

Zoom 4.30pm

**AGENDA**

1. Apologies for Absence
2. Declarations of interest

**FOR APPROVAL**

3. Minute of Meeting of 8 October 2020
4. Matters Arising - None
5. Outcome Agreement Self Evaluation 2019-20 David Allison

(Elements of paper 5 are withheld from publication on the Forth Valley College website under Section 27 Information Intended for Future Publication of the Freedom of Information (Scotland) Act 2002.)

6. Interim Outcome Agreement 2020-21 David Allison

(Elements of paper 6 are withheld from publication on the Forth Valley College website under Section 27 Information Intended for Future Publication of the Freedom of Information (Scotland) Act 2002.)

**FOR DISCUSSION**

7. Student Association Report Aleksandrs Petrovskis
  8. Digital Skills (Verbal) Helen Young
  9. 2020/21 in-year PI Prediction Tracker Update Kenny MacInnes/David Allison
  10. Student Activity Report David Allison
  11. Future Agenda Items David Allison/Kenny MacInnes
  12. Review of Risk
  13. Any Other Competent Business
-

**Zoom (commencing at 4.30pm)**

Present: Davie Flynn (Chair)  
Lorna Dougall  
Jennifer Hogarth  
Andrew Smirthwaite, Forth Valley Student Association President (FVSAP)

Apologies: Naila Akram

In Attendance: Ken Thomson, Principal  
David Allison, Vice Principal Information Systems and Communications (VPISC)  
Kenny McInnes, 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/20/005 only

**L/20/001      Declarations of Interest**

None.

**L/20/002      Minute of Meeting of 11 June 2020**

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

**L/20/003      Matters Arising**

a) L/19/030 PI Prediction Tracking Process Update

Members asked for a summary paper to be brought as part of a standing agenda item. This is included in the agenda under item 7

b) L/19/031 FVC Guidance for Assessment Documentation

Members had asked for outcomes etc from the assessment process. This will be covered under item 7 on the agenda

c) L/19/009 Future Agenda Items

The Chair updated that he and the College Principal had a meeting scheduled to discuss the involvement of committees in College scenario planning.

**L/20/004      Student Association Report**

The FVSAP presented his paper providing an update on the activities of the Student Association. He reported that Freshers Fair has moved to a virtual event, and not surprisingly the number of attendees was lower than normal, however 240 students attended.

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Members queried the morale amongst students and asked whether the FVSAP had a sense of this.

The FVSAP noted it was a bit of a mixture with some students preferring the balance of online and in campus learning more than others. He did highlight that there may be students who were not engaging but that the FVSA can only support these students when they make contact.

Members queried if the FVSAP knew about the level of uptake for the students digital channel. He reported that it was currently sitting at 290 students and that the FVSA continued to look at getting more students involved.

The VPISC updated members on the provision of IT resources to students, noting that requests for devices were being met with 600 laptops been provided to date, with another 100 due to be issued in the coming days. He also reported that the 250 laptops funded by SFC have now been received and that these would be imaged by the IT team and distributed.

He also highlighted that the IT team were continuing to seek the return of approximately 150 laptops issued to students last session. Once these are received, he is hopeful that there should be sufficient capacity for any January start students who need access to a laptop.

The Principal asked the VPLSE if he could update the committee on engagement levels with learning advisor staff from students requiring support. The VPLSSE confirmed the team had a significant level of engagement with students. He also noted that the mental health counsellors were very busy supporting students with a range of issues.

The Chair thanked the FVSAP and staff for the update and highlighted that the Committee are keen to provide support where needed, even outside of meetings and the FVSA should contact them if they need to.

a) Members noted the content of the report

L/20/005

**Digital Skills (Verbal)**

The HLQ provided members with a verbal report on the new digital skills approach under the FVCENABLE project which had received two years of funding from the ALF.

She outlined the new team that had been put in place by the College to lead and support this activity, noting their range of experience in College and commercially.

She highlighted that the team were highly motivated and in the process of working up an operational plan tied into the wider College strategy and relevant external stakeholder information from JISC and College Development Network.

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The Principal noted the work the HLQ was doing to support this development and informed members of a sector wide College's Digital Ambition strategy which was to be launched the following day.

The Chair noted that these were exciting developments and, after consultation with members, requested that a verbal update be added to upcoming Committee agendas.

He also asked for an indication of when this might be presented to the full Board of Management. The Principal noted that it was proposed to do so at the February Board strategic session as it aligns with and supports other new developments that will inform future strategic thinking.

The Principal also provided a brief overview of the new potential avenues of activity that the College is pursuing.

a) Members noted the content of the update

**L/20/006**

**2019-20 Year-end PIs and PI Prediction Tracker Update**

The VPLSE presented a paper on the year-end PI's and the future activity under the PI Prediction Tracker (PIPT).

He reminded members that PIPT reviews had been halted following the move to lockdown but that this activity, combined with significant work from the teams had resulted in a potential 2% increase in PI rates for full time students. He did caveat this information by informing members that a significant amount of activity, mostly that which could not be done on line for vocational aspects of courses, had been deferred for 2019/20 students. This deferred activity has been underway since the College reopened and the success of this would inform the final PI figure although it was likely to remain positive.

He provided members with an overview of the use of PIPT moving forward and informed them that this was also being supported by a new process called continuous curriculum improvement (CCI). CCI would enable the College to use the wealth of data now available to make more informed decisions on a course by course level as to the learning the College provides to give students relevant courses aimed at progression or employment and which will support business needs.

Members noted the very positive data against a very challenging environment and asked that their thanks be passed to all staff.

Jennifer Hogarth noted the positive impact on engagement with staff and students via the teams software which allows her, as a manager, to have a greater appreciation of what is going on and also to be more flexible in meeting with staff to address concerns or issues as they arise.

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Members referred back to the comment earlier from the FVSAP about students who may not be engaging and asked if the proposed November PIPT review would help to identify these students. The VPLSE confirmed this was the case and that these students could then be offered additional support to engage.

The Chair informed members that he would provide a verbal update to the full Board at the 22 October meeting on the positive position the College finds itself in.

a) Members noted the content of the report

**L/20/007 Student Activity Report**

The VPISC presented a report on student activity levels. He noted that, thanks to the work of the staff, the College was on target to achieve its credits target for 2019/20.

He informed members that, going into lockdown, there had been concerns around enrolment levels for this year but that he was pleased to report that enrolment was actually 1% above target at this time. He noted that this meant the College was also on track to meet its credits target for 2020/21.

He highlighted that there had been a slight decrease in part time learning but that this had been met by increases in other areas such as flexible and distance learning.

a) Members noted the content of the report

**L/20/008 Future Agenda Items**

The VPISC presented the paper on future agenda items, noting that the Digital Skills recurring agenda item agreed earlier in the meeting would be added to the future agenda.

Members queried what ProjectNextGen referred to. The Principal confirmed to members that this was a project being run by the VPLSE looking at the curriculum of the College to ensure it remains fit for purpose. As noted earlier in the meeting, the information from PIPT and other data streams would be used to support these decisions.

a) Members noted the content of the report

**L/20/009 Review of Risk**

Risks were identified in their individual papers. The Chair noted that there was a specific Covid risk register and that information presented to this meeting demonstrated the mitigation the College had put in place to deal with Covid related issues seemed to be working and this should be reflected in the risk scoring.

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**L/20/010      Any Other Competent Business**

The Principal highlighted that the College would hear tomorrow if it is in the running for any of the TES awards this year.

The CPGO informed members that, as a student who completed a course in 2019/20, he had received a graduation pack from the College which included a message from the Principal. He noted that, as the College could not hold graduations physically this year, these materials along with the social media campaign this week was welcomed as it showed the College was doing something positive for graduates.

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1. Purpose

For the Learning and Student Experience Committee to discuss and approve the Outcome Agreement Self Evaluation report for Session 2019-20.

2. Recommendation

That members discuss and approve the content of the Self Evaluation report.

3. Background

SFC have requested that a short factual based Outcome Agreement Self Evaluation report be submitted by all colleges for Session 2019-20.

4. Key Considerations

Through their Interim Outcome Agreement guidance for AY 2020-21, SFC asked colleges to submit a brief factual report comprising a reflection on performance data for AY 2019-20 against Outcome Agreement targets for Session 2019-20. The guidance also asked for colleges to comment on the impact of lockdown from March 2020 on the remainder of Session 2019-20, and to report on early mitigations in place to address challenges in Session 2020-21. The report has been discussed at Leadership Management Team.

The report was submitted to SFC on January 20<sup>th</sup> (with a caveat that it still required approval from this Committee) to meet the SFC deadline. SFC recognise that sign-off will happen beyond submission of the initial report, and that there may be changes to the initial report as a consequence. This timing issue is a result of the late issuing of Outcome Agreement guidance.

5. Financial Implications

Please detail the financial implications of this item – No financial implications.

6. Equalities

Assessment in Place? – Yes  No

If No, please explain why – Our PIs are analysed by all protected characteristics down to individual course.

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

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**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** – This paper summarises the current known impact of Covid-19. The main risk identified in the paper is that we don't yet know the full impact the move to our current model of delivery, as a result of Covid-19, will have on attainment in Session 2020-21, and our abilities to meet Outcome Agreement targets.

**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

**1. Purpose**

For the Learning & Student Experience to discuss and recommend the Interim Outcome Agreement report for Session 2020-21 for Board approval.

**2. Recommendation**

That members discuss the content of the report, and recommend the Outcome Agreement for Board approval.

**3. Background**

SFC have requested that a shorter and more focused Interim Outcome Agreement report be submitted by all colleges for Session 2020-21.

**4. Key Considerations**

Through their Interim Outcome Agreement guidance for AY 2020-21, SFC asked colleges to submit a more focused Interim Outcome Agreement report for Session 2020-21. The guidance provided a new Outcome and Impact Framework, which is included as Appendix 2, which has been used to write the Interim Outcome Agreement.

The report was submitted to SFC on January 29<sup>th</sup>. The report requires Board sign-off, and is seeking the approval of the Learning & Student Experience Committee beforehand. SFC recognise that Board sign-off will happen beyond submission of the initial report, and that there may be changes to the initial report as a consequence. This timing is a result of the late issuing of Outcome Agreement guidance.

The new framework is 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 including Sarah Higgins, Lisa Evitt, Jacqui McArthur, Kenny MacInnes, Anna Vogt, Pauline Donaldson and Miles Lagan, with information taken from numerous papers that have been presented to the Leadership Management Team. The interim Outcome Agreement has also been discussed and approved for submission to the Learning & Student Experience Committee by LMT.

In relation to target setting, the Outcome Agreement guidance directs colleges not to set targets, however we are to use Session 2018-19 College performance as our baseline, and to maintain activity levels where appropriate and possible, as we continue to deal with the Covid-19 pandemic. These baselines are set out in Appendix 1.

**5. Financial Implications**

**Please detail the financial implications of this item – No financial implications.**

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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 interim Outcome Agreement the impact of Covid-19 is referenced, and it's recognised by SFC that Session 2020-21 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

1. Purpose

To provide members with an update on the recent activities of the Forth Valley Student Association (FVSA)

2. Recommendation

That members note the content of the report.

3. Key Considerations

Since the last Board of Management on the December 3<sup>rd</sup> 2020 FVSA have conducted several activities.

**Departmental Class Reps**

The Departmental Class Rep meetings took place in December which was in the form of an informal version of the student council. Here class reps from different departments gathered to give feedback on their CM, Listening to Learners and their course. This showed us how some issue students were having were relevant across all departments. Some issues the students were having also got quickly chased up and resolved.

**Student Mental Health Partnership Agreement**

The student Vice President alongside the Student Activities and Volunteers Coordinator are in frequent meetings with the SMHA team. Working on expanding the SMHA agreement and discussion on events/activities the SMHA team can run to further student mental health wellbeing. Some of these events are

- Creating a survey for students (which is in the process of review), the Student Activities and Volunteers Coordinator sits on the working group for the survey.
- Time to Talk, this is a national campaign about encouraging people to speak out about their mental health, a blog post to promote it has gone to students.

**Blue Monday**

Each member of the FVSA team created a recipe for happiness which was just a short list of ingredients with things that make us happy. This was then posted on our social media for blue Monday to advertise out to students.

See appendix 1 for the recipes.

**Koffee with Ken**

Chance for elected exec officer to meet with Ken and Kenny to discuss their plans for the rest of the year and for Ken and Kenny to see where they can help. The execs found this to be very helpful and positive change has already come from this meeting. The change was in the form of sunflower lanyards being ordered for the college, due to a survey being conducted by the Disabled Students Officer and the support of Kenny.

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### **Student Awards**

With nominations opening in March we have started planning the handing out of awards and how it would all be announced. We have planned for a short video being released with the Student President and Student Vice President announcing winners per award category.

Here are the award categories

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

### **FVSA Commercialisation**

The Student Association met with Ross Martin and Pauline Barnaby to discuss a plan to allow the SA to bring in money to be less reliant on the College and the ALF fund. This will require a lot of work. We will be working on a business plan. Some of the areas discussed were

- FVSA Shop
- FVSA student hangout space that could be hired out
- FVSA delivering accredited qualifications
- Charity Status
- Sponsorship
- Advertising

### **Making the Most of our Association**

The Student president (Andrew) and the Activities and Volunteers coordinator (Elena) hosted a talk for CDN and Jisc to discuss the benefits of a Student Association for Students and how best staff and lecturers to work with us. There is a recording available here <https://www.youtube.com/watch?v=gM1dGRRZLyI>

### **FVSA Website**

The Student Association is now LIVE at [www.fvsa.co.uk](http://www.fvsa.co.uk)! We have made a home for all our information in a better format than previously. This is open to students to peruse to find what they want as well as interact with events and clubs and societies. See Appendix 2 for examples

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### Refreshers

The Student Association have been running the annual refreshers event online. This year with the savings made from not being on campus, the Student Association has its first headline act the comedian Marc Jennings to give a lift to the student's spirits. On top of this we have had the following workshops

- Keeping yourself safe with Police Scotland
- Energy & money saving advice from Citizens advice bureau
- Registering to vote from the Electoral commission
- Clubs and Societies at FVC from the Activities and Volunteer Coordinator
- Learning support information from FVC Equalities and inclusion team
- Box of Knowledge Library information from the FVC LRC team
- Volunteering in Falkirk from CVS Falkirk
- Plus a few more from both internal and external parties.

### LGBT+ History month

The Student Association are working with David Gentles and Monica Medina to bring a digital LGBT+ history month for FVC. We have put together a list of resources that are being expanded on throughout the month which is available here <https://www.fvsa.co.uk/what-s-on/lgbt-history-month>

### SFC & NUS income

The Student Association will be receiving 20k from SFC to be spent on areas discussed in the guidance. The guidance can be found here

[http://www.sfc.ac.uk/web/FILES/announcements\\_sfcan012021/Funding\\_for\\_College\\_and\\_University\\_Students\\_Associations\\_2020-21.pdf](http://www.sfc.ac.uk/web/FILES/announcements_sfcan012021/Funding_for_College_and_University_Students_Associations_2020-21.pdf)

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4. Financial Implications

Please detail the financial implications of this item – there are no financial implications

5. Equalities

Assessment in Place? – No

If No, please explain why – Not applicable

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 – None

7. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes

Health and Safety – No

Please provide a summary of these implications – FVSA extensively promote events, clubs and opportunities to be involved in the work of the association.

Paper Author – Aleksandrs Petrovskis, Andrew Smirthwaite SMT Owner – Kenny MacInnes

Appendix 1 Blue Monday Recipes for Happiness

**"BLUE MONDAY"**

The 3rd Monday of the year is sometimes called Blue Monday, as it's one of the saddest days of the year - but we would like to turn this into something positive this year.

Make a list over a cuppa of the things that get you in a better headspace - we'll be sharing our recipe/instructions to keep ourselves positive.

Share yours with us!

**fvsa**  
Forth Valley Student Association

Three hearts

UNC



### Recipe for a Happy Andrew



#### Ingredients required

- 1 Gaming PC
- 1 Great Work Team
- A Class of Friends
- A Comfy Bed
- 100 snacks



#### Instructions

- Make sure your Andrew doesn't get overloaded with information in the morning.
- Give your Andrew plenty of snacks and water.
- During working days make sure the people around Andrew are kind.
- After work make sure your Andrew gets plenty of time to eat and play games.
- On the weekends make sure Andrew has chance to play D&D and chat to friends.
- At night make sure Andrew gets a comfy bed to sleep in which is not too hot.
- **NEVER LET THE SNACKS RUN OUT!**



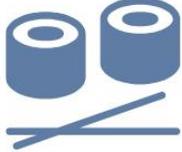
**Recipe for a Happy Alex**

**Ingredients required**

- 225g of Sushi
- 200g of Self-care (Working out, eating good, meditating)
- 150g of Human interaction
- 100g of Petting my cat and telling him he's a good boy
- 80g of Limiting news consumption

**Instructions**

1. Eat the Sushi, move onto next step.
2. Blend up the self-care with human interaction into a slurry, put on a baking tray and bake into a cookie
3. Pet the cat and ignore the news cycle because it's the same thing regurgitated over and over



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### Recipe for a Happy Elena



#### Ingredients required

- 100g of Blues/Rock/Pop Music
- 285g of Exercise (gym/weights/walks)
- 200g of Cooking/Baking



- 175g of Crafty Activities (painting, knitting, crocheting)
- 580g of Time spent with human partner and cat

#### Instructions

1. Contents may settle - so shake and wiggle before use.
2. Do not feed past 8pm and ensure she is watered regularly.
3. Cat and Elena may cry for food even when fed - so have snacks handy.
4. She is sociable and can get along with other humans but thrives around animals.
5. Keep away from llamas or she will join their herd.



**Recipe for a Happy Angela**



**Ingredients required**

2 pints of Structure (wash/dressed)

1.5 pints of Walks with the family

A pinch of Joe Wicks Workouts - sprinkle sparingly

100g of Family Dinners -No social media/tv!

Garnish to taste - Family games

**Instructions**

1. Stir until smooth.
2. Add a dash of gin or wine.
3. Serve in a short glass and enjoy!

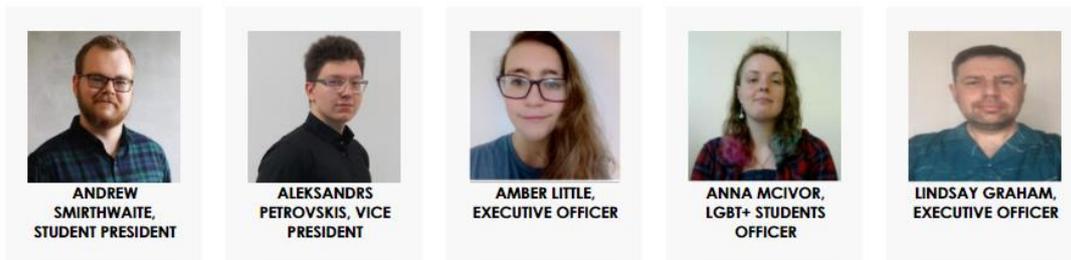


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Appendix 2 Website Screenshots



YOU STUDENT ASSOCIATION





Home > WHAT'S ON > LGBTQ+ History Month >

LGBTQ+ HISTORY MONTH

- Media Resources - What to Watch, Read and Listen...
- FVSA LGBTQ+ Support Network

/// LGBTQ+ History Month



LGBT+ History Month is upon us and FVSA are excited to celebrate and recognise the important people and events that have helped advance the LGBT+ movement!

We will be marking the work of lesbian, gay, bisexual, trans, and non-binary people within the history of LGBT+ rights and related civil rights movements.

Throughout the month we will post about available events hosted by the College and also provide access to resources if you wish to learn more about the history and current struggles of the LGBT+ community. [Click here to see our current lists...](#)

Watch this space!

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**ALEKSANDRS  
PETROVSKIS, VICE  
PRESIDENT**

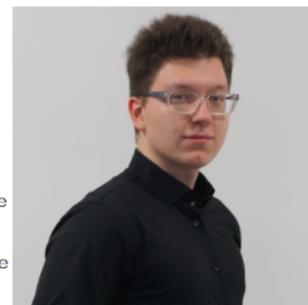
- Aleksandrs Manifesto (download link)
- All Elected Officers

/// **Aleksandrs Petrovskis, Vice President**

Office term: July 2020 - June 2021

Course of study: HND: Technical Support

Pronouns: He/Him



**A bit about me:**

Hailing all the way from the mythical lands of Latvia, I came to Scotland around 2009/10 when I was 8 years old. I have lived here ever since, and I do like Scotland quiet a lot more.

Despite being a computing student I am a pretty physically active person. Though my focus is much more on strength sports such as powerlifting/weightlifting, I am more than happy to do all sorts of physical exercise because I quite enjoy it.

I didn't enjoy high school that much, but college has been great so far, I've done both my NC and HNC at the college. Since I am taking a sabbatical year(or two) I am yet to do my HND, but I am sure I would do just fine while finding it enjoyable.

**Fun fact!**

I know 4 different languages:

- Russian and English at a native level
- Latvian and Japanese at basic fluency (Studying Japanese with a tutor so this will improve in the years to come)

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**1. Purpose**

To update the Learning & Student Experience Committee on the evaluation of student recruitment, early retention and PI Predictions for delivery period 1 of academic session 2020/21.

**2. Recommendation**

That the Learning & Student Experience Committee note our delivery period 1 PI prediction position for August to November for Session 2020/21 and are aware of the recruitment and early retention, noting that Covid-19 continues to have an impact on the College's delivery, and also receive an introduction to the College's new Course Review Tool.

**3. Background**

**3.1 PI Prediction-tracking and Curriculum Review meeting format**

The College is now entering into its third year of PI prediction-tracking monitoring that splits the academic year into 4 Curriculum/PI reviews and delivery periods in order to help curriculum teams better understand, track and turnaround the downturn in full time PI performance across the College.

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

To improve the tracking and review process each round of PI Prediction-tracking and Curriculum Review meetings have been assigned a low attainment at-risk value which has been aligned with the predicted performance of courses as we move through the academic year, due to withdrawals and student progress. These at-risk values are reduced in sequence to meet the year-end 2020/21 OA targets for FT FE and HE attainment. Courses below the set value are deemed at risk and discussed at the review meetings. The low attainment at-risk values are shown below:

- First round of Reviews (August to November) - 85%.
  - Second round of Reviews (November to February) - 80%.
  - Third round of Reviews (February to April) - 75%.
-

### 3.2 2019/20 year-end results and 2020/21 OA targets

Forth Valley College continues to be one of the top performing College's in Scotland and again has delivered sector leading retention and attainment figures across all FE and HE categories for 2019/20 session. This has seen improvement in FT FE and HE figures of 1% respectively, which when considered that this is against the backdrop of a global pandemic demonstrates the commitment of the College's staff to improving retention and attainment.

Table 1. Year-end retention and attainment for session 2019/20

FE/HE FT/PT	Year-end Retention		Year-end Achievement	
	Actual	Actual	Actual	Actual
	2018/19	2019/20	2018/19	2019/20
Full Time FE	76%	80%	69%	70%
Full Time HE	83%	85%	70%	71%
Part Time FE	95%	95%	90%	90%
Part Time HE	93%	94%	85%	94%

Although a small improvement, the continued application of the PI Prediction Tool in conjunction with detailed analysis and evaluation of our student recruitment, disclosures, withdrawals and partial success data is driving forward improvement plans to address the downturn in attainment performance. It must also be noted the College completed all deferred students from session 2019/20 in time for the College to meet the 2019/20 FE Statistics return to SFC to include these results in 19/20 PIs.

The College's OA targets for 2020/21 have been set by the Scottish Funding Council to reflect the College's performance in academic session 2018-19. This takes into consideration the current pandemic situation that Colleges are operating in.

Table 2. 2020/21 OA PI targets

Session	FE targets	HE target
2018/19 and 2020/21	69%	70%

## 4. Key Considerations

### 4.1 PI Prediction meeting update

Upon the College resuming campus operations in August 2020 the College decided to reinstate the PI Prediction Tracking process for session 2020/21. As part of the new Continuous Curriculum Improvement process the first review meetings were scheduled for August to review the previous year's performance and set objectives for the year coming. However, due to the enhanced induction process involved in returning staff and students to campus, in line with the

Scottish Government's restricted blended learning guidance for Colleges, the decision was taken to postpone the August meetings and give the teaching departments space to induct and settle their staff and students as they returned to on-line and to face-to-face teaching (the function and operation of the Continuous Curriculum Improvement cycle was covered in the LSEC paper dated 8<sup>th</sup> October 2020). Therefore, the first meetings to be held were the delivery period 1 PI Prediction meetings in November.

These meetings have now taken place across all four departments, and the second round is planned for the first week in March. The focus of discussion at each of the sessions were those courses where the 2020-21 October attainment PI predictions were below 85% and considered at risk. For each of these sub-85% courses there was further discussion on 2020/21 enrolment figures, early withdrawals, ASN disclosures and Triple S information. Also reviewed was the three-year trend data for 2017/18, 2018/19 and 2019/20 for courses that did not meet the OA set attainment targets for FT FE and HE, which focused on target enrolment numbers; volume and complexity of student ASN disclosures; number of early withdrawals; further withdrawals, and partial success. This process will be repeated for the February (delivery period 2) and April (delivery period 2) reviews.

The November review meetings also saw the introduction of the College's Course Review Tool which is a new analytics tool which supports Curriculum Teams in identifying poorer performing courses and to aid their action setting for the year ahead.

## 4.2 Analysis of enrolment, early retention and Review Period 1 PI predictions

### 4.2.1 Review of enrolment and early retention

Table 3 displays enrolments for August/September start courses, Full Time FE and HE enrolments, Early Retention (i.e. those students attending beyond the Credits Funding required date of 1<sup>st</sup> November), along with retention to the 30<sup>th</sup> November.

Table 3. – Full Time August/September start courses

	Session	Enrolments	Early Retention	Retention to 30th Nov
FE	2018/19	1,777	95%	88%
	2019/20	1,763	92%	87%
	2020/21	1,957	95%	92%
HE	2018/19	1,346	95%	93%
	2019/20	1,336	95%	92%
	2020/21	1,456	97%	96%

The first point worthy of note is an increase in enrolment numbers. Full Time FE numbers are up in Session 2020/21 from Session 2019/20 by just under 200, with Full Time HE numbers up by

over 100. The 2020/21 enrolments reflect some deferred students from Session 2019/20, however removing these students shows an increase of over 100 for Full Time FE, and over 80 for full time HE.

Early Retention for Full Time FE is showing an increase of three percentage points in Session 2020/21 from Session 2019/20, and a return to our 2018/19 rate of 95%. Our Early Retention PI for Full Time HE is 97%, which is a two percentage point increase from both Session 2019/20 and Session 2018/19, and is the highest rate we have had for this PI. There may still be movement in our early retention rates as we progress through the session, however these rates are unlikely to change significantly. Retention as at 30th November is shown for both Full Time FE and HE as a proxy for current retention rates, mainly to see if there has been a significant drop off in the retention rate since 1st November, and this does not appear to be the case. It is expected that these figures for Session 2020/21 reduce as there is a lag in recording a student as withdrawn, as the main trigger for withdrawal is poor attendance over a period of time. So, there will still be November withdrawals which have not yet been identified. However, current data is showing an increase in retention in Session 2020/21 for both Full Time FE and HE at the end of November.

Table 4. - Full Time cumulative withdrawals

	Session	August	September	October	November
FE	2018/19	0	57	99	217
	2019/20	4	65	152	221
	2020/21	0	43	124	162
HE	2018/19	1	21	53	96
	2019/20	0	25	62	109
	2020/21	0	11	39	63

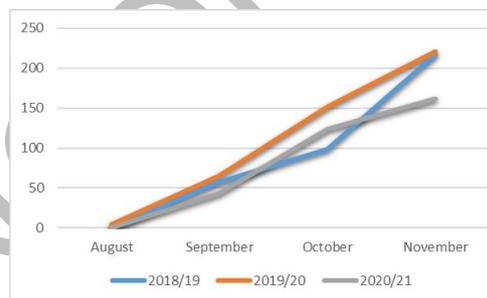


Fig. 1 FE Cumulative withdrawals

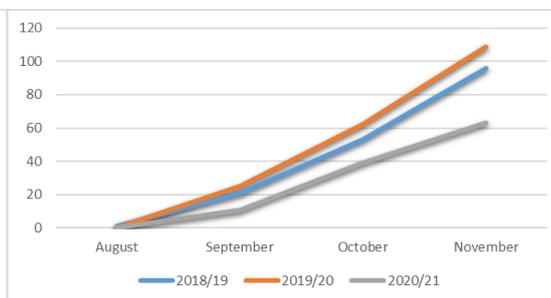


Fig2. HE Cumulative withdrawals

Table 4, supported by Figures 1 and 2, shows cumulative withdrawals for Full Time FE and HE students for the current Session and the previous two sessions, which emphasises that there have been fewer withdrawals processed for this session compared to the previous two.

### 4.2.2 Review Period 1 PI predictions

Analysis of the first PI Prediction-tracking review for October is shown below:

Table 5. Review of PI predictions

	Hi/Low PI prediction	PI prediction** 20-21 October Actual	2020-21 Year-end OA Target	October Internal review threshold	PI prediction** 19-20 October Actual
Full Time FE HE Combined	October High Attainment PI	92%	70%	85%	93%
	October Low Attainment PI	86%			82%
Full Time FE	October High Attainment PI	89%	69%	85%	92%
	October Low Attainment PI	87%			79%
Full Time HE	October High Attainment PI	95%	70%	85%	95%
	October Low Attainment PI	85%			86%

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

As shown above, the October FE/HE combined predicted low attainment position of 86% and is above the 85% internal review threshold. This is a positive position for this time of the year, especially with the continuing restricted blended delivery constraints. This position is validated by the improved enrolment and retention figures.

The October FT HE predicted low attainment position is currently 85% and meets the 85% internal review threshold. The FT FE predicted low attainment position is 87%, and is above the 85% internal review threshold. This again is a positive position for this stage of the academic and indicates a positive trend in achieving our OA targets for 2020/21, and is validated by the improved enrolment and retention figures.

Each 2020-21 course displaying sub-85% predicted performance, or courses where the 2019/20 PIs, or historic trend data displayed sub-74% attainment performance, were discussed in detail with discussions centring on enrolment figures, early withdrawals, Triple S information, volume and complexity of student ASN disclosures, number of early withdrawals, further withdrawals and partial success.

### 4.3 Analysis of findings and recommendations

All four Teaching Department's fully committed to engaging in the PI Prediction-tracking reviews, and once again have commented they found value in the meetings being held earlier within the academic cycle. All Curriculum Teams were tasked with reviewing their poorest performing courses using the Course Review Tool and to come prepared to discuss their actions to address the low PI trend positions for these courses, as well as their current 2020/21 PI positions. The

Course Review Tool specifically highlights courses that have poor enrolment, retention, attainment and profitability. All Teams openly contributed and were very frank and honest in their discussions related to their poorer performing courses. The low attainment PI Predictions for FT FE and HE are on, or above, the internal at-risk threshold setting for delivery period 1 which is a very positive position for this point in the year by comparison to the last two years.

The following are some discussion points from the review meetings:

- Triple S is generally working well and imbedded across departments.
- The volume of ASN disclosures still a challenge for some courses and impacting student-course performance.
- Stress and anxiety across students is high due to current Covid situation.
- Overall engagement is doing well. However, there are concerns over levels of engagement on some courses with on-line delivery.
- Some courses are experiencing inconsistent student engagement. Teams are working hard to address this.
- Enrolment targets for some programmes are unrealistic and need to be addressed.
- LDWs return to teaching departments has been positive and allows targeted support.
- Better and consistent recruiting from schools required across College programmes.
- Specific focus needed for programmes with poor enrolment, high early withdrawal and poor articulation not to be carried forward to 2021/22 session.
- Publicity of course worth considering and how this programme is publicised.
- Review connection and recruitment campaigns into schools. Inconsistent across departments.
- Covid emergency assessment guidance has identified excessive or unnecessary assessment loading across some units and group awards. Reviews required to improve assessment loading for 2021/22 and beyond.
- Review industrial connections with programmes. Inconsistent across programmes.
- Review of school curriculums: how aligned are they to College offers across our three campuses?

Through delivery period 1 the current withdrawal rate for FT FE/HE programmes has seen an improvement on the withdrawal numbers for this time last year. This is a positive trend and initial analysis has identified Covid as having an impact due to the lack of current potential job opportunities and financial uncertainty, therefore more students are remaining on their programmes. We will continue to track student retention figures through to the next PI Prediction meetings in March. Covid is continuing to create challenges in delivery, but as enrolment was generally up and early retention is higher than this point last year, as shown in Table 3 above, this is encouraging in conjunction with the PI prediction position. We do appreciate that this is an early position and continued engagement through the restricted blended delivery will be challenging for some students. However, on the whole the review

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meetings have highlighted that students are engaging, but there are courses where this is challenging, and staff are working very hard in the current restricted blended learning environment to ensure the students receive the correct support and continue to attend College virtually or in person, where required.

Although PI Predictions are positive, Curriculum Teams did feedback that the “will successfully complete” category of student predicted performance is causing staff concerns in predicting such a committed statement so early on in the academic year. It was recommended that this be changed to “On track to successfully complete” which will give staff more flexibility in their predictions.

Following the October reviews recommendations/actions have been drawn up for each Curriculum Team and will be reviewed at the March meetings for their impact.

#### 4.4 Course review Tool

The College reviewed its ability to proactively review trend data to support action planning as part of the new Continuous Curriculum Improvement process and from that review the MIS Team were guided to develop the Course Review Tool. The tool has been developed to help Curriculum Managers and Curriculum Teams to access programme trend data in a more concise and easily accessible format, and will facilitate analysis to a granular level on programme performance related to: enrolments, retention, attainment and financial viability based on profit and loss. The analysis of programme performance will form the backbone of improvement actions to be taken forward, and will drive improvement across the curriculum teams to deliver enhanced performance and a more responsive and financially stable curriculum.

The Course Review Tool is a live analytics management tool that is available to all Curriculum Managers and is located within the College’s Enquirer data management system. The tool can be filtered per department and will show those courses that are the poorest performing courses by the rating assigned each course. Ratings are calculated by adding weightings related to four categories: Average Enrolment, Average Retention, Average Success and Profit/Loss. The ratings are from 0 through to 8, with 8 being the poorest performance and course are presented with the poorest performing course at the top of the page in descending order.

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For each category the following weightings are applied:

Average Enrolment	1 point is awarded if Average Enrolment is less than target enrolment and then another 1 point is awarded if Average Enrolment is also less than 80% of target enrolment;
Average Retention	1 point is awarded if Average Retention is less than 80%; 1 point is awarded if Average Retention is less than 70%;
Average Success	1 point is awarded if Average Success is less than 74%; 1 point is awarded if Average Success is less than 65%;
Profitability	1 point is awarded if Profit/Loss is less than £5,000; and 1 point is added if Profit/Loss is less than zero. The best score possible is 0, and the worst score possible is 8.

The weightings are structured to highlight the poorest performing courses and each category per course is then traffic light coded (Red, Amber Green) depending on performance. This makes the entire systems page very visual and easily navigated to quickly identify problem areas within courses. Figure 3 shows an excerpt from the Course Review Tool that shows the poorer performing courses. Blank spaces represents newer courses that will not have the full history available.

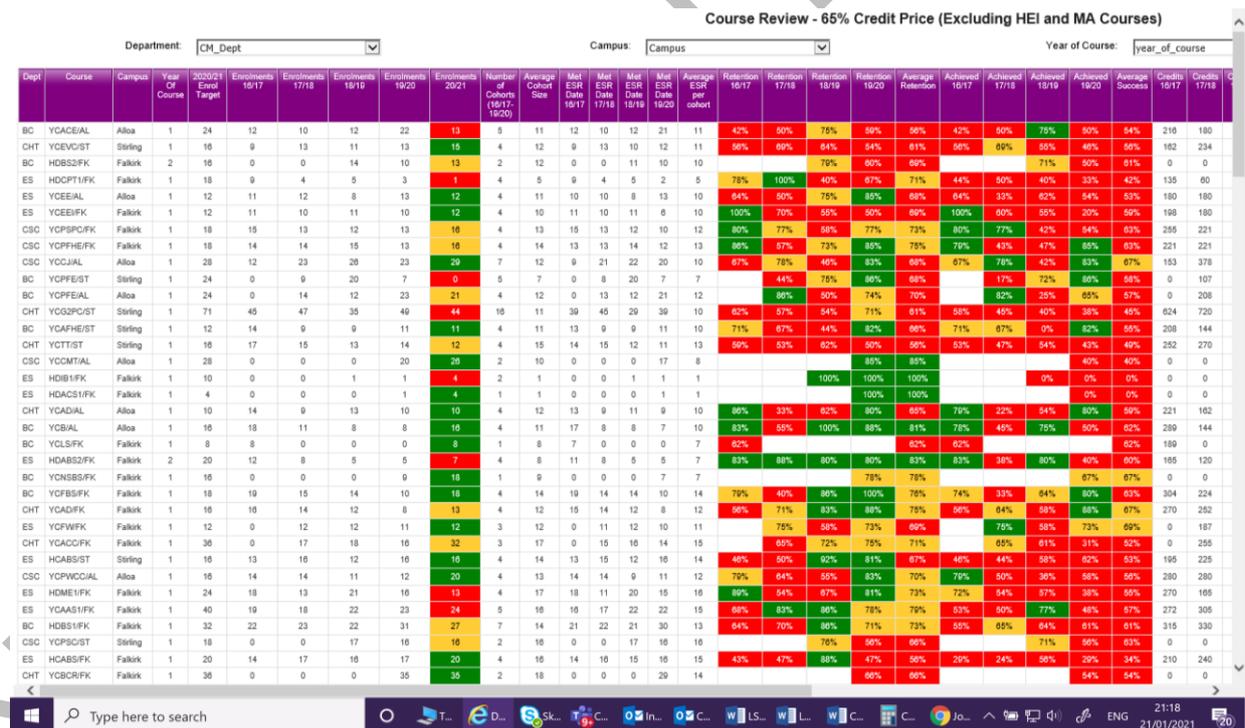


Fig 3. Excerpt from Course Review Tool.

**5. Financial Implications**

Please detail the financial implications of this item – Failing to meet our OA targets can have an impact on the College’s GIA funding.

**6. Equalities**

There are no identifiable equalities issues related to the recommendations and suggestions at this stage providing the College adheres to its current policy and procedures.

Assessment in Place? – Yes  No

If No, please explain why – See above.

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

NA.

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	X	X
Low		
Very Low		

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

This paper highlights that recruitment has been healthy, and that retention figures are positive. The main risk is that we don’t yet know the impact the move to our current model of delivery, as a result of Covid-19, will have on attainment.

**Mitigation of risks**

Comprehensive review and action plans from PI Prediction meetings; Review and analysis of Course Review Tool.

**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 – N/A

Not applicable

Paper Author – Kenny MacInnes SMT Owner – Kenny MacInnes

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**1. Purpose**

To inform the Learning & Student Experience Committee on Student Activity on progress towards meeting the College's Student Activity target for Session 2020-21 and seek feedback on a draft Student Activity dashboard based on Outcome Agreement targets.

**2. Recommendation**

That members note the content of the report, and provide feedback on the draft Student Activity dashboard.

**3. Background**

The College has a strong track record on meeting its Credits target, and could face financial claw-back if this target is not met. This report provides an update on 2020-21 enrolments, and progress towards our 2020-21 Student Activity target. The report also introduces a draft Student Activity dashboard based on Outcome Agreement targets, for consideration.

**4. Key Considerations**

**Session 2020-21 Enrolments**

Figure 1 shows overall recruitment for this session compared to last session at this point. These figures clearly show the impact of Covid-19 to the College. Our overall enrolments are down by 14% compared to this time last year, however the real story is highlighted through the variances by mode of delivery. What is particularly good news is that full time enrolments are significantly up on last year by 9%, and this is also having a significant impact on our ability to meet our Credits target, particularly when coupled with improved early retention. Some of this increase relates to deferred students from Session 2019-20, however even when not including these deferred enrolments there is an increase of 6% in full time enrolments.

Our part time enrolments are being impacted by Covid-19, where we have seen the biggest drop of 35%. These drops have been evidenced more within our Commercial Training and Engineering & Science Departments. Our Commercial Training team have seen a drop of 649 enrolments across their portfolio of courses, entirely due to Covid-19. Courses have moved online where possible, and where face to face delivery has been possible there has been a drop in class sizes because of 2m physical distancing. Within Engineering & Science there has been a drop of 748 enrolments, which is almost entirely down to three courses linked to school delivery. STEM Primary Engagement hasn't been able to run and therefore there is a deficit of 500 enrolments, Biology Practical Skills has run twice, and Instrumental Chemical Analysis has run four times, with both running multiple times in a normal year, and as such both programmes are showing a drop in enrolments of over 100 each.

Similarly, evening enrolments are down by 25%. Where possible, courses have moved online, however this hasn't been possible for practical based courses, and where courses have remained with face to face delivery there has been a drop in class size due to 2m physical distancing. On a

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positive note Flexible and Distance Learning enrolments have increased by 61% as learning has moved online.

**Figure 1 – Session enrolment comparison by mode of attendance**

Mode of Attendance	Enrolments	Enrolments	Variance	% Variance
	2019/20 as at 22/1/20	2020/21 as at 22/1/21		
Full Time	3,244	3,550	306	9%
Part Time	5,351	3,473	-1,878	-35%
Evening	1,540	1,150	-390	-25%
Assessment of Work Based Learning	477	498	21	4%
Flexible/Distance Learning	542	873	331	61%
<b>Total</b>	<b>11,154</b>	<b>9,544</b>	<b>-1,610</b>	<b>-14%</b>

**Session 2020-21 Progress towards our Activity Target**

Our ESF Credits, and therefore our overall Credits target for Session 2020-21 has been slightly reduced by 100 from Session 2019-20. As a result of the work the College contributed to through the East Central Scotland College Collaborative, additional Credits were allocated to all Colleges to deliver on the Young Persons Guarantee and Transitions Training Fund. The College is anticipating delivering 1,200 Credits through these funds through Accelerated HNCs and Skillsboost courses.

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

Figure 2 – Credits 2020-21

Credits Allocation	Total
Core Grant	84,201
ESF	1,686
Additional Credits (YPG and TTF)	1,200
<b>Credits Target</b>	<b>87,087</b>

Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	51,508	834	52,342
Part Time	12,707	5,499	18,206
Evening	2,469	462	2,931
Assessment of Work Based Learning	1,935	4,630	6,565
Flexible/Distance Learning	2,284	4,950	7,234
<b>Total</b>	<b>70,903</b>	<b>16,375</b>	<b>87,278</b>

<b>Variance</b>	<b>191</b>
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Figure 3 shows a comparison of this session with last session at this time by way of comparison, which shows that we are over 900 Credits better off this session than last year at this time, which largely reflects the earlier reported increase in full time enrolments, which is offsetting the drop in part time Credits.

Figure 3 – Credits Comparison by mode of attendance

Mode of Attendance	Credits 2019/20	Credits 2020/21	Variance	% Variance
	as at 22/1/20	as at 22/1/21		
Full Time	47,795	51,508	3,713	8%
Part Time	16,113	12,707	-3,406	-21%
Evening	3,179	2,469	-710	-22%
Assessment of Work Based Learning	1,704	1,935	231	14%
Flexible/Distance Learning	1,233	2,284	1,051	85%
<b>Total</b>	<b>70,024</b>	<b>70,903</b>	<b>879</b>	<b>1%</b>

### Student Activity Dashboard

I've discussed with the Chair of the Learning and Student Experience Committee about creating a Student Activity Dashboard based on Outcome Agreement Targets to be used at the Committee, and for reporting on progress to the full Board. Attached are two versions as examples of what could be produced, and your feedback and comments would be appreciated.

Both versions are reporting on Outcome Agreement measures, and show Session 2018-19 as the baseline target, and Session 2020-21 progress to now. The first version uses the full text from the Outcome Agreement measures, while the second version shows the same information in a graphical form. Both versions have been RAG colour coded to show how we are progressing against target for the Outcome Agreement measures.

**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.

**6. Equalities**

**Assessment in Place?** – Yes  No

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

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		
Medium	X	X
Low		
Very Low		

**Please describe any risks associated with this paper and associated mitigating actions** – There is a risk of financial claw-back if the College doesn't achieve its Activity Target. The College is tracking close to target, and this position will be monitored closely as we progress through the Session. The main risk is the uncertainty of when the College can safely re-open its campuses, which is providing a challenge for planning the delivery of Credits.

**Risk Owner** – David Allison

**Action Owner** – David Allison

**8. Other Implications** –

Please indicate whether there are implications for the areas below.

**Communications** – Yes  No

**Health and Safety** – Yes  No

Please provide a summary of these implications -

**Paper Author** – David Allison

**SMT Owner** – David Allison

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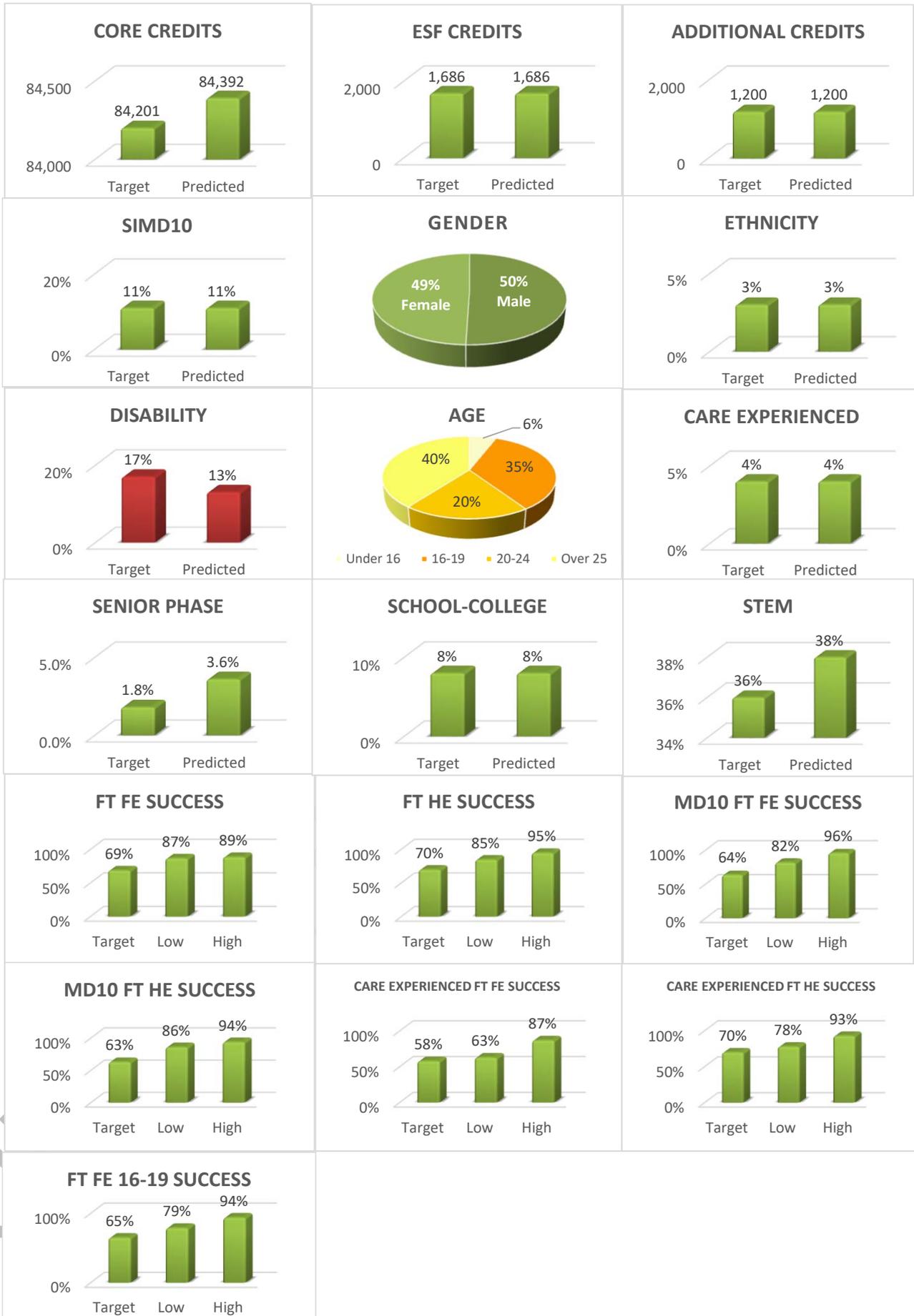
## Student Activity Dashboard (Version 1)

No	Measure	Target	Tracking
		2020-21	2020-21
1a)	<b>The volume of Credits delivered</b>		
	Credits Delivered: Core	84,201	84,392
	ESF	1,686	1,686
	Additional Credits	1,200	1,200
	Total Credits	87,087	87,278
1b)	<b>Proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>	11%	11%
1c)	<b>Proportion of Credits delivered to learners from different protected characteristic groups</b>		
	<b>Gender -</b>		
	Proportion of Credits delivered to males	53%	50%
	Proportion of Credits delivered to females	47%	49%
	Proportion of Credits delivered to Other learners	0%	0%
	<b>Ethnicity -</b>		
	Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority	3%	3%
	<b>Disability -</b>		
	Proportion of Credits delivered to students who are disabled	17%	13%
	<b>Age -</b>		
	Proportion of Credits delivered to learners aged under 16	7%	6%
	Proportion of Credits delivered to learners aged 16-19	43%	35%
	Proportion of Credits delivered to learners aged 20-24	22%	20%
Proportion of Credits delivered to learners aged 25 and over	28%	40%	
<b>Care Experience -</b>			
Proportion of Credits delivered to Care Experienced Learners	4%	4%	
2a)	<b>Number of senior phase age pupils studying vocational qualification delivered by the College</b>	495	689
2b)	<b>Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges</b>	1.8%	3.6%
2c)	<b>Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</b>	8%	8%

**Student Activity Dashboard (Version 1)**

No	Measure	Target	Tracking
		2020-21	2020-21
3)	<b>Volume and proportion of Credits delivered to learners enrolled on STEM courses</b> Proportion of Credits delivered to learners enrolled on STEM courses	36%	38%
4a)	<b>Proportion of enrolled students successfully achieving a recognised qualification:</b> The percentage of FT FE enrolled students achieving a recognised qualification The percentage of FT HE enrolled students achieving a recognised qualification	69% 70%	87% - 89% 85% - 95%
4b)	<b>Proportion of enrolled MD10 students successfully achieving a recognised qualification:</b> The percentage of MD10 FT FE enrolled students achieving a recognised qualification The percentage of MD10 FT HE enrolled students achieving a recognised qualification	64% 63%	82% - 96% 86% - 94%
4d)	<b>Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b> The percentage of CE FT FE enrolled students achieving a recognised qualification The percentage of CE FT HE enrolled students achieving a recognised qualification	58% 40%	63% - 87% 78% - 93%
4e)	<b>Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>	65%	79% - 94%

## Student Activity Dashboard (Version 2)



**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
<b>June 2021</b>	Learner Journey Project	James Aston
	Outcome Agreement 21/22?	David Allison
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Project NxGEN FVC Report	Kenny MacInnes
	Digital Skills	Helen Young
	Learning Improvement and Student Experience Committee Report	Kenny MacInnes
<b>October 2021</b>	Digital Skills	Helen Young
	Outcome Agreement Self Eval 20/21?	David Allison
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Project NxGEN FVC Report	Kenny MacInnes

**4. Financial Implications**

Please detail the financial implications of this item – Not Applicable

**5. Equalities**

Assessment in Place? – Yes  No

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

**6. Risk**

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

	Likelihood	Impact
<b>Very High</b>		
<b>High</b>		
<b>Medium</b>		
<b>Low</b>		
<b>Very Low</b>	X	X

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

Risk Owner – David Allison

Action Owner – David Allison

7. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes  No

Health and Safety – Yes  No

Please provide a summary of these implications – Not Applicable

Paper Author – David Allison

SMT Owner – David Allison

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