



**Zoom**

**AGENDA**

1. Apologies for Absence
2. Declarations of Interest

**FOR APPROVAL**

3. Minute of Meeting of 8 February 2024
4. Matters Arising
  - 4.1 L/23/022 PI Prediction Review Dashboard

**FOR DISCUSSION**

5. Learning and Digital Skills Academy Ambition Dashboard Rob McDermott
  6. Learning and Digital Skills Academy Implementation Plan Rob McDermott
  7. Freshdesk Demo James Aston
  8. Student Journey Update Lyndsay Condie
  9. QAA Update (Verbal) Sarah Higgins-Rollo/Rob McDermott
  10. PI Prediction Review Dashboard Sarah Higgins-Rollo
  11. Student Activity Dashboard David Allison
  12. Outcome Agreement Dashboard David Allison
  13. Future Agenda Items David Allison/Sarah Higgins-Rollo
  14. Review of Risk Rollo
  15. Any Other Competent Business
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### 3. Minutes of Meeting of 8 February 2024 For Approval

6 June 2024

LEARNING & STUDENT EXPERIENCE

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#### Steeple Suite, Falkirk Campus (commencing at 4.30pm)

Present: Lorna Dougall (Chair)  
Jen Hogarth  
Steve Kemlo, Forth Valley Student Association president (FVSAP)  
Emma Meredith

Apologies: Liam McCabe  
Campbell Ure

In Attendance: Anna Fenge Co-opted (via Teams)  
Kenny MacInnes, Principal  
David Allison, Vice Principal Infrastructure and Communications (VPIC)  
Sarah Higgins-Rollo, Vice Principal Learning and Student Experience (VPLSE)  
Colin McMurray, Vice Principal Business and Innovation (VPBI)  
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)  
Lyndsay Condie, Director of Operations (DOO)  
Rob McDermott, Head of Learning and Quality (HLQ)  
Laurence Ferguson, Learning and Digital Skills Manager (LDSM) for item L/23/000  
Sarah Tervit, Head of Inclusion and Student Services (HISS) left after L/23/000

#### L/23/015 **Declarations of Interest**

None.

#### L/23/016 **Minute of Meeting of 26 October 2023**

The minutes of the meeting of 26 October 2023 were approved.

#### L/23/017 **Matters Arising**

4.1 L/22/003 Matters Arising re Student Journey Dashboard and L/22/003 Matters Arising re Student Activity Report

The Chair confirmed the meeting with FVSA Sabbatical Officers had occurred following the December 2023 Board meeting.

4.2 L/23/008 Student Journey Dashboard

The Chair noted that an update on this topic was included in the agenda.

4.3 L/23/009 PI Prediction Review Dashboard

The Chair noted that an update on this topic was included in the agenda.

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#### 4.4 L/23/011 Student Activity Dashboard

The Chair noted that a demonstration on this topic was included in the agenda

#### 4.5 L/23/012 Future Agenda Items

The Chair confirmed that the additional items requested by members had been added to the future agenda items

#### **L/23/018 Education Scotland Thematic Review: ASN (Verbal)**

The HLQ updated members on the recent visit from Education Scotland (ES) for a thematic review which had a primary focus on Additional Support Needs (ASN).

ES recognised the increase in demand for support services, particularly ASN related, and were interested in how the College was managing and adapting to increasing demand levels. They also looked at wider student support for learning, transitions and also partnership working.

As part of the visit, ES spoke to both academic and corporate services staff to gain an understanding of their interactions with the services.

The HLQ noted that thematic reviews do not result in a formal report but that the ES team had provided the College with useful verbal feedback.

Some of the key points fed back included –

- the School/College Partnership work was effective in using resource to support a complex range of needs
- the Continuous Curriculum Review process impressed the ES staff, as did the Triple S system

There were also recommendations on ensuring staff training to assist staff to support the changing needs of students. He reported that this is available but not widely rolled out.

He also noted that ES met with FVSA and there was a clarity from them on how to access support for students. The FVSA President also confirmed this.

The HISS also confirmed that the visit had been of use to her team.

- a) Members welcomed the report on the outcome of the AEV
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#### L/23/019 Learning and Digital Skills Academy Ambition Dashboard

The LDSM presented the regular report on the progress of the academy. He outlined recent work undertaken to support specific teaching teams to develop their offerings to include the benefits of digital processes and assets.

He informed members that the ALF funding underpinning the LDSA is scheduled to end in June 2024 and confirmed activities were underway to map out the activities of the LDSA with a view to embedding this wherever possible.

He outlined some of the other key achievements since the last meeting of the Committee.

Members queried the level of staff engagement with LDSA activity.

The Principal commented that this had been low but that digital skills training was now mandatory for all new staff and work is underway to engage with other staff.

Members queried how the College can review the impact of the range of training. The LDSM noted that currently it was a mixture of feedback from specific mentees and wider listening to employees activity but acknowledged engagement levels overall could be improved.

The Principal noted that it was for the College to put in place the culture and ambition for developing these skill sets and this would benefit from a more central commitment, with SMT leading from the front, on CPD activity for digital skills.

a) Members noted the content of the dashboard

#### L/23/020 Intervention and Student Success

The HISS presented a paper outlining the work of the Intervention and Student Services (ISS) team and the impact this has on achievement and retention rates for students.

She confirmed that the ISS utilise a 'needs led' model with resource going to where the greatest areas of demand are at any particular time. Support is available for students at any point in the student journey, from application to graduation.

She reported that College data indicated that the ISS team supported approximately 1/3 of the College student population. She confirmed that, compared to sector data from SFC, the College performed better than the sector average across a number of key metrics.

She also provided information on a range of specific support mechanisms in place for students and the interaction with these, showing a positive impact for students who chose to engage rather than not.

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She also discussed the challenges of getting some cohorts within the College to engage with ISS.

Members welcomed the data and analysis showing the positive impact of support and questioned whether there were any particular gender or cultural reasons where there was low uptake of support.

The HISS confirmed that there were elements of culture, with male apprentices being underrepresented in accessing support.

Members noted the range of activities which are externally funded and queried if this presented challenges in the longer term.

The HISS confirmed that it was challenging, with more organisations chasing the same or smaller pots of funding.

The Principal noted that, in a situation where demand for the services continues to increase, the case for additional funding needs to be made to Scottish Government.

a) Members noted the content of the report

L/23/021

#### **Student Journey Dashboard**

The DOO presented an updated dashboard showing progress to date and noted that the dashboard would be evolving once this data starts to be reported through the Power-BI system.

She reported that the January recruitment had gone well, and that recruitment for Session 2024/25 showed progress similar to last year.

She informed members that the work on the student journey which had been done for Full Time students would be mapped against other modes of attendance and implemented.

She reported on other improvements being developed for the system, but noted that some were dependant on external information such as the release date from SFC for student funding information. She confirmed that Colleges were lobbying SFC to bring the publication date forward.

Members welcomed the reported and commented on the importance of making students feel welcome as soon as they express an interest in attending College.

a) Members noted the content of the report

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#### L/23/022      **PI Prediction Review Dashboard**

The VPLSE presented the dashboard to the Committee, noting that this was one of the first of this style of dashboard using Power-BI and comments on its composition would be welcomed.

She noted that the dashboard covered a lot of information and that a short cover paper providing additional context could be added to future reports if members would find it useful.

She highlighted that the 23/24 HE levels were below target levels, primarily as a result of clearing and universities accepting more applicants.

In relation to PI Predictions, she reported that these were currently on par with the previous academic year although FE was slightly down. She confirmed that actions were being taken address this and the impact of these would be measured in the March review meetings.

Members welcomed the range of data presented and noted that a number of measures which had been amber previously were now rated green which was a positive step.

It was noted that the timings of the PI reviews and the Committee meetings did not align and meeting dates may be revised for the next academic session.

a) Members noted the content of the report

#### L/23/023      **Student Activity Dashboard**

The VPIC presented the dashboard which was a snapshot of progress from late January 2024. He confirmed that the College was on target to hit a 98% credit usage level which is within the SFC allocated margin so there would be no clawback of funding.

He noted that while an overall 4% drop compared to last year might seem a problem, this was against an overall reduction in credits from SFC of 10%.

a) Members noted the content of the report

#### L/23/024      **Outcome Agreement Dashboard**

The VPIC presented the dashboard noting that it was a positive position at this time, primarily for the reasons covered in the previous papers on the agenda. He did note that there was an amber against SIMD-10 activity levels but clarified this had been triggered by a 0.07% drop so overall this was not significant.

a) Members noted the content of the report

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**L/23/025 Overall College Dashboard - Demonstration**

The VPIC presented members with a presentation on the overall College data dashboard which has been under development.

He demonstrated how this was a live system and each of the overarching metrics could be drilled down to the underlying data to support College decision making.

The Principal commented that there had been a significant amount of work put into the development of the system and it allowed managers to interrogate the most up to date data.

He also noted that the dashboard would continue to be developed, with areas such as mandatory training levels, headcount and vacancy levels to be added. The VPIC added that HR, Health and Safety and Student Satisfaction information were other areas that would soon be incorporated.

Members noted that the dashboard would be very useful for Board members and a demonstration would be arranged at the next Board of Management Strategic session.

a) Members noted the content of the report

**L/23/012 Future Agenda Items**

The VPIC presented the list of future agenda items. He noted that the Outcome Agreement process was not in alignment with the Committee meetings.

The Principal highlighted that the dates for meetings had been brought up earlier in the meeting and it was agreed that the VPLSE and VPIC would look at the schedule of Committee dates to suggest possible changes. Members commented that it would be possible to increase from 3 to 4 meetings per year if appropriate, with 3 online and 1 in person.

a) Members noted the content of the report

**L/23/013 Review of Risk**

Members highlighted funding for ASN support as a potential risk.

**L/23/014 Any Other Competent Business**

The Principal informed members on recent Union ballot action and the current status of national bargaining. He outlined upcoming action from EIS-FELA members and the measure that were being taken in response to this across the sector.

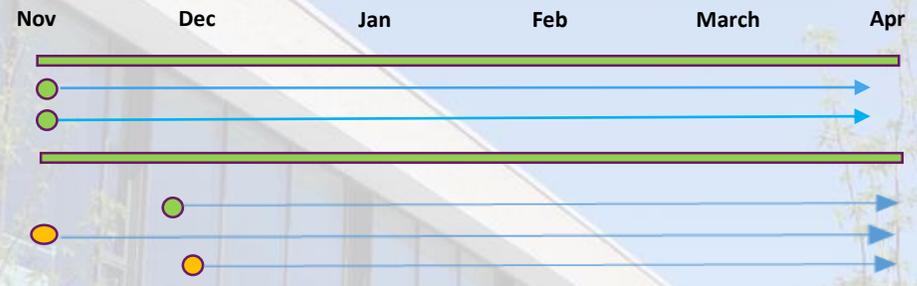
a) Members noted the update

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Key Milestones Linked to Ambition (year 4)	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Comments
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Hybrid Learning	●	●	●	●	●	●	●	●	●	○	○	○	Learning Needs Analysis ongoing with CMs
EnableFVC Online Delivery Targets	●	●	●	●	●	●	●	●	●	○	○	○	Online Targets mapped to 'LDSA Transition plan'
Learning and Teaching Enhancement Programme	●	●	●	●	●	●	●	●	●	○	○	○	Learning Needs Analysis ongoing with CMs
Digital Skills Self-Assessment Tool	●	●	●	●	●	●	●	●	●	○	○	○	JISC Elevation & digital tool mandatory under review
Moodle Continuous Improvement Plan	●	●	●	●	●	●	●	●	●	○	○	○	4.1v Moodle – Commercial Moodle Self Host Review
Accessibility (Brickfield Labs)	●	●	●	●	●	●	●	●	●	○	○	○	VLE Report – Results (Page 2)
Online Assessment	●	●	●	●	●	●	●	●	●	○	○	○	Digital solution SMOWL tested & procured
Use of Analytics	●	●	●	●	●	●	●	●	●	○	○	○	Moodle 4.1 Analytics PlugIn under review
Student Digital Skills Development	●	●	●	●	●	●	●	●	●	○	○	○	Digital Skills iLearn   VR Sessions   Brit Challenge
Digital Skills Baseline – Corporate Service Staff	●	●	●	●	●	●	●	●	●	○	○	○	Increase engagement & bespoke development

## Looking ahead - Critical Activities linked to Key Milestones

- Digital Skills Self-Assessment Tool – Ongoing engagement review - updated baseline
- Support and Case Study Commercial Moodle – NxGen Standard / Accessibility / Online Delivery
- Support Arlo Moodle Plug In for e-learning catalogue
- Mentor Support & Pedagogy training for staff delivering online / Virtual Environments
- LDSA Legacy Action drafted and reviewed - Sustainable LTE Transition & Community Practice
- Moodle 4.1 – proposing enhanced analytic data pull using Intelliboard / Power BI
- Mapping Enable Full Time FE Online Targets and NxGen Moodle Standards



## Highlights

- All PDA and TQFE observations with final submissions in completion for session 23/24
- LDSA workshops on Generative AI for the Classroom - 42 Attendees (32online, 10 on campus)
- VR in-classroom sessions facilitated across various curriculum areas - development work for VR Campus project
- LDSA Mentor programme submitting final enhancement evaluations 23/24 – 1.0 FTE Mentor resource onboarding June 24
- Sharepoint Learning Area launch focus on Metaskills and Sustainability – Future focus plan in place for remaining 23/24
- Case Study excursion visits with Metaskills / Sustainability embedded promoted college wide
- LDSA Legacy Plan mapped to future college planning

## Top Risks, Issues and Dependencies

- AI in Practice Software – Teachermatic licence & training recommendation
- Changing Learner and learning environment, suggests more CPD required to ensure quality of learning and teaching and staff wellbeing.
- Digital Skills Discovery Tools staff vs student engagement.
- Cost effective resource to host Moodle VLE and Commercial Moodle.
- Future Moodle hosting and VLE analytics needs funding resource review.
- Mandatory engagement and mapping of Community practice / GTCs Standards / professional reflective practice.

## Digital Skills Discovery Tool

**18 Staff completed 'Start Here Survey' Quarter 3**

**9 Academic Staff** Complete a Digital Element  
CS&BC – 5 | STEMC – 3 | Other - 1

**9 Corp Services** Complete a Digital Element  
L&Q – 2 | ASC – 3 | Student Admin – 1 | Student Assoc – 1 | EO&G – 2

### Students

1065 Students enrolled within iLearn  
232 Students enrolled direct

## FVC Moodle Accessibility Summary

A total of 64,588 separate activities within FVC Moodle were reviewed.

60,874 activities passed accessibility standards criteria.

3714 Activities across FVC Moodle do not meet Accessibility standards

('Activities' include – Images, Course Layout, Links, Media, Tables and Text)

Total activities	64588
Passed	60874
Failed	3714



**1156**  
Students accessing VLE via Moodle App

## LTE Q3 Mentoring

**37**  
Academic Staff Mentored

## Current Dept Split

STEMC – 19  
CSBC – 10  
CDLI – 8  
Corp Serv – 5  
Ad Hoc – 8

## Length of Service



## LDSA Support Split

L&T Practice – 25  
TQFE – 9  
PDA – 7  
BAPD – 2

**50 staff currently engaging with LDSA mentoring in Quarter 3 period**

### Experience Split

New staff (year 1 and under) – 8  
Staff (over 1 year) – 42  
(including all staff undertaking professional development qualifications)

### Activities/Support Split

General practice mentoring up to 50 individuals  
Teaching practice, pedagogy, coaching, digital tools, Prof Standards, GTCS, ad hoc mentoring support etc: 25

TQFE: 9  
PDA: 7  
BAPD: 2

### Ongoing Department Split

STEMC – 19  
CSBC – 10  
CDLI – 8  
Corp Serv – 5

All mentees are participating in LTE mentoring cycle of activities including critical reflection, practice observation and/or professional discussion to identify learning needs and development actions with mentors and modify teaching and professional practice



## 6. Learning and Digital Skills Academy Implementation Plan For discussion

6 June 2024

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### 1. Purpose

To inform the Committee of the proposed LDSA legacy plan.

### 2. Recommendation

That members discuss the LDSA Implementation Plan.

### 3. Background

The LDSA became the designated central team that brought the FVC Creative Learning and Technologies Strategy into alignment with a new digital era and other strategic guidance for the college sector, published by Colleges Scotland, the Scottish Government, Jisc and CDN.

The Digital Skills Ambition was launched in 2021 to build a solid foundation and develop a framework for digital transformation and empowerment within the College and maintain FVC's position among Scotland's colleges at the forefront of excellence in contemporary learning and teaching practice and digital learning innovation.

The key outputs for FVC Enable Project targets were mapped into the overarching Learning and Digital Skills Ambition 2021-2025.

- Implement cultural change
- Enhance digital skills for all staff.
- Ensure all staff use contemporary learning and teaching methods.
- Enable the effective use of new and emerging technology.
- Ensure staff have the skills and confidence to create their own digital resources.
- Design and develop a digital platform to host FVC branded online learning materials.
- Embed digital assessment.
- Enhance the use of assistive technology.
- Ensure learning analytics are developed and used effectively.

Key performance outcomes and activities have been reported via the LDSA Quarterly dashboard.

The rapid transition to online learning catalysed by the pandemic, accelerated the LDSA digital capacity through necessity to maintain service, and as a result has strengthened resilience, enabling cultural change with enhanced learning experiences and flexibility in curriculum, just as the 2030 vision and LDSA ambitions had aimed for.

With additional mentor resource, the LDSA was able to deliver a robust professional development plan for lecturers that supports achievement of GTCS standards mapped to their own bespoke professional learning pathway. Staff participation in collaborative reflective practice increased to unprecedented numbers for the college, and LDSA logged over a hundred reflective evaluations each academic session to case study enhanced practice, increased attainment and staff

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certification in professional qualifications, including PDA and TQFE. Shared understanding and collaborations were underpinned with creation of online Communities of Practice for all staff, including FVC Digital, Microsoft Innovative Experts, IDEAS – teachers across Europe.

#### 4. Key Considerations

In terms of the LDSA legacy and planning to move forward, it is key to consider the following factors:

- Learning and Teaching Enhancement
- Staff CPD and GTCS Requirements
- Sector Developments – Meta Skills, Trauma, Informed Practice, Sustainability

The LDSA has built strong stakeholder relationships and significant future support will be required to deliver effective professional learning for staff, support digital capacity cross college and enhance the learning and teaching experiences of the future.

In terms of going forward there is an ever increasing importance on individual responsibility for continuous professional learning. This is key to embedding enhanced practice.

In working with Human Resources and other relevant cross-college departments the individual CPD journey with reflective practice, where appropriate supporting development in line with GTCS professional updates and the PRD framework and the appropriate recording of CPD opportunities will be facilitated through signposting learning experiences and professional update via the online SharePoint Learning area.

Appendix 1 presents the LDSA Legacy Priority Plan which aligns the above themes to current activity being delivered as well as critical next steps required to meet expectations of contemporary learning and teaching practice. In order, to sustain an outstanding FVC Learning Experience, underpinned by an inclusive and sustainable curriculum, all activity is also aligned to recent Education Scotland report recommendations.

Building on the base that has been created, the Learning and Quality team, working ever closer with partners in both Academic and Corporate Service areas can remain a driver for contemporary learning and teaching issues through supportive FVC communities of practice, which will harness shared understanding of key themes aligned to strategic planning and college improvement recommendations.

This, along with the other the drivers around continued Quality Assurance and Enhancement activity, with SQA and other awarding bodies as well as Education Scotland and the Quality Assurance Agency (QAA), will be driven by the proposed restructured Learning and Quality team with, as previously mentioned, support from academic departments.

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The role of Learning and Quality Manager, replacing the existing Learning and Digital Skills Manager, will allow for even greater cohesion of the leadership around approaches to teaching, learning.

The new role of Learning and Quality Enhancement mentor will continue to drive forward the whole college approach to the enhancement of teaching and learning around key sector drivers.

### 5. Financial Implications

Please detail the financial implications of this item – The financial implications of the legacy plan have been considered and implemented in the approved Learning and Quality department structure for 24/25.

### 6. Equalities

Assessment in Place? – No

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

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

### 7. Communities and Partners

The information presented provides opportunity to improve student college experience and help identify and control risk associated with satisfaction rates of students.

### 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 – No

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

Total Risk Score – 9



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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 low risk to the reputation of the college as a result of this report. Continued diligence around the actions would decrease this risk further.

Is the score above the Board Risk Appetite level? No

Risk Owner- Sarah Higgins-Rollo

Action Owner – Sarah Higgins-Rollo

Paper Author –Rob McDermott

SMT Owner – Sarah Higgins-Rollo

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### LDSA Legacy Priority Plan

	Priority	Continuing Activity	Next Steps	Responsibility	Proposed completion
1	Learning and Teaching Enhancement	LTE Programme linked to PRD LTE activity linked to GTCS Professional Standards LTE reflective evaluations linked to participants PRD Online Communities including best practice Case Study Collaborate with college networks Support PDA and TQFE Qualifications	Communities of Practice driven by Learning and Quality	L&Q, DoCs	Dec '24
			Online Communities including best practice Case Study	L&Q	On going
			SharePoint Learning Experience with best practice Case Studies	L&Q	On going
			Student voice and Student Association collaboration	L&Q/FVSA	On going
2	Curriculum Improvement and Accessibility	Moodle platform sustainable and scalable Self hosted or Cloud based Support Moodle NXGen online delivery targets Moodle assessment data flow into college systems Deliver flexible mobile Moodle experience Moodle Standard linked to LTE Programme	SharePoint Learning with best practice Moodle Standard	L&Q	Dec'24
			Integrate Moodle Analytics and Tracking Data	L&Q	Dec'24
			All Moodle courses to meet accessibility requirements –	L&Q, I&SS, CMs	On going
			Staff training and learning tech support resource.	L&Q	On going



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3	Digital Skills for Staff	Update and evaluation of relevant FVC Digital Skills Baseline FVC Digital Skills Community of Practice Link contemporary learning and teaching to Digital Pedagogy Develop confidence of all FVC Staff in digital capacity Improve Digital Equity, Inclusion and Capacity with support of Jisc Elevation Tool	Embed GTCS Professional Standards into Digital Skills Discovery Tool	L&Q	Ongoing
			Embed GTCS professional standards into all learning and training delivered	L&Q mentor	Ongoing
			SharePoint Learning suite of high-quality digital resources	L&Q	Ongoing
			Drive Digital Leadership across all services	L&Q, DoCs, CMs, LMT	Ongoing
			Digital Capacity audits based on measures of Jisc Elevation Tool	L&Q	Ongoing
4	Digital Skills for Students	Suite of accessible learning resource for digital skills Students Digital Skills Discovery Tool via Meta-Learn Robust student Induction on FVC Digital Skills Baseline	e-portfolio induction course – OneFile platform	L&Q, CMs	Sept'24
			FVC Digital Skills baseline clearly linked to transitions and student journey timeline	L&Q, CMs	Jan'25
			Student Voice informing Jisc Elevation Tool and Digital Leadership	L&Q/FVSA	Jan'25
			Drive Digital Leadership in Student Association	L&Q/FVSA	Jan'25



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5	Meta Skills (Staff)	<p>Ongoing with continuous support and increase in engagement needed</p> <p>SharePoint Learning Area – Understanding Meta-skills and the curriculum</p> <p>Promotional and supporting learning material to understand Meta-skills</p> <p>Deliver workshops for Meta-skills in Learning, Teaching and Assessment</p> <p>Collaborate with college networks</p>	Learning and Quality led Meta-skills Community of Practice	L&Q, DoCs, CMs	
			Linked Meta-skills learning to LTE Programme	L&Q	
6	Meta Skills (Students)	<p>Meta-skills collaborations with Student Association</p> <p>Meta-Learn – Understanding Meta-skills and the student experience</p> <p>Promotional and supporting learning material to understand Meta-skills</p>	Learning and Quality led Meta-skills Community of Practice	L&Q, DoCs, CMs, FVSA	Aug' 24



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7	Trauma Informed Practice (staff)	Certificate and support FVC Trauma Informed Practice Leads Collaborate with other service FVC Trauma Informed Leaders Collaborate with college networks	Audit all curriculum against the Trauma Informed Awareness	L&Q, CMs	Aug'25
			SharePoint Learning Area – Understanding Trauma and the curriculum	L&Q, I&SS	March '25
			Promotional learning material to understand Trauma Informed Practice	L&Q, I&SS, Marketing	Feb'25
			Deliver workshops for Trauma Informed Practice	L&Q, I&SS	Feb'25
			Achieve Trauma Informed College Status	L&Q, I&SS	Nov '24
8	Trauma Informed Practice (students)		Trauma Informed collaborations with Student Association	L&Q, I&SS, FVSA	March'25
			Meta-Learn – Understanding Trauma and the student experience	L&Q, I&SS, FVSA	March'25
			Promotional and supporting learning material to understand Trauma and expectations in learning	L&Q, I&SS, Marketing	March'25
			Meta-Learn – Understanding Trauma and the student experience	L&Q, I&SS	March'25
9	AR/VR Learning & Teaching	Deliver VR/AR workshop and demo sessions to FVC Staff Collaborate with Service to expand VR Experiences and learning areas Provide accessible VR/AR learning opportunities	Launch Collaborative Learning Areas for VR Experiences	L&Q, DoCs	Aug'25
			Provide accessible VR/AR learning opportunities	L&Q, CMs	Ongoing



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		Support Digital Governance Group to advise best practice and resource within VR/AR technology	Deliver international/commercial learning opportunities with VR/AR	L&Q, DoCs, ASC	Aug'25
		Support upskill and expectations of VR/AR delivery	Deliver Accessible VR/AR classroom experiences	L&Q, DoCs, ASC	Aug'25
		Deliver VR/AR demo sessions for FVC Students	Expand learning experiences beyond FVC Campus with VR/AR	L&Q, DoCs, ASC	Aug'25
		Deliver bespoke learning experiences with VR/AR			
		Collaborative VR Experiences with Student Association			
10	Sustainability	Learning and Quality led Community of Practice for Sustainability	SharePoint Learning Area – Understanding SDGs and the curriculum	L&Q	Nov'24
		Support EAUC Sustainability Network Collaboration	Promotional and supporting learning material to understand SDGs	L&Q	Nov'24
		Support FVC Leadership of Sustainability Learning and Teaching	Deliver workshops for Sustainability in Learning, Teaching and Assessment	L&Q	Jan'25
		College wide curriculum audit across the 17 Sustainability Development Goals (SDGs)	Deliver carbon literacy training	L&Q, Estates	Jan'25
		Collaborate with college networks			
		Sustainability collaborations with Student Association	Support national collaborations and initiatives – Global Goals Teach In	L&Q	Ongoing



## 6. Learning and Digital Skills Academy Implementation Plan For discussion

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		Promote and deliver learning material for SDGs Measure student learning experience and understanding	Deliver Meta-Learn – Understanding SDGs	L&Q	Jan'25
11	Artificial Intelligence	Lead AI advisory group on effective resource and practice SharePoint Learning Area for understanding AI and Case Study Workshops & training - AI in Learning, Teaching and Assessment Support AI Generated learning materials Develop AI Baseline element into Digital Skills Discovery Tool Support guidance on ethical access to AI for FVC Students Support accessible AI learning experiences	Deliver demo sessions for future Generative AI	L&Q	Aug'25
			AI Rubric to support curriculum and assessment vulnerable to generative AI Plagiarism	L&Q, CMs	Aug'25
			Embed Teachermatic and alternative Generative AI learning and teaching platforms	L&Q, CMs	Aug '25
			Deliver AI demo sessions to FVC Students	L&Q	
			Develop Collaborative AI Experiences with Student Association	L&Q, FVSA	Aug'25



**1. Purpose**

To provide LSE Committee with an update on our Student Journey activities.

**2. Recommendation**

Members note the information and discuss.

**3. Background**

Following discussions at the last meeting, the Student Journey dashboard has been adapted and will now show real-time data through Power Bi. It has been a productive year for this project with a number of key highlights.

Full-time	School Courses	Evening and Part-time	Modern Apprenticeships
<ul style="list-style-type: none"> <li>Onboarding commenced on 23 April 2024</li> <li>Face-to-face sessions planned from May to August 2024</li> <li>All full-time courses will commence w/b 19 August 2024</li> <li>Timetables available end June on Application Portal</li> <li>Bursary Applications Live 25 June 2024</li> <li>Keep Warm Campaign in Progress</li> </ul>	<ul style="list-style-type: none"> <li>School Partnership Courses onboarding commenced on 23 April 2024</li> <li>SCOTS programme and school transition courses now using new digital process</li> <li>Deadline set for applications seen as a positive impact on recruitment</li> <li>School courses will commence 10 June 2024</li> </ul>	<ul style="list-style-type: none"> <li>On track to meet budget target</li> <li>Three out of five new part-time leisure courses delivered in third term</li> <li>24/25 courses live on 28 May 2024</li> <li>Evening Information Event planned 13 June 2024</li> <li>New online services booking process will be launched by end June 2024 with new pay by instalment option</li> </ul>	<ul style="list-style-type: none"> <li>Pilot in January and February using new digital process</li> </ul>

**4. Key Considerations**

- 7% variance in applications from same period last session for full-time courses
- New application target created to support the work of the Comms and Marketing team
- Over 550 confirmed FT student enrolments for 24/25
- Evening 23/24 recruitment has made good progress towards our overall income target
- Over 349 confirmed school partnership pupils for 24/25 (they will join us for two weeks in June – prior to the summer break)

**5. Equalities**

EQIA is produced in line with any significant change in procedures.



6. Risk and Impact

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

Risks	Actions
Digital processes places increased pressure on the applicant and their IT skills and competency.	Video demos produced and face-to-face sessions planned from May – August 2024.
Uncertain recruitment landscape.	Onboarding earlier in the recruitment cycle and follow up processes to maximise conversion from offer to enrolment.
Cost and time associated with embedding systems and processes.	Student journey project supported and delivered in conjunction with our PMO.
Multiple enquiries from same applicant and no email trail to handle admissions queries.	Admissions Team using Freshdesk.

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

Is the score above the Board Risk Appetite level? No, the score is less than the risk appetite for this category.

Risk Owner – David Allison  
Paper Author – Lyndsay Condie

Action Owner – David Allison  
SMT Owner – David Allison

# Student Journey Dashboard (May 2024)



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## 1. Purpose

For members to review and discuss the PI Prediction Activity for delivery period 3 23/24.

## 2. Recommendation

That members review and discuss the Full-Time PI Prediction Activity for Delivery Period 3 23/24 and note the actions.

## 3. Key Considerations

### 3.1 PI Predictions 22/23 vs 23/24

Appendix 1 reflects that both High and Low 23/24 PI Predictions have reduced in comparison to predictions for 22/23. Main points of movement within departments from 22/23 to 23/24 are:

- Care, Sport, Business and Communities: Both FE and HE have reduced
- Creative, Digital and Leisure: High/Low HE has reduced
- STEM & Construction: Both FE and HE have improved

This may be related to cautious predictions from Curriculum Managers and also related to challenging retention in some areas. FT FE Retention has remained the same and FT HE has reduced slightly in comparison to the same DP last year

Within the departments, the subject areas of concern are Health and Social Care, Early Years and Hair and Beauty. FE Science and FE Sport courses are also lower than target levels. Positive PI predictions are being reported in Accountancy, HE Sound Production, Visual Communications, Art & Design and Engineering. Across all departments, lower predictions are correlated with areas of lower recruitment. Within Full-time curriculum, CSBC and CDL have higher rates of ASN and Carers in comparison to STEMCon, which may contribute to retention and predicted achievement.

#### Accuracy of PI Predictions

	DP 3 22/23 PI Predictions		22/23 PI's – Published PI's
	High	Low	
FT FE	72%	61%	67.9%
FT HE	79%	70%	69.6%

It is worth noting that for FE, figures for DP3 this session are similar to DP3 last session and we achieved our FE target and achieved slightly above our HE target for 22/24.

In consideration of the accuracy of PI's, the priority is to ensure that remaining students are supported to succeed in their course. CCI meetings for DP are planned from 27th May- 4th June, where actions will be confirmed.

Departments will be directed to:

- Prioritise attendance monitoring and returning students to college where attendance has been challenging.
- Refocus LIF support on students who are at risk of not achieving.
- Directing lecturers to review assessment progress and ensure time is allocated to support learners who are at risk of not achieving.

**3.2 Recruitment and Selection for 24/25**

The data indicates that successful recruitment to target numbers will impact upon performance indicators therefore departments will continue to implement the actions from the Recruitment and Selection SLWG. These include:

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

**3.3 Risks**

Industrial Action – Strikes

Strike action is ongoing, however numbers across the college continue to decrease and therefore the impact upon learners is being managed within departments.

Industrial Action – ASOS Resulting Boycott

The mandate to withhold results is in place until 15th July 2024. FVC has had little impact so far in relation to external verification and contribution to PI predictions however it is expected that a small number of staff will intend to participate in the action. Mitigations are in place to reduce the impact where possible to support students in moving onto further study, university and employment.

**4. 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
<b>Very High (5)</b>		
<b>High (4)</b>		
<b>Medium (3)</b>	X	X
<b>Low (2)</b>		
<b>Very Low (1)</b>		

**Total Risk Score – 9**



## 10. PI Prediction Review Dashboard

6 June 2024

LEARNING & STUDENT EXPERIENCE COMMITTEE

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**

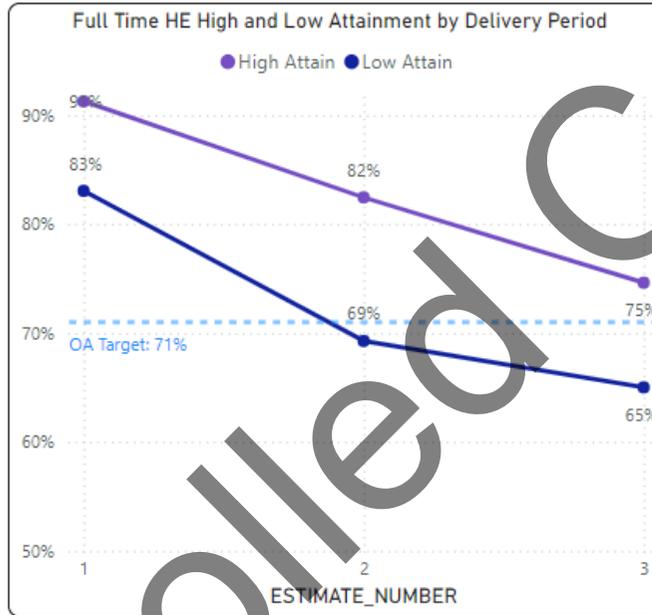
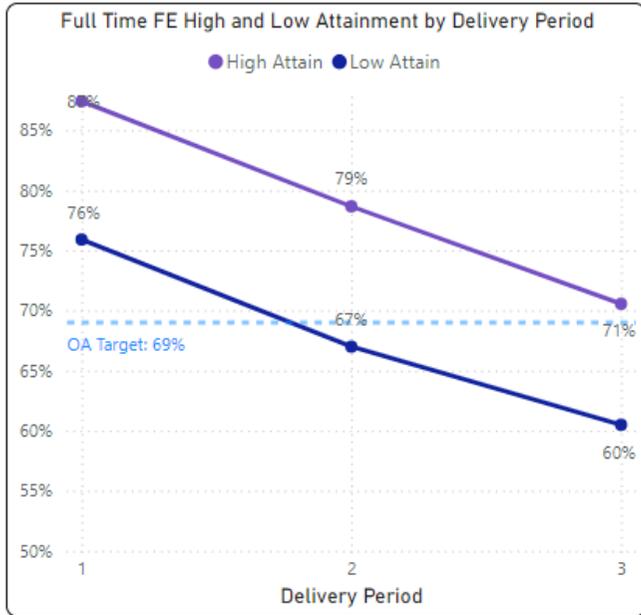
**Action Owner – LMT**

**Paper Author – Sarah Higgins-Rollo**

**SMT Owner – Sarah Higgins-Rollo**

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Continuous Curriculum Improvement - PI Predictions Quarterly Update for Delivery Period 3 (DP3) Session 2023/24



Delivery Period 1: Aug to Oct  
 Delivery Period 2: Nov to Feb  
 Delivery Period 3: Mar to May

Review Meeting 5/1: Previous Year review and Year ahead target setting  
 Review Meeting 2: PI prediction Monitoring (DP1)  
 Review Meeting 3: PI prediction Monitoring (DP2)  
 Review Meeting 4: PI prediction Monitoring (DP3)

All Departments

Session	2022		2023	
	High	Low	High	Low
FE	72%	61%	71%	60%
HE	79%	70%	75%	65%

Care, Sport, Business & Communities

Session	2022		2023	
	High	Low	High	Low
FE	73%	58%	68%	54%
HE	73%	64%	70%	60%

Creative, Digital & Leisure Industries

Session	2022		2023	
	High	Low	High	Low
FE	68%	62%	67%	62%
HE	87%	80%	78%	70%

STEM & Construction

Session	2022		2023	
	High	Low	High	Low
FE	74%	65%	80%	70%
HE	74%	62%	78%	63%

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

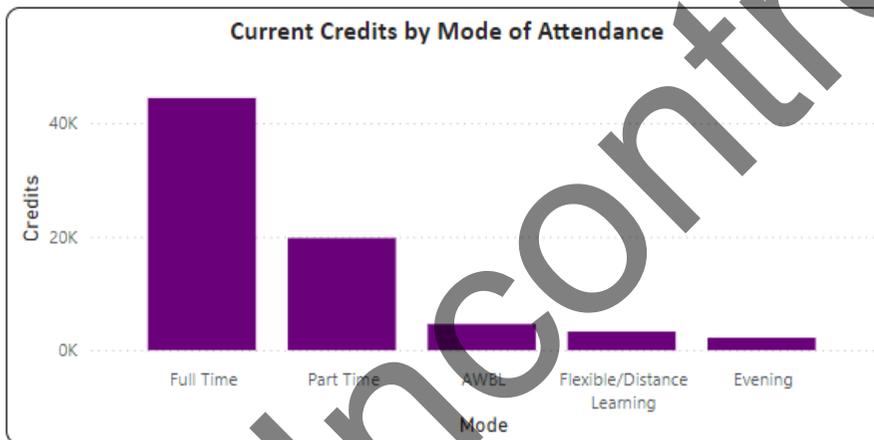
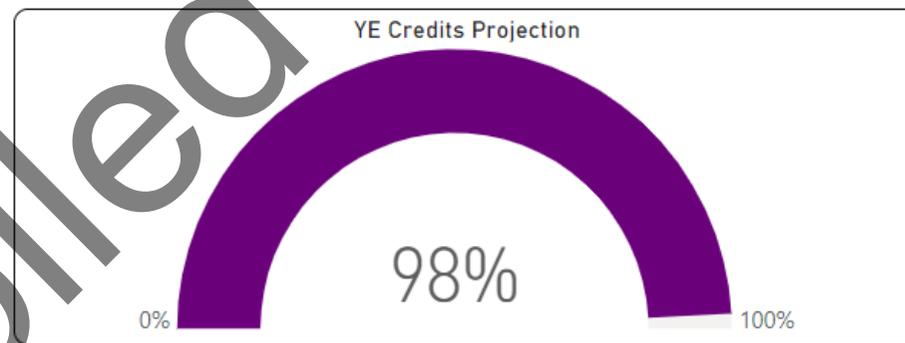
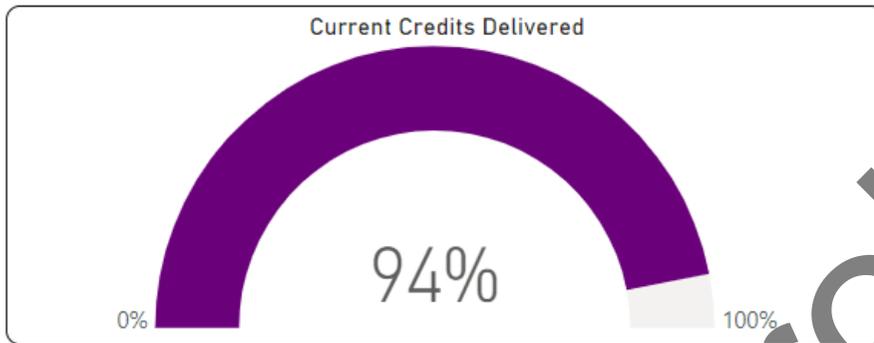
The high attainment figures are based on those students that are identified as "will successfully complete" and "may successfully complete". The low attainment figures are based only on the worst-case scenario, which are only those students that "will successfully complete".



# 11. Student Activity Dashboard

6 June 2024

LEARNING & STUDENT EXPERIENCE COMMITTEE



Mode	Current Credits	Planned Credits	Future Credits	Estimated Credits
Full Time	44,390			44,390
Part Time	19,750	1,532	380	21,663
AWBL	4,601		122	4,723
Flexible/Distance Learning	3,292	900	572	4,764
Evening	2,202			2,202
<b>Total</b>	<b>74,236</b>	<b>2,432</b>	<b>1,074</b>	<b>77,742</b>

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.



# 11. Student Activity Dashboard

6 June 2024

LEARNING & STUDENT EXPERIENCE COMMITTEE

**1032**  
Enrolment Variance

**7%**  
% Enrolment Variance

**-3,339**  
Credits Variance

**-4%**  
% Credits Variance

Mode	Current Enrolments	Previous Session Enrolments	Variance from last Session	% Variance from Previous Session
AWBL	1194	1106	88	8%
Evening	1107	1749	-642	-37%
Flexible/Distance Learning	1808	1667	141	8%
Full Time	2774	2877	-103	-4%
Part Time	7972	6424	1548	24%
<b>Total</b>	<b>14855</b>	<b>13823</b>	<b>1032</b>	<b>7%</b>

Mode	Current Credits	Previous Session Credits	Credits Session Variance	% Credits Session Variance
AWBL	4,601	6,059	-1,458	-24%
Evening	2,202	2,946	-744	-25%
Flexible/Distance Learning	3,292	2,758	534	19%
Full Time	44,390	44,520	-130	-0%
Part Time	19,750	21,291	-1,540	-7%
<b>Total</b>	<b>74,236</b>	<b>77,574</b>	<b>-3,339</b>	<b>-4%</b>

### Current Session Retention

**96%**  
FT FE Early Retention

**96%**  
FT HE Early Retention

**76%**  
FT FE Current Retention

**79%**  
FT HE Current Retention

### Previous Session Retention

**93%**  
FT FE Early Retention

**96%**  
FT HE Early Retention

**76%**  
FT FE Current Retention

**82%**  
FT HE Current Retention

Notes: Previous session data is taken from the same date last session. The College's Credits target was reduced by 10% (8,790 Credits) for 2023/24 compared to 2022/23. The required date for FT courses in Session 2023/24 is 5 weeks from the course start date, compared to 1st Nov in the previous session.



## 12. Outcome Agreement Dashboard For Discussion

6 June 2024

LEARNING & STUDENT EXPERIENCE COMMITTEE

### Outcome Agreement Dashboard

No	OA Measure	Target	Jan 2024	Jan Progress	May 2024	May Progress	Aug 2023	Aug Progress
1	Core Credits Delivery	79107	77,166		77,742			
2	Credits from SIMD10	10.50%	10.43%		10.46%			
3	Care-experienced Credits	5.30%	6.00%		6.20%			
4	Senior Phase age pupils	520	460		532			
5	Full Time FE Success (High)	69%	87%		71%			
6	Full Time FE Success (Low)	69%	76%		60%			
7	Full Time HE Success (High)	71%	91%		75%			
8	Full Time HE Success (Low)	71%	83%		65%			

#### May 2024 - Key Points

- > Core Credits are within the 98% threshold to avoid any financial claw-back.
- > High Success PI estimates for both FT FE and FT HE are above OA targets, although the FT FE High estimates is tracking just above our OA target.
- > Low Success PI estimates for both FT FE and FT HE are below OA targets. These figures will reflect some cautious estimates, however will be further analysed through the upcoming Continuous Curriculum Improvement review meetings.



# 13. Future Agenda Items For Discussion

6 June 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
<b>Oct 2024</b>	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey Dashboard	Lyndsay Condie
	Outcome Agreement Dashboard	David Allison
	Student Activity Dashboard	David Allison
	Outcome Agreement 24-25	David Allison
	Outcome Agreement Self Evaluation 23-24	David Allison
	QAA Tertiary Framework	Rob McDermott
<b>Feb 2025</b>	PI Prediction Review Dashboard	Sarah Higgins-Rollo
	Learner Journey Dashboard	Lyndsay Condie
	Outcome Agreement Dashboard	David Allison
	Student Activity Dashboard	David Allison

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

Not applicable

## 6. Equalities

Assessment in Place? – Not applicable.

## 7. Communities and Partners

Not applicable



**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
<b>Very High (5)</b>		
<b>High (4)</b>		
<b>Medium (3)</b>		
<b>Low (2)</b>		
<b>Very Low (1)</b>		

**Total Risk Score** – Not applicable

<b>BoM Risk Categories &amp; Risk Appetite (Select one area only)</b>			
<b>Cautious &lt;15</b>	<b>Open 15&gt; &lt;20</b>	<b>Eager &gt;20</b>	
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