of full-time applicants are female, while 52% of enrolments are female. This small percentage variance can mainly be attributed to direct-entry (i.e. straight to enrolment) for our engineering courses, which have a predominantly male profile. 16-19 year olds is the largest age-band, both in terms of applicants and enrolments (both 61%). 7% of full-time applicants classify themselves as being from a Black or Minority Ethnicity, which drops to 5% for full-time enrolments.

12% of full-time applicants come from the 10% most deprived postcodes, with 26% coming from the 20% most deprived postcodes, which is consistent with enrolment data. There is a consistent 8% of full-time applications and enrolments who have a disability, and also a consistent 8% of both applicants and enrolments who are care experienced. Similarly 6% of both full-time applicants and enrolments have caring responsibilities. What is considerably different between application and enrolments is the percentage of learners who have been identified as having Additional Support Needs, with this percentage rising from 17% of full-time applications to 30% of enrolments.

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Figure 2 – Full-time Applications Profile

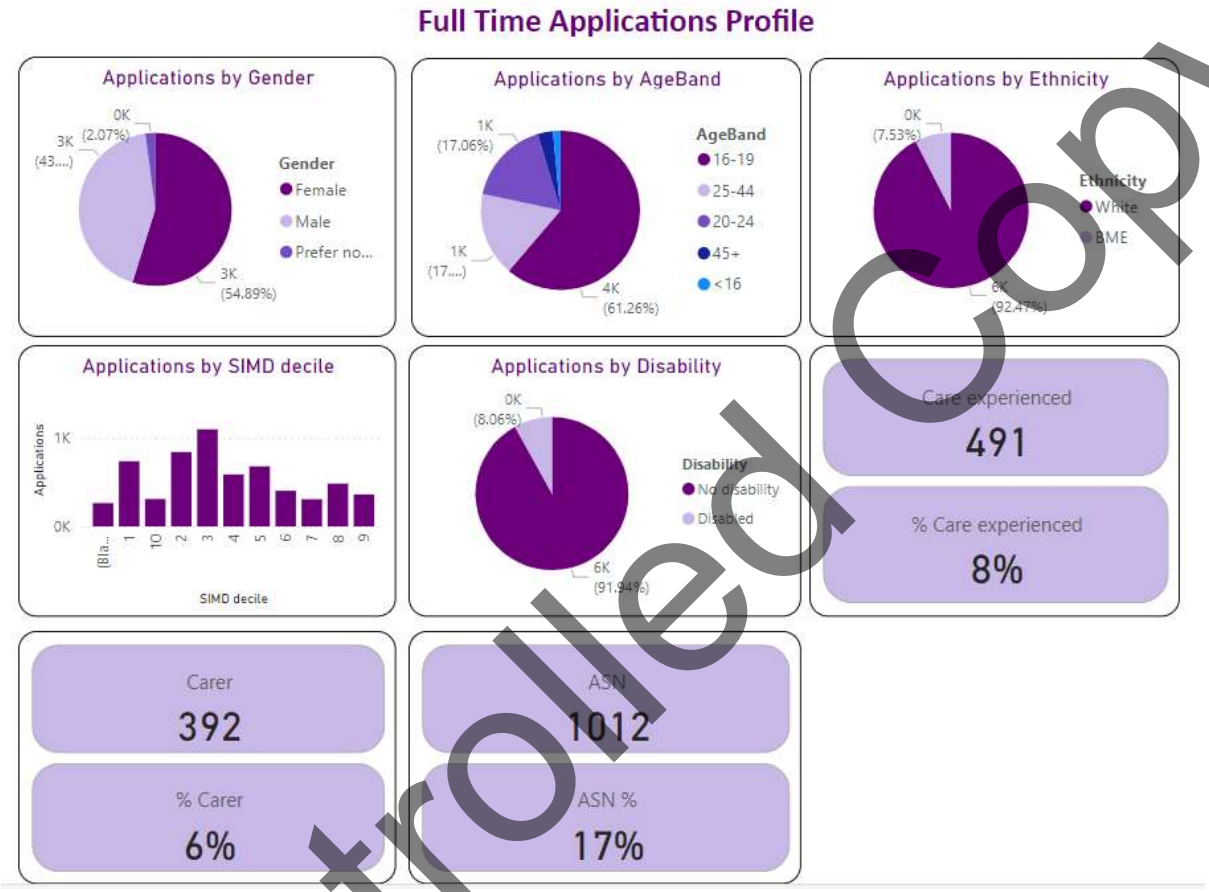

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Figure 3 – Full-time Enrolment Profile

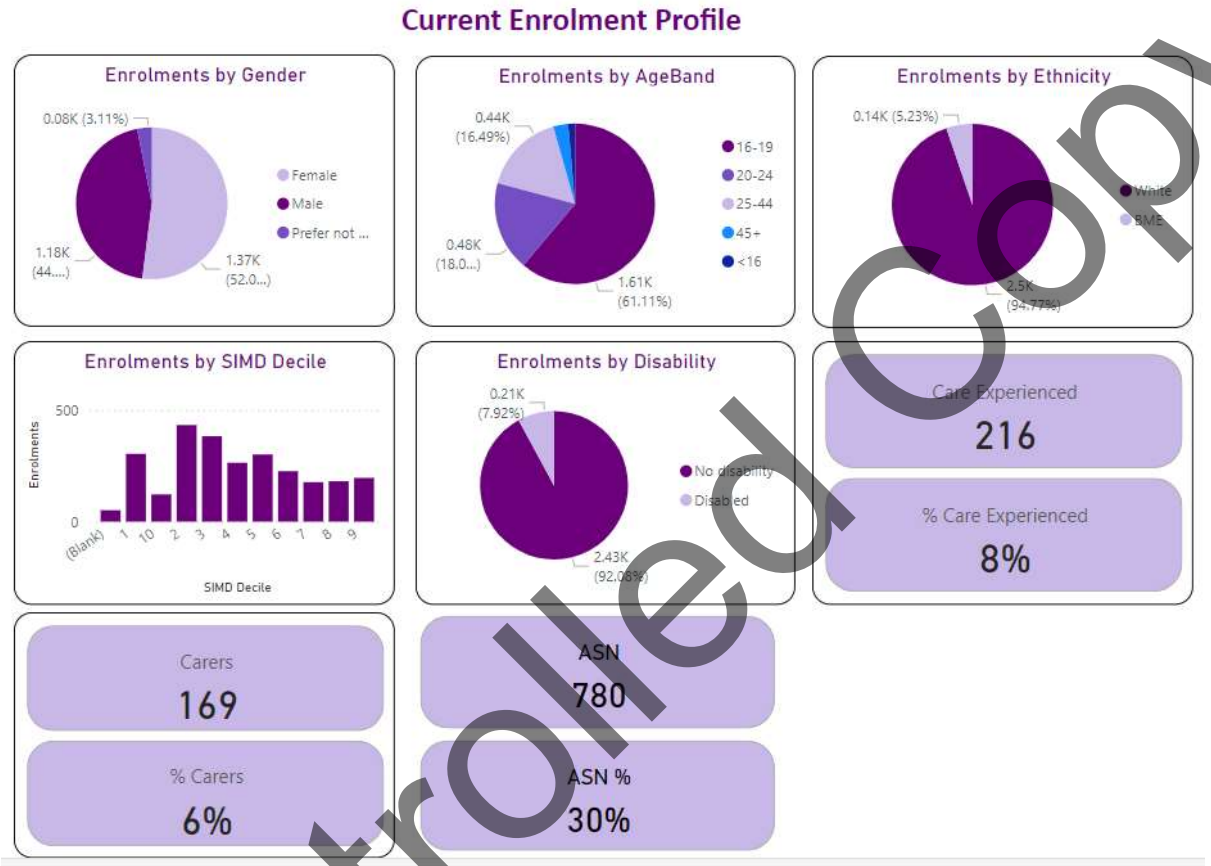

Figure 4 displays full-time recruitment trends over the last five sessions from Session 2020/21. Over this period, there has been a drop in applications, offers and enrolments, which reflects the fall in the volume of Credits that the College is funded to deliver.

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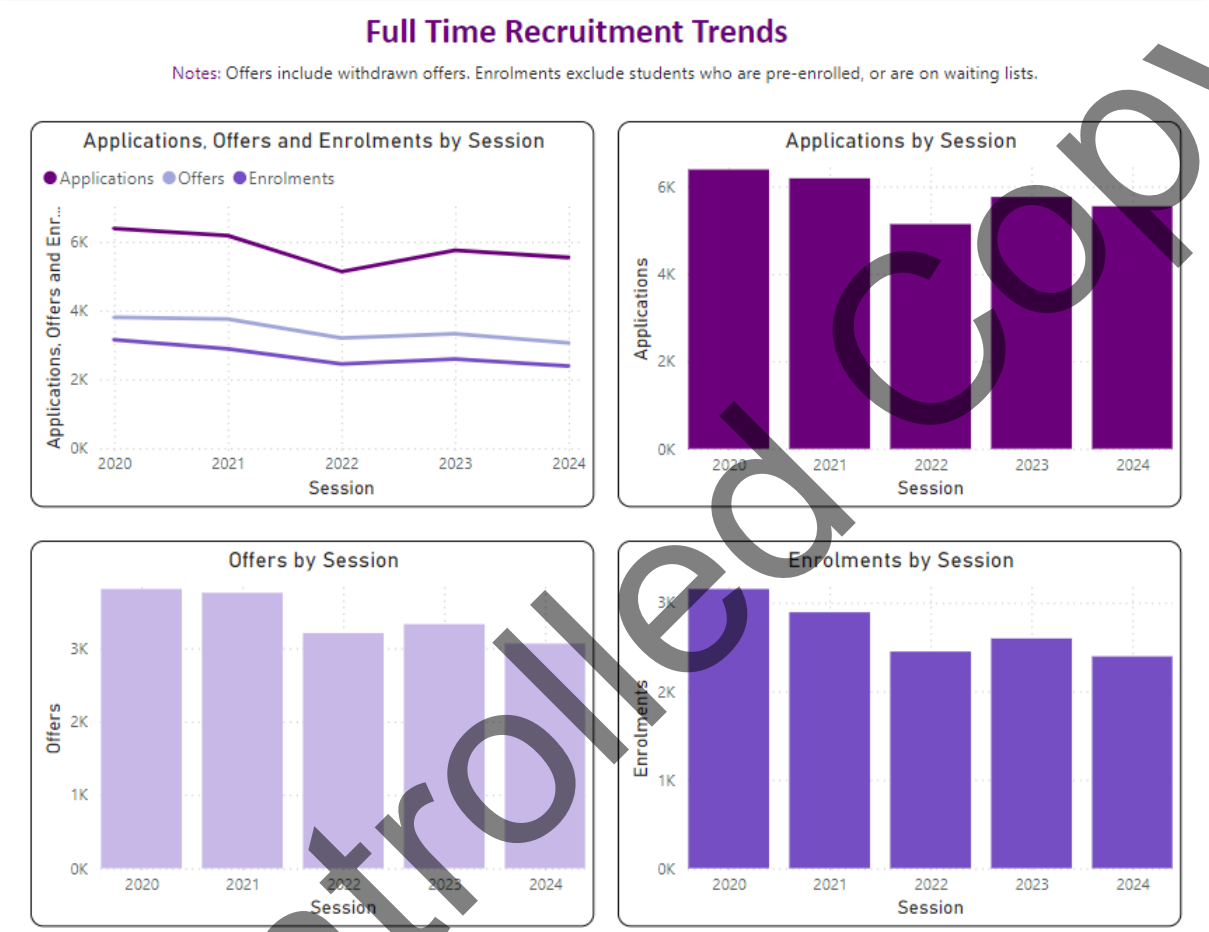
Figure 4 – Full-time Recruitment Trends



To support our recruitment activities our Communications and Marketing activities continue to adopt an integrated approach using a mix of on and offline channels including: TV, radio, digital media (including social), direct marketing, PR, recruitment events, press and outdoor advertising.

As in previous years, the onboarding process for our students uses a mix of email, text, and face-to-face sessions to support prospective students to complete their online enrolment. (See Student Journey map).

A collaborative approach to gathering transition information from schools was also launched this session with over 470 forms submitted. This provided an opportunity to deliver targeted inventions where required, and helped us to deliver "Get Ready for College" workshops to ASN, Care Experienced and AAA applicants.

Credits 2024/25

As a result of healthy recruitment, Credits are currently on track to deliver to 98% of our overall planned target. However, this does rely on all planned courses and developments, including an additional 2,000 Credits from e-learning, coming to fruition. As such, Directors of Curriculum are

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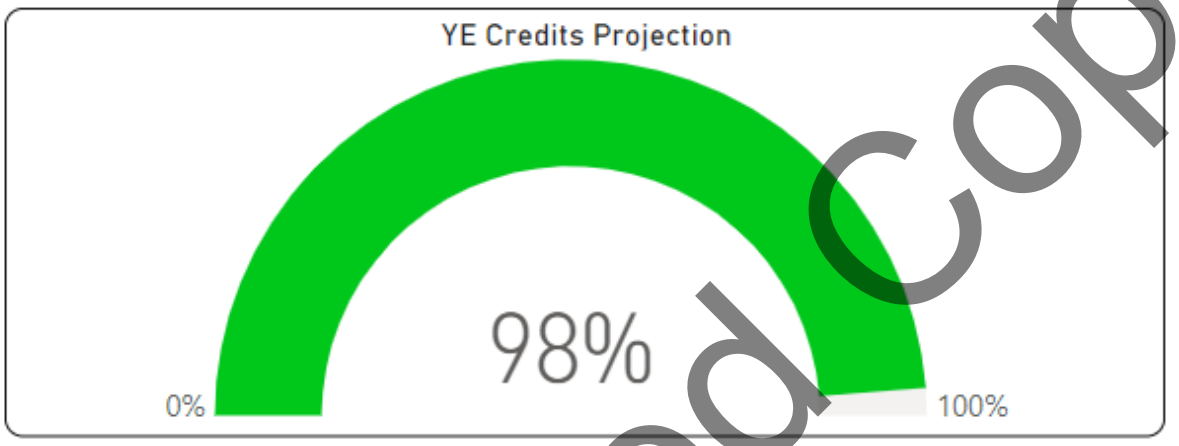
reviewing current staffing and provision to consider where additional Credits could be delivered if needed, and what additional resources would be required to deliver these Credits.

Figure 5 – Year End Credits Prediction



Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	40,838	2,817		43,655
Part Time	13,139	3,587	1,131	17,856
AWBL	5,256		1,787	7,043
Evening	1,700	512	48	2,260
Flexible/Distance Learning	908	3,700	1,708	6,317
Total	**61,841**	**10,616**	**4,674**	**77,131**

The appended Student Activity Dashboard provides more information on our current progress, along with a comparison against last session at this point. This shows that overall enrolments are up by seven percent, with Credits up one percentage point. Overall full-time retention is in line with last session, with HE retention performing slightly better than FE.

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4. Key Considerations

Timetables	The majority of timetables were available to review in July via PDF and from August via the App.	**Action 2025/26** The deadline for completing timetables is June 2025.
Pre-enrolments	Excellent progress has been made regarding pre-enrolments. There were far fewer students with a pre-enrolled status at the start of their course.	**Action 2025/26** Online enrolment guide and face-to-face sessions to continue.
Funding	Bursary system live date was 11 July 2024. Issues still ongoing concerning SAAS delays.	**Action 2025/26** Review the bursary development timeline and also explore the possibility of running two systems and upgrading the system. Continue to escalate to SFC regarding the guidance issue date.
Transition Project	Gathering of transition information is vastly improved.	**Action 2025/26** New Junior Developer post will support the roll out of the project to update the schools portal to securely gather transition information.
Student journey	Student Journey project is now embedded into day-to-day operations	**Action 2025/26** Student Admin Team will work with key teams to integrate all modes into our onboarding process
Start of session	New students supported by team of helpers during the first week of term at all campuses.	**Action 2025/26** Approach to continue for next session.
Open Evening	Delivered an additional open evening in March 2024 at our Falkirk Campus.	**Action 2025/26** Open evenings are planned for Nov and March. Dedicated SCP events planned for February.
Complaints	Only one complaint upheld for session 2024/25 to date.	**Action 2025/26** Sustain this position throughout the recruitment cycle.
Recruitment Strategy	A Recruitment SLWG supported a number of changes in the student journey process and the group is something we plan to build on for the new recruitment cycle.	**Action 2025/26** A SWLG is planned in the new year to finalise a recruitment and admissions strategy to support the work of the student journey project.

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5. Resource Implications (Financial, People, Estates and Communications)

Financial	Must track data continuously to ensure we meet our SFC targets and support any in-year adjustments.
People	Recruitment demands a cross-College approach, and session 2024/25 demonstrates a reduction in silo working.
Time	Digital processes take considerably more time to convert, but allows the College to gain a better understanding of our recruitment position and allow us to enhance our marketing and recruitment efforts.
Communications	Information to be cascaded to teams on the current recruitment position.

6. Risk and Impact

There is a financial risk to the College of not recruiting to target, which is mitigated through the actions described in this paper to maximise recruitment.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		**x**
Low (2)	**x**	
Very Low (1)		

Total Risk Score – 6

BoM Risk Categories & Risk Appetite (Select one area only)					
Cautious <15		**Open 15> <20**		**Eager >20**	
Governance		Strategy		People	
Legal		Financial	x	Project/Programme	
Property		Reputational			
		Technology			

Is the score above the Board Risk Appetite level? No

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

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

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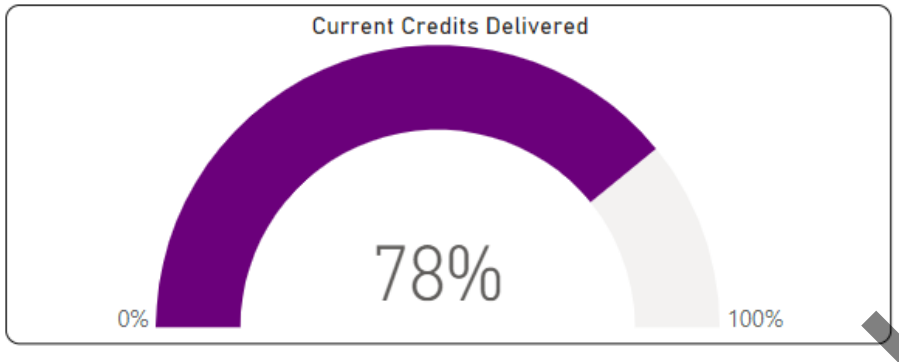
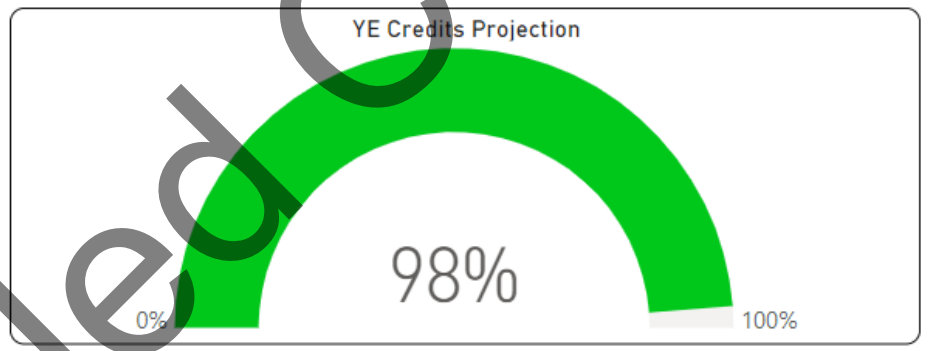
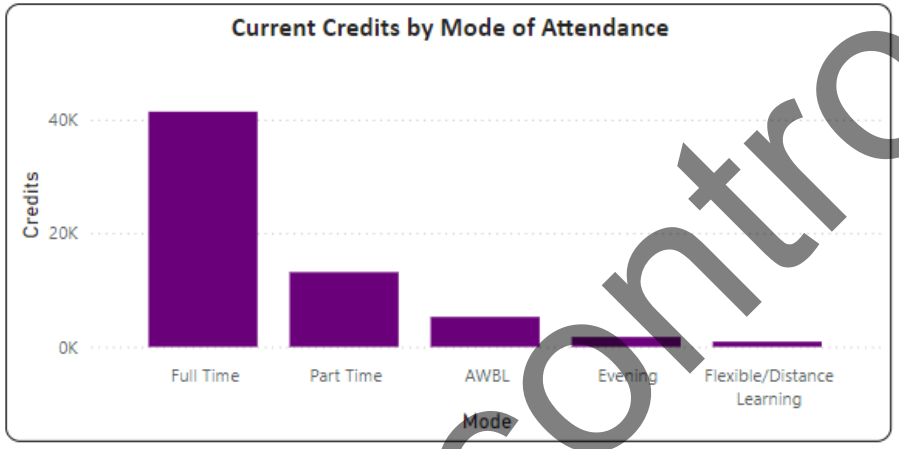
Student Activity Dashboard – November 24

79,107	61,841	-17,266	77,131	-1,976
Credits Target	Current Credits	Current Credits Variance	Estimated Credits	Estimated Credit Variance







Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	40,838	2,817		43,655
Part Time	13,139	3,587	1,131	17,856
AWBL	5,256		1,787	7,043
Evening	1,700	512	48	2,260
Flexible/Distance Learning	908	3,700	1,708	6,317
Total	**61,841**	**10,616**	**4,674**	**77,131**

Note: Planned Credits are derived from future planned courses. Future Credits are derived from estimated student enrolments on courses already commenced which have a flexible entry point.

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Student Activity Dashboard – November 24

561	7%	557	1%
Enrolment Variance	% Enrolment Variance	Credits Variance	% Credits Variance

Mode	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	1073	814	259	32%
Evening	890	812	78	10%
Flexible/Distance Learning	318	335	-17	-5%
Full Time	2612	2764	-152	-5%
Part Time	3357	2964	393	13%
Total	**8250**	**7689**	**561**	**7%**

Mode	Current Credits	Previous Session Credits	Credits Session Variance	% Credits Session Variance
AWBL	5,256	4,147	1,109	27%
Evening	1,700	1,921	-221	-12%
Flexible/Distance Learning	908	903	5	1%
Full Time	40,838	42,285	-1,447	-3%
Part Time	13,139	12,028	1,111	9%
Total	**61,841**	**61,284**	**557**	**1%**

Current Session Retention

96%	99%
FT FE Early Retention	FT HE Early Retention
94%	96%
FT FE Current Retention	FT HE Current Retention

Previous Session Retention

97%	97%
FT FE Early Retention	FT HE Early Retention
90%	91%
FT FE Current Retention	FT HE Current Retention

Notes: Previous session data is taken from the same date last session.

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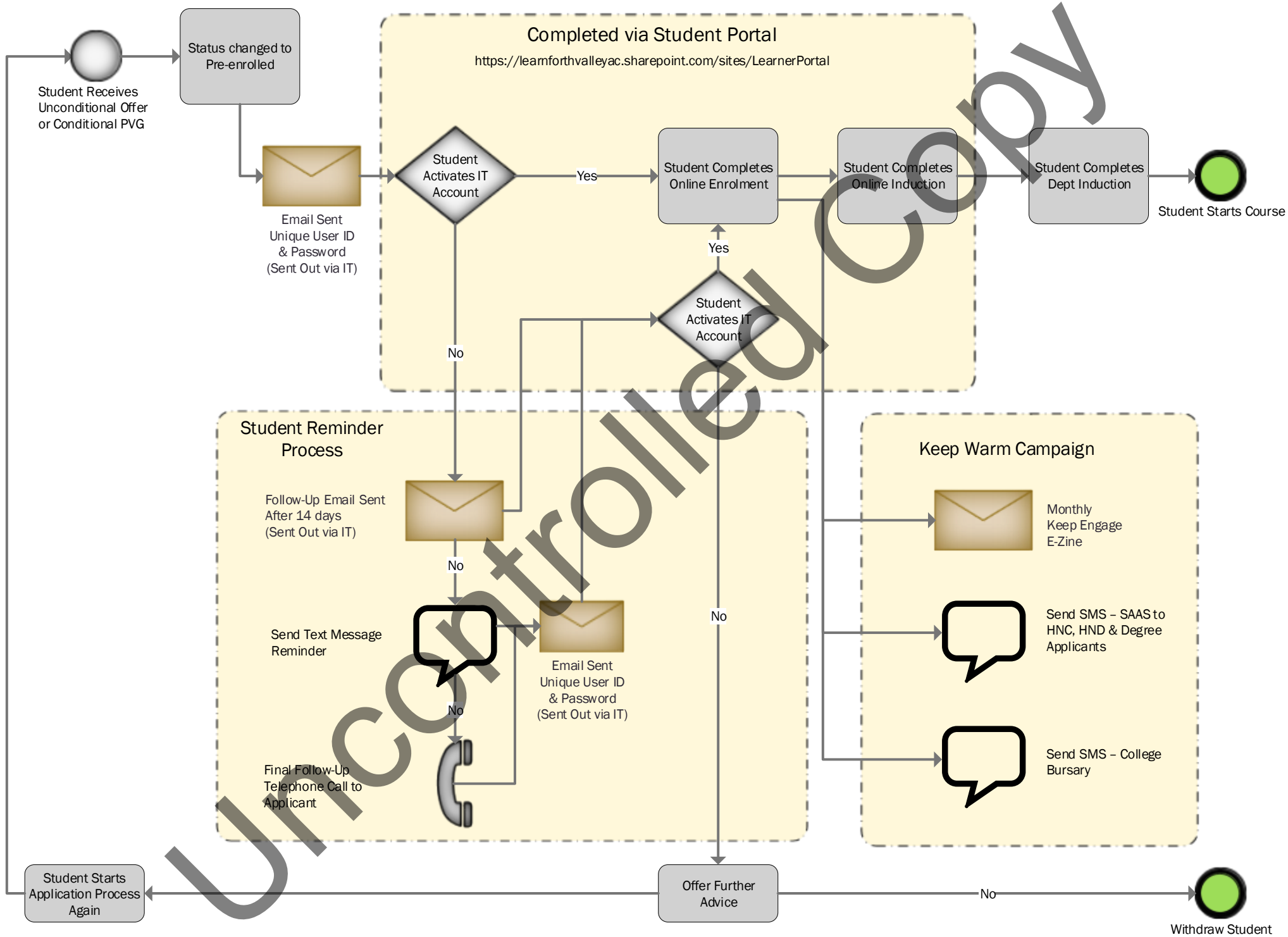

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7. QAA Tertiary Quality Enhancement Framework/Review
For Discussion

28th November 2024
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

This paper seeks to update members about the upcoming Tertiary Quality Framework Review activity and the timescales associated with this.

2. Recommendation

That members note the preparation and plan leading up to the review and consider the actions that this review will involve.

3. Background

Forth Valley College has agreed to be the first college in Scotland to take part in the newly devised cyclical Tertiary Quality Framework Review. This was as a result of initial conversations that had taken place between FVC and representatives of the Quality Assurance Agency (QAA), the body charged by the SFC to manage the process going forward. The official notification of this was received late July 24 with the allocation of a Review Manager Dr Heather Fotheringham and in a supporting role as a Quality Enhancement Manager Debra Macfarlane. Although the draft guide to the TQER was out for consultation it was felt that the formal process should start in preparation for the publication of the final guidance.

The University of St Andrews is the university organisation taking part in this first year of review. A community of practice has been set up with them, with a number of meetings to discuss the review process and learn from each other's experience. These have commenced.

The college team is made up of the Vice Principal and the Head of Learning and Quality. The project office have now been brought on board to support the collation of evidence required for the Advanced Information Set.

4. Key Considerations

Activity	Date
Scoping meeting	2 September 2024
Deadline for Institution submission: Strategic impact analysis (SIA) and Advanced Information Set	13 January 2025
Initial Review	24 March 2025
Main Review	12 May 2025
Report publication	4 August 2025
Institution response to outcome	27October 2025

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Table 1: Timeline for Review process

Table 1 outlines the timeline for the formal engagement with the Review process.

The initial Scoping meeting has taken place with representatives from the QAA, in which a range of documents were shared as well as a request around the make-up of the Review team. The review team has now been confirmed and agreed. The team will be made up of one university, three college and one student reviewer.

The process of gathering information to complete the Strategic Impact Analysis (SIA) and department level Self Evaluation and Action Plans (SEAP's) is now underway. Initial deadline for this work will be the end of November to allow a period of review before final submission. The SEAP's will reflect on the last academic year whilst the SIA is an overarching reflection and evaluation of the last three years.

There will be an expectation that student facing Academic and Corporate Services areas will complete a Self-Evaluation and Action plan. The focus of the SEAP's will be reflecting on the key principles, how they drive improvement and how the improvements impact upon student experience. .

The template for this has been distributed and teams are being supported to complete within the deadline. Care has been taken to ensure that whilst both robust and able to capture the impact of any Action Planning it does not become onerous and follow the path of previous self-evaluation activity.

The Strategic Impact Analysis along with the Advance Information Set will be submitted on the 13th January, allowing time for the review team to familiarise themselves before the Initial Review meeting on the 24th of March '25. The AIS provides the Review team with an extensive range of evidence and rationale for the approaches and practices related to quality assurance and quality enhancement.

5. Financial Implications

Please detail the financial implications of this item – Any issues have been rectified with no costs to the college in terms of income and expenditure.

6. Equalities

Assessment in Place? – No

If No, please explain why –

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

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7. Communities and Partners

The TQER process will invite contribution from key stakeholders and this could include schools and employers. School partners have already been informed of this and once confirmed, employers will be identified.

8. Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

If the paper is an approval, please reflect on whether the approval will have any direct or indirect impact for any other areas of operational activity internally or externally within the College.

The primary risk around the TQER is having the capacity and resource to invest to collate the required evidence for the Advanced Information Set and produce dept SEAP's and the SIA. . The outcome judgement from the review is public and would have significant reputational impact if the college received a judgement of "Partial Effectiveness". This has been mitigated by appointing key leads for the components required and distributing tasks across teams. The workload is being monitored by the Vice Principal of Learning and Student Experience.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		X
Low (2)	X	
Very Low (1)		

Total Risk Score – 6

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

BoM Risk Categories & Risk Appetite (Select one area only)					
Cautious <15		**Open 15> <20**		**Eager >20**	
Governance	x	Strategy		People	
Legal		Financial		Project/Programme	
Property		Reputational	x		
		Technology			

There is a low risk to the reputation of the college as a result of this activity. Continued monitoring of workload and diligence in relation to deadlines will reduce this risk further.

Is the score above the Board Risk Appetite level? No

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7. QAA Tertiary Quality Enhancement Framework/Review
For Discussion

28th November 2024
LEARNING & STUDENT EXPERIENCE COMMITTEE

Risk Owner- Sarah Higgins-Rollo

Action Owner – Sarah Higgins-Rollo

Paper Author –Sarah Higgins-Rollo

SMT Owner – Sarah Higgins-Rollo

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8. PI Prediction Review Dashboard
For Discussion

28 November 2024
LEARNING & STUDENT EXPERIENCE COMMITTEE

1. Purpose

For members to review and discuss the PI Prediction Activity for delivery period 1 2024-25.

2. Recommendation

That members review and discuss the Full-Time PI Prediction Activity for Delivery Period 1 2024/25 and note the actions.

3. Key Considerations

3.1 PI Predictions DP 1 2023/24 vs 2024/25

Appendix 1 reflects that both High and Low 24/25 DP1 PI Predictions have remained consistent for FE and there is improvement for HE in comparison to predictions for 23/24. Main points of movement within departments from 23/24 to 24/25 are:

- Care, Sport, Business and Communities: FE has reduced and HE has improved.
- Creative, Digital and Leisure: Both FE and HE have improved.
- STEM & Construction: FE is broadly consistent but swing between High/Low has reduced and HE has improved.

Early retention for both FE & HE has remained at 97% for 2024/25. CCI meeting 2 to review the PI predictions are scheduled for late November. Departments are being directed to scrutinise their overall PI's in addition to specific PI predictions for ASN and Care Experienced students. Departments will be directed to complete a PI Prediction evaluation and action plan to address the challenges associated with the predictions. CCI meeting 1 discussions reflected that some curriculum areas were already experiencing challenges with consistent attendance and levels of support requirements. LIF resources and support from Inclusion and Student Services were reported as being fully utilised.

Both Sport & Fitness and Hair & Beauty will require additional scrutiny and monitoring from Directors of Curriculum in relation to their Low PI Prediction for October. . These PI predictions are indicating that in more than a few courses there a higher proportion of students who are currently still attending but are at risk of failing.

<u>Actions Implement in DP 1 2024/25</u>

Enhanced Attendance and Engagement Monitoring Procedure – introduction of a standardised approach to monitoring and reporting of attendance and engagement. The new approach supports Curriculum Managers and LDW's to monitor and be proactive in the engagement with learners who are at risk of non-achievement or withdrawing. The new report reflects key information relating to the student profile and attendance.

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3.2 Recruitment and Selection for 24/25

The data indicates that successful recruitment to target numbers impact upon performance indicators. In November 2023, a Recruitment and Selection SLWG was established to explore the reasons contributing to the 12% under recruitment in 23/24 and deliver an action plan. The SLWG recommended that:

- Application targets be amended to 200% of Course enrolments required.
- Course Offers will be adjusted to reflect 120% of course enrolments required
- Course offers to be made within 2 weeks of selection activity.

Recruitment to target has improved by 10% for 24/25.

Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)	**X**	**X**
Low (2)		
Very Low (1)		

Total Risk Score – 9

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

BoM Risk Categories & Risk Appetite (Select one area only)					
Cautious <15		**Open 15> <20**		**Eager >20**	
Governance		Strategy		People	
Legal		Financial		Project/Programme	
Property		Reputational	X		
		Technology			

There is a reputational risk of poor performance, which is mitigated by a robust Continuous Curriculum Improvement process.

Is the score above the Board Risk Appetite level? No

Risk Owner – LMT
Paper Author –Sarah Higgins-Rollo
Action Owner – LMT
SMT Owner – Sarah Higgins-Rollo

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9. Future Agenda Items
For Discussion

28 November 2024
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. Background

Not applicable

4. Key Considerations

Future Agenda Items

Meeting	Agenda Item	College Lead
March 2025	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey Dashboard	Lyndsay Condie
	Outcome Framework Dashboard?	David Allison
	Student Activity Dashboard	David Allison
	TQER Update	Sarah Higgins-Rollo
June 2025	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey Dashboard	Lyndsay Condie
	Outcome Framework Dashboard?	David Allison
	Student Activity Dashboard	David Allison
	TQER Outcome	Sarah Higgins-Rollo

5. Resource Implications (Financial, People, Estates and Communications)

Not applicable

6. Equalities

Assessment in Place? – Not applicable.

7. Communities and Partners

Not applicable

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8. Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		
Low (2)		
Very Low (1)		

Total Risk Score – Not applicable

BoM Risk Categories & Risk Appetite (Select one area only)					
Cautious <15		**Open 15> <20**		**Eager >20**	
Governance		Strategy		People	
Legal		Financial		Project/Programme	
Property		Reputational			
		Technology			

Is the score above the Board Risk Appetite level? No

Risk Owner – Not applicable

Action Owner – Not applicable

Paper Author – David Allison

SMT Owner – David Allison

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