

Zoom 4.30pm

AGENDA

1. Apologies for Absence
2. Declarations of interest

FOR APPROVAL

3. Minute of Meeting of 27 May 2021
4. Matters Arising
 - a) L/20/032 Future Agenda Items
5. Outcome Agreement Self-Evaluation 2020-21 David Allison

FOR DISCUSSION

6. Learning and Digital Skills Academy Ambition Update Helen Young
 7. 2019-20 Sector Performance Indicators David Allison
 8. 2020/21 PI performance update and 2021/22 recruitment and early retention update Kenny MacInnes/David Allison
 9. Student Activity Report David Allison
 10. Future Agenda Items David Allison/Kenny MacInnes
 11. Review of Risk
 12. Any Other Competent Business
-

Zoom (commencing at 4.30pm)

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

Apologies: Naila Akram

In Attendance: Ken Thomson, Principal
David Allison, Vice Principal Infrastructure and Communications (VPIC)
Kenny MacInnes, Vice Principal Learning and Student Experience (VPLSE)
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
James Aston, Business Transformation Manager (BTM) left after L/20/030
Helen Young, Head of Learning and Quality (HLQ) for item L/20/014 only

The Chair welcomed new members to their first committee meetings.

L/20/023 Declarations of Interest

None.

L/20/024 Minute of Meeting of 11 February 2021

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

L/20/025 Matters Arising

L/20/014 Digital Skills (Verbal)

The Chair mentioned that within the previous meeting, it was noted that information on progress against milestones would be useful and that this was included in the paper being presented to the meeting.

L/20/018 2020/21 in-year PI Prediction Tracker Update

The Chair noted that this was in relation to ensuring feedback to the FVSA on PI Prediction Tracker (PIPT) outcomes.

The Principal confirmed that discussions had taken place in relation to this with the FVSA President and Vice President but that, given current priorities at this time, it was agreed that this would commence in the new academic year.

L/20/026 Student Association Annual Report 2020/21

The FVSAVP presented the report on the activities of the FVSA over 2020/21 including the measures taken to overcome the challenges presented by Covid such as online Class Rep training, a Microsoft Teams Student area with over 450 members and a virtual awards ceremony for the annual student awards which had happened that day.

He also discussed other initiatives such as feedback Fridays which were conducted each Friday via the Teams forum.

He highlighted the launch of the new Student Association website and the involvement of a FVSA e-sports team in a College Development Network led competition.

He informed members that the election for next year's FVSA President (FVSAP) had recently been completed and Amber Little had been elected to the position. He also noted that a by-election was underway for the Vice President post.

Members noted the range of societies, such as Women in STEM, mentioned in the report and queried whether there was any scope for members to help with these groups.

The FVSAVP noted that the online aspect had been a challenge in terms of engagement and recommended further discussions on this with the incoming FVSAP.

Members queried whether the annual report would be available for students to view. The FVSAVP confirmed that he thought that this was the case.

a) Members noted the content of the report

L/20/027 Learning and Digital Skills Academy Ambition Update

The Chair introduced Helen Young, Head of Learning and Quality (HLQ), to the new member and noted that she had a standing agenda item to update members on the ongoing development of her work.

The HLQ provided an update on activity since the last meeting. She noted the content of the paper and outlined the details in the appendices which showed activity against each of the 10 ambitions of the strategy and progress against the key milestones of the project.

Appendix 3 outlined the support being provided to colleagues across the College, including coaching and mentoring.

Appendix 4 was the proposed dashboard format that she intends to bring back to the Committee on a regular basis outlining progress against milestones and providing context for those areas not on target such as the staff digital skills self-assessment

tool which is reliant on the roll out of the updated Moodle Virtual Learning Environment. She outlined the content of the dashboard and sought questions and feedback from Committee members.

Members welcomed the format and content of the dashboard contained in Appendix 4. They noted that this should be brought to the Committee as the main document with additional information only where that was relevant.

Members also agreed that the dashboard should accompany the minute of the Committee to the next meeting of the Board of Management.

a) Members noted the content of the report

L/20/028 Project NXGEN FVC (Verbal)

The VPLSE provided an update on progress with Project NxGen FVC (NxGen).

He outlined the background to the project and informed members that an internal Committee has been established to oversee NxGen and ensure best practice is shared across the College. He discussed key areas being worked on including attendance monitoring to support students and departments in terms of attendance; a review of the online enrolment and induction processes; a review of student surveying to make the outputs more meaningful to students and the College; and a review of future learning and digital pedagogy.

He discussed the linkages with the College Springback project and the recent restructure of the College's student support functions which is currently underway to ensure resources are directed to meet evolving student demand.

He also outlined the continuous curriculum review process and tools designed to support this activity.

a) Members noted the content of the update

L/20/029 PI Prediction Tracker Period 2 Update

Members noted that the report contained a lot of acronyms. The VPLSE took this feedback on board and agreed to review this in future reports. He also noted it would be beneficial for the new member to receive some background information and it was agreed that the CGPO would send this on following the meeting.

The VPLSE presented the report which covered the November 2020 to February 2021 period. He reminded members that the percentage achievement rates monitored in the PIPT change as the academic year progresses and that this period was focussed on areas PIPT identified with an estimated completion rate of below 80%.

He presented the data gathered in this round and outlined some highlights. He noted that some courses, as a result of the various restrictions in place due to Covid, would have to repeat in the 2021/22 academic year as it was not possible to complete the in person requirements of these courses.

He confirmed that all affected students had been offered unconditional offers for the 2021/22 year to provide them with a measure of certainty.

He reported that some Modern Apprenticeship activity would occur over the summer period and that the College was liaising with their employers in relation to this.

He also outlined the impact of the EIS-FELA strike action which had recently been suspended.

He confirmed to members that, despite the challenges and based on the latest PIPT information, the College would still be able to achieve its Outcome Agreement targets.

Members noted their appreciation for the flexibility displayed by the College over a challenging period and agreed that, if the College does meet its Outcome Agreement targets, this would be a positive outcome.

The Principal noted that, in relation to the arrangements for deferrals, there is consistency on this approach throughout the sector and with Scottish Government and he confirmed that the decision had been made by the College to communicate this to students as soon as possible, as well as providing information on funding for those repeating their year.

a) Members noted the content of the report

L/20/030

Springback Project (Presentation)

The Principal introduced the Springback project to members, noting that the content of the project had been informed by working groups of staff, students and Board Members.

James Aston, Business Transformation Manager (BTM) gave a presentation to members on the project noting that the aim of the project was split into three main stages – Recover, Reinvent and Reimagine – over the short, medium and long term.

He discussed the recently completed staff survey seeking their views on changes to working practices, digital approaches and the response to Covid. He noted a 70% (414 staff members) response rate and discussed some key outputs including

- 76% of staff in favour of a hybrid working model going forward
 - Improved work life balance
-

- Cost savings (for example travel between campuses) generated from home working
- Increased 1 to 1 engagement with students
- Some level of concern among staff about returning to campus but that 70% of staff had no additional concerns
- Students were overall positive about online learning and the support from the College but understandably, those on practically based courses found online learning harder

He outlined a range of initial recommendations arising from the feedback and how these would be taken forward in the College's project management plan.

Members welcomed the detail of the presentation and noted that this may be of value to other members of the Board in relation to what benefits have developed from the Covid experience. Following discussion, it was decided that it would be best to take the relevant sections of the project to each Committee, such as the survey outputs to HR Committee, to allow for more discussion.

Members noted the College Internal Auditors had a planned review of the applicant journey and commented that the BTM should link in with the Vice Principal Finance and Corporate Affairs on this. The BTM confirmed he would do so.

The Principal also reported to members on discussions around Springback that were being held with the College's Community Planning Partners and NHS Forth Valley which had identified a number of opportunities for the College.

Members also noted that the outputs from the project should form part of the Board strategic discussions in November.

a) Members noted the content of the presentation.

L/20/031 Student Activity Report

The VPIC presented the regular update on student activity. He noted that, as reported in February, Covid and its attendant restrictions had had an impact on College activity and recruitment in terms of the mode of attendance for courses but that, overall, the College should meet its' credits target. He outlined the major shifts across these modes of attendance as outlined in the paper.

He also discussed additional credits the College had received under initiatives such as the Young Persons Fund and the National Transition Fund and informed members that work was still underway in relation to these credits to ensure they could be claimed and he outlined the main challenges to this.

He informed members that recruitment for the 2021/22 academic year remained strong, with the College being in a good position at this time.

He highlighted that the dashboard which accompanied the report currently had two Red areas and outlined the reasons for these.

Members noted the change in recruitment profile for the current year owing to Covid and queried whether the College had figures from other Colleges to see if our experience matched that of the sector.

The VPIC noted that, in a normal year, sector PI's would be available from the Scottish Funding Council (SFC) but that they were not available at this time, he did assure members that, when speaking to colleagues in other Colleges, they were reporting a similar picture to the one being seen by the College.

Members welcomed the news that the College would achieve its credits target, especially in light of all the current challenges.

It was noted that the dashboard, along with an extract from the report, should be appended to this minute when it is taken to the June Board of Management meeting.

a) Members noted the content of the report

L/20/032

Future Agenda Items

The VPLSE and VPIC presented an overview of intended future agenda items for the Committee. They highlighted that, as mentioned earlier in the meeting, sector PI's had not yet been released by SFC and would be brought to the next meeting after publication.

The Principal noted the comments on how the College compared to the sector and asked the VPIC to see if he could source further information for the October meeting of the Committee.

Members also noted that the information on application patterns would benefit from further review to see if it were possible to identify concerns and then address communications at this to encourage further participation.

The VPIC noted the suggestion and agreed to discuss this further with the Head of Communications and Marketing.

a) Members noted the content of the report

L/20/033

Review of Risk

No additional risks were identified

L/20/034 Any Other Competent Business

The CGPO raised arrangements for Committee meetings going forward and asked if members had a preference for in person or virtual meetings.

a) Following discussion it was agreed that one Committee meeting a year should remain in person and the others could be remote.

Members queried when further information would be available on student destinations. The VPIC anticipated that this would be available for the October meeting of the Committee.

The Chair noted that this was the final meeting of the Committee for Aleksandrs Petrovskis and thanked him for his contributions to the work of the Committee.

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1. Purpose

For the Learning & Student Experience Committee to discuss and approve the Outcome Agreement Self Evaluation report for Session 2020-21.

2. Recommendation

That members discuss and approve the College's Outcome Agreement Self Evaluation for Session 2020-21.

3. Background

SFC have requested that a short factual based Outcome Agreement Self Evaluation report be submitted by all colleges for Session 2020-21, similar to last session. This replaces the need to produce an Evaluation Report and Enhancement Plan.

4. Key Considerations

Through their Outcome Agreement guidance for AY 2021-22, SFC asked colleges to submit a brief factual report comprising a reflection on performance data for AY 2020-21 against Outcome Agreement targets for Session 2020-21. The guidance also asked for colleges to comment on the impact of Covid-19 on Session 2020-21, and to provide a summary of early recruitment and challenges in Session 2021-22 as a result of Covid-19.

The report is to be submitted to SFC by November 30th. The report doesn't require Board sign-off, and will now be included as an appendix to our 2021-22 Outcome Agreement. A first draft of our Outcome Agreement for 2021-22 will be returned to SFC by November 30th, following discussion at LMT. Our final Outcome Agreement will come to a future meeting of the Learning and Student Experience Committee, following dialogue with SFC, before seeking Board approval.

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	X	X
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The College is still operating under Covid-19 restrictions, which may have an impact on our ability to meet Outcome Agreement PI targets. This is mitigated through the use of the College’s PI prediction tracking and review meetings.

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

Executive Summary

In Session 2020-21 Forth Valley College achieved its Credits target, delivering a total of 87,229 Credits against a total target of 87,087 Credits. Within this, the College delivered to both its Core target of 84,201 Credits, and ESF Credits target of 1,686. In response to Covid-19 the College also agreed to a target of 1,200 Credits to be delivered through the Young Person Guarantee and National Transition Training Fund, which were focused on the delivery of short training courses to provide students with work ready skills. Attracting students through these focused funds proved challenging, and the College fell just short of its target, delivering 1,060 Credits. A key target for the College in Session 2020-21 was to maintain full time achievement both at FE and HE levels, which before Session 2019-20 had been on a downward trend. Positive progress has been made in this area, with achievement rates for full time FE meeting our target of 69% and full time HE exceeding our target by one percentage point, rising to 71%.

College Performance

Achieving our overall Credits target year on year is a key element in achieving funding sustainability for the College, and remains our key priority of the College's operational focus. In Session 2020-21 we have continued to achieve this goal despite the challenges caused by the Covid-19 pandemic. Through adapting our delivery models, prioritising practical based activities to be on campus when allowed within Covid-19 guidance, and through innovation, the College has achieved this key goal, delivering to our overall Credits target. Along with meeting our overall Credits target, the College performed well against other targets. The proportion of Credits delivered to learners in the most deprived 10% postcode areas was 11% of our overall Credits, matching our delivery from 2019-20 and meeting our Outcome Agreement target, with the uptake of students from SIMD10 postcodes higher than proportionate for the region.

The proportion of Credits delivered by females exceeded our target, with a one percentage increase on target, with 48% of all Credits delivered to females in Session 2020-21. This is a positive development but doesn't fully showcase the work being implemented through the College's Gender Action Plan where all areas which have historically had a gender imbalance are identifying and introducing interventions aimed at reducing these imbalances.

The College also delivered to target on ethnicity, with 2020-21 matching the previous session's credit delivery of 3%. On disability we are down by four percentage points on our target, which was based on 2018-19 activity, which was the highest percentage the College has delivered to in a Session. This is continuing a trend from Session 2019-20, with a further drop in the number of students disclosing a disability. This change isn't aligned to any one area of College activity and will be monitored through Session 2021-22. The College's age profile has remained consistent to the previous session, and is close to target. The only area of note is the reduction on Credits delivered to the Under 16 age-band, with this reduction being attributed to STEM Primary School Engagement which took place in Session 2018-19, but because of Covid-19 hasn't been delivered since March 2020. The proportion of Credits

delivered to Care Experienced learners has increased to 5%, which is above our target, and is the highest proportion we have delivered in a Session.

The number of senior phase age pupils studying vocational qualifications at the College has increased significantly to 837 in Session 2020-21, which is above target. This was mainly due to increases in Foundation Apprenticeship opportunities created through excellent partnership working across all three of our Council Areas. As a result the proportion of Credits aligned to senior phase age pupils studying vocational qualifications has increased above target to 2.2% in Session 2020-21. And also as a consequence the overall proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision has exceeded target by one percentage point, rising to 9%.

The proportion of Credits delivered at HE level to learners from SHEP schools is slightly below target at 18%. The proportion of Credits delivered to learners on STEM courses has increased to 39% in Session 2020-21 which is above target and highlights the importance of STEM to both the region, and nationally. This has been supported by the College's drive to engage in STEM activity across our curriculum. The College is sector leading in its delivery in Engineering and has developed a Primary STEM programme delivered to P6/P7 school pupils to support STEM engagement as part of the Scottish STEM strategy, which we will re-engage with once Covid-19 restrictions allow. This Primary STEM engagement is also a vehicle by which the College is seeking to address gender balance in STEM careers.

The number of new starts on to Modern Apprenticeships has increased in Session 2020-21, which reflects the success of our Modern Apprenticeship offering, and our engagement with local and national employers. The proportion of full time learners with substantial work placement experience in Session 2020-21 is down on target, which is a direct impact of Covid-19, and we will aim to increase this delivery beyond the pandemic.

The proportion of full-time FE qualifiers from Session 2019-20 who had a positive destination was 93%, which exceeded target, while the HE rate was 94%, which was just below target. From our Student Satisfaction survey 85% of students stated that overall they were satisfied with their college experience in Session 2020-21. This is below our pre-Covid target of 94%, and was from a lower than normal response rate of just over 30%.

Attainment

As previously mentioned, one of the key targets that the College had for Session 2020-21 was to maintain the improvement in full time PIs that we saw in Session 2019-20, where previously there had been a downward trend. The College continued with the application of an in-year PI Prediction-tracking process that splits the academic year into Curriculum/PI review and delivery periods in order to understand, track and turnaround the downturn in Full Time PI performance across the College. 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, to reflect withdrawals and student progress. These at-risk values are reduced in sequence to meet the Session 2020-21 Outcome Agreement targets for full time FE and HE attainment. Courses below the set value are deemed at risk and discussed at the review meetings. The impact of this has been a one percentage increase in full time HE attainment rates, and maintaining full time FE attainment rates against our Outcome Agreement targets.

Part time FE achievement has been maintained at a very high rate of 89%, with part time HE achievement also remaining very high at 91%. One reason for this high rate is there are a relatively high number of part time HE students as a proportion of the total number of part time HE students, who as a result of Covid-19 are recorded as having an outcome of deferred for Session 2020-21, and this potentially skewing our part time HE achievement rate. The bulk of HE part time deferred students are within Construction and Engineering.

As part of the College's PI Prediction Tracking tool there is an emphasis on identifying and monitoring students who are from the 10% most deprived postcode areas, are Care Experienced, or who have interacted with the College's Student Support System. The College's Student Support System (Triple S) was planned, built, piloted and through Session 2019-20 was rolled out across all areas. Triple S is a system designed to allow the capturing of all support being provided to a student in one place, and allows staff to access this information in an easy and timeous manner.

The key aims of this system are to streamline the existing support infrastructure available to students, and to make this vital information more accessible to all relevant staff. The College had processes in place to capture various support needs of our students, however because of the disparate nature of the services provided, and also because these processes were predominantly paper based, students could be asked to disclose information multiple times, as they access different functions of the support service. With the introduction of Triple S, information disclosed from students is captured once within the central system. As Triple S captures this information centrally, it offers the opportunity to present this information back in a very accessible way to staff, which helps ensure that all staff who are in contact with a student are aware of any support needs and ongoing concerns and issues. This information is available real-time, with icons developed and integrated with other systems, such as Enquirer for attendance and results recording, to quickly signpost to staff that a student has support needs, and provide quick and easy access to this information, to help ensure that our students are effectively supported.

The College believes that the use of both of these systems is starting to be evidenced through our achievement PIs. Overall, the proportion of students from the most deprived 10% postcodes successfully completing has increased on target. Our part time HE achievement rate is to target, however we have seen increases on target to full time HE, full time FE and part time FE achievement rates. We have also seen an increase in the achievement rates for full time Care Experienced students across both FE and HE in Session 2020-21 compared to target. We have also exceeded target in the proportion of full time FE students aged 16-19 successfully achieving a recognised qualification in 2020-21.

Increases have also been witnessed for senior phase age pupils successfully completing a vocational qualification. Full time FE for this age group, which tend to be particularly challenging cohorts, have seen an increase, and part time FE and part time HE have also increased.

Appendix 1 is included to show progress against all Outcome Agreement targets for Session 2021-22.

Impact of Covid-19 on Session 2020-21

Covid-19 continued to have a significant impact on the College during Session 2020-21. At the start of the Session all activity which could be delivered online continued to be delivered

online. Priority for on-campus delivery was given to students completing from Session 2019-20, and those students who were in the final year of study, and needed access to practical activities to complete their study. As the tier system was introduced the College responded to allow more students to be in campus in line with guidance, again prioritising students who required access to practical activities to complete or continue their study. As we entered the second full lock-down after Christmas all delivery again reverted on-line, before we recommenced with very limited campus delivery as we re-entered the tier system, which was increased as restrictions were eased. To support online deliver the College continued to provide IT equipment to students with just under 1,000 students support through Session 2020-21, partially funded through additional support from SFC to address digital poverty, and through successful bids to Connecting Scotland to fund Chromebooks for Care Experienced students.

The College's Covid-19 Assessment process was developed by the College's Learning & Quality Team working with Teaching Departments in Session 2019-20, which included the development of an overarching decision tree to enable a holistic approach to evidence gathering and decision making, utilising the use of evidence already gathered, ongoing assessment, new approaches to assessment, along with professional judgement. An Internal Quality Assurance Panel was created to support, monitor and verify a consistent approach across curriculum areas. This approach continued to be used in Session 2020-21 where appropriate.

Although the majority of learners continued with online learning there are a number of areas of curriculum where there are significant levels of practical skills required to complete qualifications, some of which are dictated by industry bodies. As lockdown restrictions were eased, students returned to face to face learning for practical subjects in smaller groups, with the College supporting as many learners as possible to complete their studies, however there are still cohorts of learners continuing their learning from last session.

As a result of Covid-19 our student-facing services have also had to significantly adapt to ensure our students were supported through the session. Processes from recruitment through to counselling support have been re-designed or adapted at pace. From this there have been positives with some long standing processes challenged, and replaced with more innovative solutions, which will be continued as we return to normal operating.

An area which was impacted significantly by Covid-19 was commercial training. Again, where possible, learning moved online but this wasn't possible for our main areas of delivery which have a high practical element. These courses were re-introduced as lockdown restrictions were eased, but are operating with increased physical distancing, and therefore smaller cohort sizes, meaning reduced income. Another challenging area has been work placements for students as most workplaces closed through lockdown.

The East Central Scotland Colleges Collaboration was a new venture formed by Edinburgh College, Fife College, Forth Valley College and West Lothian College, with the purpose to jointly collaborate on a curriculum proposition that would meet the needs of the local and wider region during the economic recovery of the Covid-19 pandemic. The Colleges worked together using bespoke and accelerated Regional impact Assessment Data from SDS and evaluated this labour market intelligence data against eight identified priority sectors. Through a series of workshops the consortium collectively generated eight distinct curriculum product offerings that were aligned to the priority groups and sectors and possible funding streams. These products were presented to the chief executives, and subsequently evaluated by

Scottish Government with a view to taking forward with a range of measures to implementation. Scottish Government sanctioned that Skills Boost and HNC Accelerator would be taken forward to be funded, with rollout across the whole sector. Each of the colleges have defined what curriculum they will lead on, and joint marketing was undertaken, along with an agreement for cross referral should there be any unmet demand. This provision is aligned to the Young Persons Guarantee and Transitions Training Fund.

Impact of Covid-19 on Session 2021-22

As the College prepared for Session 2021-22 it launched its Springback programme to ensure readiness for the new session taking cognisance of ever-changing Covid-19 guidelines, and also setting out a plan for how the College will operate post-Covid. As we started Session 2020-21, students were either learning fully on-line, following a blend of on-line and face-to-face learning, or fully face-to-face learning for predominantly practical taught subjects, school groups and vulnerable groups, which were prioritised for on-campus delivery. The number of students on campus at any one time was capped at a maximum of 50% across all of our campuses, up to the October break, and this figure will be reviewed regularly as we progress through the session. The College continues to support students to engage in learning remotely, and is again supporting close to 1,000 laptops, which have been distributed to students.

Our recruitment figures are encouraging, with full time enrolment numbers only slightly down on Session 2020-21, and part time enrolment numbers showing an increase in Session 2020-21, and as such our overall enrolment numbers are up on last session at this point. Early retention figures have also been encouraging with rates being consistent with the previous session, which were an increase on Session 2019-20.

Appendix 1 – Performance against targets

No	Measure	Target	Actual	Comment
		2020-21	2020-21	
1a)	The volume of Credits delivered Credits Delivered: Core ESF YPG/NTTF Total Credits	84,201 1,686 1,200 87,087	84,369 1,800 1,060 87,229	
1b)	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	11%	11%	
1c)	Proportion of Credits delivered to learners from different protected characteristic groups and Care Experience Gender - Proportion of Credits delivered to males Proportion of Credits delivered to females Proportion of Credits delivered to Other learners Ethnicity - Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority Disability - Proportion of Credits delivered to students who are disabled Age - Proportion of Credits delivered to learners aged under 16 Proportion of Credits delivered to learners aged 16-19 Proportion of Credits delivered to learners aged 20-24 Proportion of Credits delivered to learners aged 25 and over Care Experience - Proportion of Credits delivered to Care Experienced Learners	53% 47% 0% 3% 17% 7% 43% 22% 28% 4%	51% 48% 0% 3% 13% 4% 44% 23% 29% 5%	
2a)	Number of senior phase age pupils studying vocational qualification delivered by the College	495	837	
2b)	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.8%	2.2%	
2c)	Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	8%	9%	
2d)	Proportion of Credits delivered at HE level to learners from SHEP schools	19%	18%	

No	Measure	Target	Actual	Comment
		2020-21	2020-21	
3)	Volume and proportion of Credits delivered to learners enrolled on STEM courses Proportion of Credits delivered to learners enrolled on STEM courses	36%	39%	
4a)	Proportion of enrolled students successfully achieving a recognised qualification: The percentage of FT FE enrolled students achieving a recognised qualification The percentage of PT FE enrolled students achieving a recognised qualification The percentage of FT HE enrolled students achieving a recognised qualification The percentage of PT HE enrolled students achieving a recognised qualification	69% 90% 70% 85%	69% 89% 71% 91%	
4b)	Proportion of enrolled MD10 students successfully achieving a recognised qualification: The percentage of MD10 FT FE enrolled students achieving a recognised qualification The percentage of MD10 PT FE enrolled students achieving a recognised qualification The percentage of MD10 FT HE enrolled students achieving a recognised qualification The percentage of MD10 PT HE enrolled students achieving a recognised qualification	64% 88% 63% 89%	65% 93% 70% 89%	
4c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by the College The percentage of senior phase FT FE enrolled students achieving a recognised qualification The percentage of senior phase PT FE enrolled students achieving a recognised qualification The percentage of senior phase FT HE enrolled students achieving a recognised qualification The percentage of senior phase PT HE enrolled students achieving a recognised qualification	35% 43% - 77%	37% 45% - 84%	
4d)	Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification 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%	61% 69%	
4e)	Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification	65%	66%	
5)	Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	412	443	
6)	Proportion of full time learners with substantial 'work placement' as part of their programme of study	34%	25%	

No	Measure	Target	Actual	Comment
		2020-21	2020-21	
7)	<p>Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</p> <p>Proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing</p> <p>Proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing</p>	n/a	n/a	
8)	<p>The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</p> <p>Response rate</p> <p>The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying</p> <p>The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying</p>	93%	92%	Rates are for Session 2019-20
		79%	93%	
		96%	94%	
9)	The percentage of students overall, satisfied with their college experience (SSES survey)	94%	85%	
10)	Gross carbon footprint			New baseline will be established after first year of new Falkirk Campus, with future targets based on this new baseline

1. Purpose

Provide members with an update on the work of the Learning and Digital Skills Academy (LDSA) in relation to the overarching Learning and Digital Skills Ambition document, and advise on progress against key operational milestones.

2. Recommendation

That members note the content of the document and the work undertaken by the LDSA so far this academic year, and provide relevant feedback.

3. Background

The LDSA is a fundamental pillar of Project: NXGen FVC and is integrated throughout the key tenets of the project to repurpose our next generation of curriculum. The Learning and Digital Skills Ambition document is a key driver in helping the College achieve its Digital Ambition, in line with the vision for 2030.

The LDSA through the EnableFVC project are driving forward digital skills to enhance digital pedagogy, and enable an increase in virtual and hybrid learning across all modes of delivery, including commercial programmes. Throughout the project lifespan, the LDSA will be a catalyst in taking forward and developing the effective use of analytics that will provide intelligence for reflection and evaluation, in order to maximise student engagement and, improve attainment and retention.

4. Key Considerations

Please refer to attached Dashboard for update. The update is for Quarter 1 of the new academic year, covering the period of August to October.

The key milestones included in the quarterly update have been updated for year 2 of the delivery of the Learning and Digital Skills Ambition document.

Our main focus this year is to launch hybrid learning support, guidance and training, and to measure where we are in terms of reaching the original FVC Enable targets linked to online delivery, with the purpose to drive up planned hybrid and virtual delivery across the College as we move forward.

We intend to roll out the Digital Skills Self-Assessment tool and associated training along with the development of a digital skills baseline for Corporate Services staff. Accessibility will be a key focus as we roll out a significant, new plug in for Moodle, called Brickfield labs, following the successful upgrade of our Moodle site.

5. Financial Implications

Please detail the financial implications of this item – There are no financial implications at present. Funding was approved already for the Learning and Digital Skills Academy team for 2 years from beginning of AY 2021/22.

6. Equalities

Assessment in Place? – No

If No, please explain why – EQIA Initial Screening form indicates that a full EQIA is not required at this stage.

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The document sets out progress against the key ambitions for the wider College and the risk is that all ambitions are seen as being solely owned but the Learning and Digital Skills Academy. To ensure that all the support and training delivered by the LDSA is having a positive impact on staff and student experience, continued support and leadership will be required from the wider College, in a whole systems approach. Encouragement for reflective practice through the PRD system and GTCS will be fundamental going forward.

Risk Owner – Kenny MacInnes

Action Owner – Helen Young

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes

In order to keep momentum up, it would be helpful to continue to communicate the excellent work and progress made by the LDSA to date.

Health and Safety – No

Please provide a summary of these implications – N/A

Paper Author – Helen Young

SMT Owner – Kenny MacInnes

Quarterly Update 1 – October 2021-22

Key Milestones Linked to Ambition (year 2)

	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Comments
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Hybrid Learning	●	●	●										On track
EnableFVC Online Delivery Targets	○	○	○										Measurement to commence Q2
Learning and Teaching Enhancement Programme	●	●	●										On track
Digital Skills Self-Assessment Tool	●	●	●										Behind schedule – platform redesign required
Moodle Development – phase 2	●	●	●										On track
Accessibility	●	●	●										Still behind schedule from last years' target
Online Assessment	●	●	●										Ongoing
Use of Analytics	●	●	●										Ongoing, but progress slower than anticipated
Student Digital Skills Development	●	●	●										Ongoing
Digital Skills Baseline – Corporate Service Staff	○	○	○										To commence Q2

Looking ahead - Critical Activities linked to Key Milestones

	Aug	Sep	Oct	Nov	Dec	Jan
Roll out of Digital Skills Self-Assessment Tool			●			
Roll out of new accessibility software and training for staff (Brickfield labs)						●
Launch of all Hybrid Learning guidance and documentation				●		
Roll out of Mentor Support & Digital Pedagogy training for staff delivering online						
Target remaining staff for Learning and Teaching Enhancement programme						
Commence measurement of EnableFVC targets						
Re-focus on effective use of analytics						●

Highlights

- Successful Moodle upgrade over summer period
- College awarded Microsoft Approved Showcase School 2021-22 and Bill Crawford is a new Microsoft Scotland Fellow
- 52 staff currently engaging with LTE programme and over 400 active users on the FVC Digital Community on MS Teams. 254 academic staff members attended the FLEX Learning Conference in August.
- 1782 students completed the induction survey, allowing us to collate departmental and course information and extract the data for IT requirements and care experienced students. 633 completed the marketing quiz
- Erasmus Project commencement – development of lecturer training programme (digital skills & pedagogy) with 4 partner countries. First staff mobility to Northern Ireland.
- 23 staff enrolled on LDSA's 21st Century Learning Design learning programme for Block 1
- Metaskills Innovation and Creativity course designed in partnership with West College Scotland and Perth UHI
- Managing Attendance training and Hybrid Working Risk Assessment module redesigned by LDSA

Top Risks, Issues and Dependencies

- List of units planned for hybrid virtual delivery in 2021-22 required from curriculum teams to enable LDSA to plan appropriate support activity.
- Curriculum areas to critically evaluate which content can be successfully adapted to hybrid delivery to avoid reversal of digital advancement of past 18 months and fully capitalise upon new skills.
- The Digital Skills Self-Assessment tool will be a major College project and requires maximum engagement when rolled out
- Existing EnableFVC project lifespan ends June 2022

1. Purpose

For the Learning & Student Experience Committee to discuss College Sector Performance Indicators publication for Academic Year 2019-20.

2. Recommendation

That members discuss the Sector Published PIs for Academic Year 2019-20.

3. Background

SFC has recently published Sector and College PIs for Session 2019-20, produced from FES information. The PIs published by SFC are for SFC funded courses where the learning undertaken is greater than or equivalent to 4 Credits. All Colleges are asked to publish their own PIs, however the SFC publication allows analysis at a sector level, and allows for comparisons to be made across Colleges.

As we know, Session 2019-20 was significantly impacted by Covid-19, and as such the publication of these PIs has been delayed to allow Colleges to update results for deferred students for Academic Year 2019-20, where known, however by the publication date over 7,000 student outcomes were still classified as deferred, and have been excluded from the publication. Also as a result of Covid-19, Colleges were directed to make holistic assessment judgements for student outcomes, underpinned by internal quality assurance, rather than rely solely on student achievement.

4. Key Considerations

Figure 1 shows a comparison of both the college sector and Forth Valley College success PIs for Academic Year 2019-20 against the previous session. The sector had a small decrease in the overall student success PI when you combine all modes and levels, with the 2019-20 PI falling by 0.6% to 74.0%. HE has fared better than FE, with there being a 2.3% increase in the HE success rate compared to a 1.3% decrease in the overall FE success rate. For Full Time FE there has been a modest increase of 0.5%, however there has been a larger increase for Full Time HE, which has increased by 3.6%, reversing a negative trend and also being the highest rate over the last 5 sessions. Part time success PIs have fallen for both FE and HE by 1.7% and 0.9% respectively.

The College has performed well against the Sector in Academic Year 2019-20, and in the main is following a similar pattern in trend to the sector, and in almost all of the categories shown in Figure 1, we are performing above the sector average. Overall, our success PI for Session 2019-20 has remained almost the same as Session 2018-19 at 81.8%, and this is the highest across all colleges. For all FE we have seen a 1% fall in our success PI to 83%, however this rate is still the highest of all colleges. For all HE there has been an increase of 2.7% to a rate of 78.8%, which is third highest in the sector, and well above sector average. We increased our Full Time FE success PI by 1% to 70.1%, which is above sector average, and third overall. Our Full Time HE rate has risen by 0.6% to 70.6%, however there has been a larger increase across the sector, meaning that we have fallen below the sector average. Our FE Part Time success PI is the highest in the sector

and has stayed consistent with Session 2018-19, and our HE Part Time success PI is also the highest in the sector having increased by 7.4%.

Figure 1 - 2019-20 Success PIs Summary

Sector				Forth Valley College			
	Session 2019-20	Session 2018-19	Variance		Session 2019-20	Session 2018-19	Variance
Overall	74.0%	74.6%	-0.6%	Overall	81.8%	82.0%	-0.2%
All FE	73.9%	75.2%	-1.3%	All FE	83.0%	84.0%	-1.0%
All HE	74.6%	72.3%	2.3%	All HE	78.8%	76.1%	2.7%
FT FE	65.7%	65.2%	0.5%	FT FE	70.1%	69.1%	1.0%
FT HE	73.4%	69.8%	3.6%	FT HE	70.6%	70.0%	0.6%
PT FE	78.0%	79.7%	-1.7%	PT FE	89.6%	89.3%	0.3%
PT HE	78.9%	78.0%	-0.9%	PT HE	91.9%	84.5%	7.4%

Figure 2 shows the overall success PI for all modes and levels for each College, and the sector overall, which highlights Forth Valley College as having the highest success PI.

Figure 2 – Overall Success PI across all modes and levels

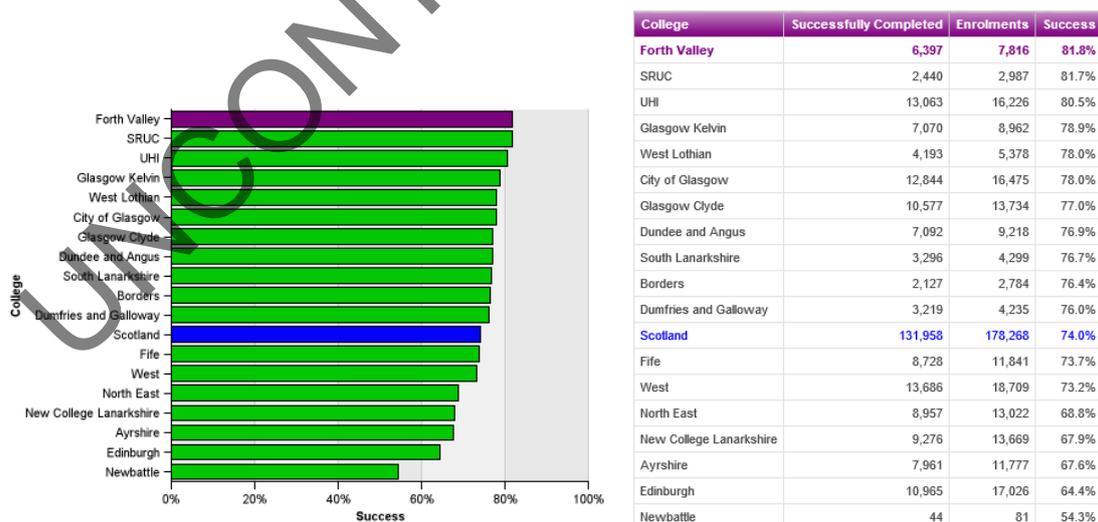


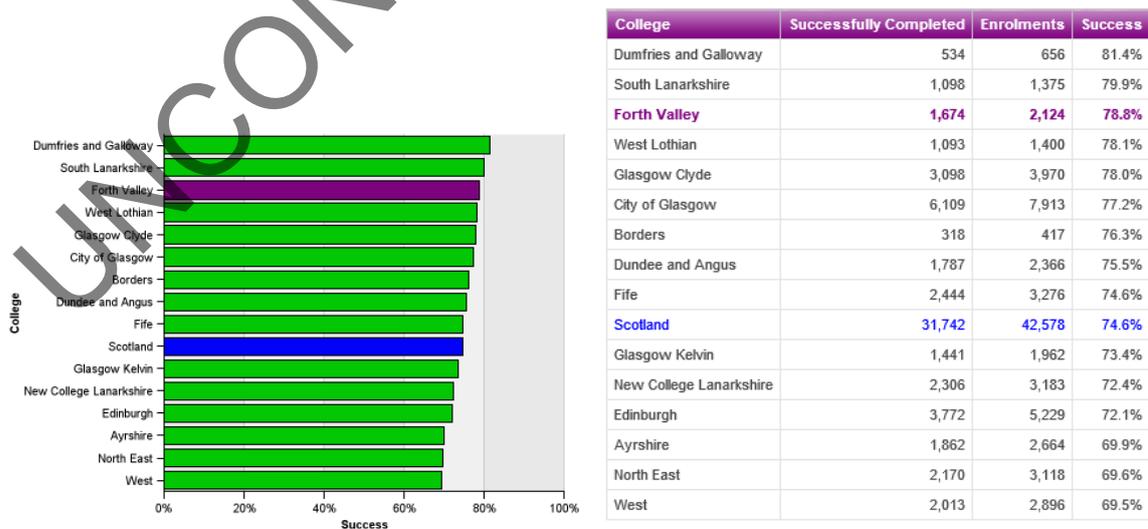
Figure 3 shows our Success PI for all FE courses, with Forth Valley with the highest success PI.

Figure 3 – Success PI for All FE Courses



Figure 4 shows the same information for all HE courses, with the College performing above the sector average.

Figure 4 – Success PI for All HE Courses



Figures 5 through 8 display the Colleges performance against the sector across Full Time FE, Full Time HE, Part Time FE and Part Time HE. For both Part Time FE and Part Time HE the College continues to have the highest success PIs, which can be largely attributed to our high levels of Modern Apprenticeship delivery. Our Full Time FE Success PI has increased by 1%, and we continue to have one of the higher rates across the sector. Our Full Time HE Success PI has increased by 0.6%, however there has been a larger than anticipated increase across the sector of 3.6%, following drops in this category the previous four years, with the result that we have dropped below the sector average in this category. There have been five colleges who have had increases higher than the sector average, with the highest college increase being 12.6%.

Figure 5 – Success PIs for Full Time FE

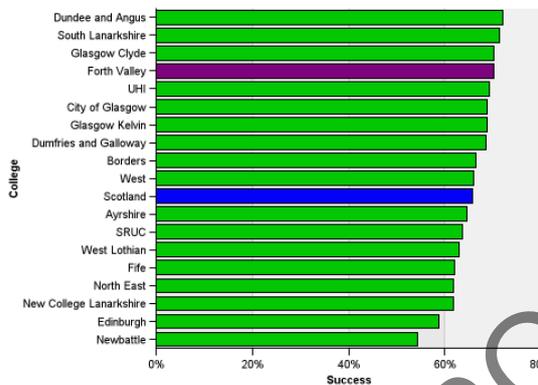


Figure 6 – Success PIs for Full Time HE

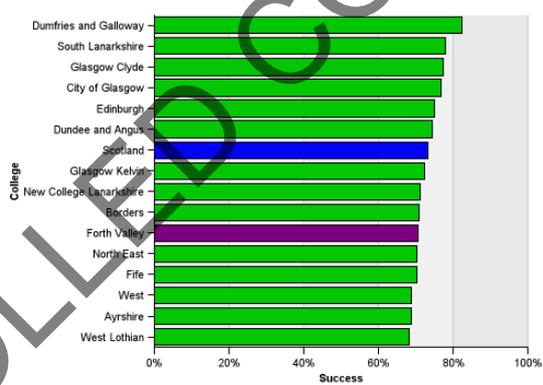


Figure 7 – Success PIs for Part Time FE

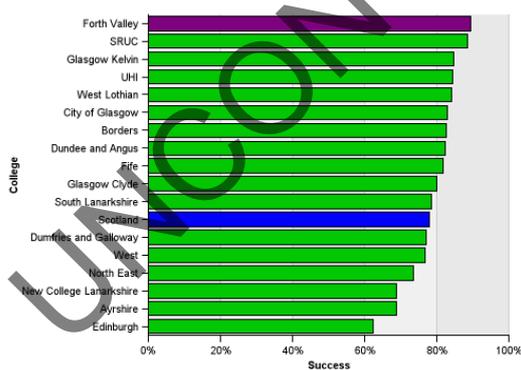
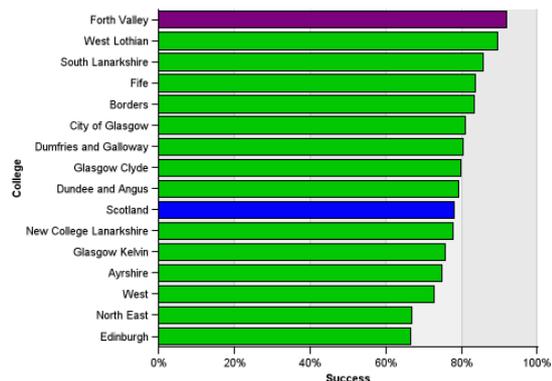


Figure 8 – Success PIs for Part Time HE



Age Groups

The PI Publication groups students by age groups, with the College performing well in all. The College has the highest success PIs for the Under 18, 18-20 year old and 21-24 year old age bands, and the second highest success PIs for the 25-40 year old and 41 and over age bands.

Level and Gender

The publication groups students by gender and level of study to analyse success. For all combinations the College has a higher success PI compared to the sector average, and has the highest PI for FE males. At both FE and HE levels the success PI for males is higher than that of females.

Key Groups

The SFC Publication also measures success against a range of key groups. In relation to students from the 10% most deprived postcodes in Scotland (SIMD10) we have the third highest PI, and are well above the sector average. For students from the 20% most deprived postcodes in Scotland (SIMD20) we have the highest success PI. For Care Experienced students we have the fifth highest success PI, and are well above the sector average. For students with a disability we are well above the sector average, and have the third highest success PI. For students who are from an ethnic minority we have the second highest success PI.

Subject Area

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

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

5. Financial Implications

Please detail the financial implications of this item – None

6. Equalities

Assessment in Place? – Yes No

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	x	x
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – There is a risk that the College may attract negative publicity if our success PIs are low, or are falling. Overall the College has performed well above sector average in Session 2019-20 in terms of success PIs. In previous sessions the College has seen drops in our Full Time PIs which we have addressed, and are continuing to address, through regular PI Tracking and analysis, and through the introduction of our Student Support System.

Risk Owner – David Allison/Kenny MacInnes

Action Owner – David Allison/Kenny MacInnes

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

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

Paper Author – David Allison

SMT Owner – David Allison

1. Purpose

To update the Learning & Student Experience Committee on the evaluation of student performance for academic session 2020/21, to update on recruitment and early retention figures for session 2021/22, and explain the process for returning to campus.

2. Recommendation

That the Learning & Student Experience Committee note our performance position for academic Session 2020/21 and are aware of the recruitment and early retention figures for session 2021/22, and the processes introduced to ensure a safe return to campus.

3. Background

Performance Indicator Prediction-tracking and Curriculum Review meeting format

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

For academic session 2020/21 all departments' PI Prediction-tracking and Curriculum Review meetings were held virtually. Please note the College is delivering all learning and teaching as per the Scottish Government's restricted blended learning guidance for Colleges and following the relevant awarding bodies Covid-19 assessment strategy guidance for session 2020/21.

As the College is still operating under the Scottish Government's restricted blended learning guidance, the College has initiated a return to campus programme in-line with the College's wider Springback project. This return to campus programme has restricted student numbers on campus for a seven week period to facilitate a more structured and safe return to campus.

4. Key Considerations

4.1 2020/21 year-end results

The Scottish Funding Council set the 2020/21 OA targets for all Colleges to their 2018-19 actual performance figures in acknowledgement of the challenging delivery environment that Colleges are operating in due to the current pandemic situation. Table 1 below shows the 2020/21 targets.

Table 1. FVC 2020/21 OA PI targets

Session	FT FE targets	FT HE target
2020/21	69%	70%

For 2020/21 Forth Valley College has again performed well overall against our OA target figures across FE and HE categories, as shown in Table 2, whilst continuing to operate in a restricted blended learning environment.

Table 2. Year-end retention and attainment for session 2019/20

FE/HE FT/PT	Year-end Retention		Year-end Achievement		
	Actual	Actual	Actual	Actual	Target
	2019/20	2020/21	2019/20	2020/21	2020/21
Full Time FE	80%	77%	70%	69%	69%
Full Time HE	85%	83%	71%	71%	70%
Part Time FE	95%	94%	90%	89%	90%
Part Time HE	94%	97%	94%	91%	85%

Please note students restarting in session 2021/22 are not counted in the above figures.

Year-end Retention

There has been a drop in 2020/21 full time FE and HE year-end retention against 2019/20's figures and this is directly attributed to the impact of Covid-19 on student engagement through session 2020/21. Overall, part time figures are better, as expected, but part time FE is down by 1% on 2019/20. Again, Covid-19 restrictions on delivery play a significant contributing factor to student engagement. Part time HE retention is up by 3% and demonstrates that HE delivery has aligned better to an on-line delivery format.

Year-end Achievement

Year-end achievement has performed well overall considering the operating environment. Full time FE is down by 1% on 19/20 but we have met our 2020/21 OA target. The drop in FE attainment against 2019/20 performance can be attributed to a small number of FE students struggling to maintain engagement with on-line and home learning through the year due to Covid-19 delivery restrictions, with a number of students having to defer and complete in December of the next academic session. The full time HE position replicates the performance of 2019/20 but is 1% above our 2020/21 OA target. HE students have again shown more resilience in being able to cope with on-line and home learning, and the format of on-line delivery has aligned better to HE programmes.

Part time FE is down by 1% on 2019/20 and our 2020/21 OA target and again can be contributed to challenges faced by students through Covid-19 delivery restrictions. HE courses have fared better and are above our OA targets, but down on 2019/20 figures. The drop from 2019/20 can be attributed to an increase in a small number of students deferring at late stages of the academic year, again due to pressures brought on by Covid-19.

Due to the delivery restrictions 2020/21 has been a very challenging year for all programmes, especially full time FE and by meeting our 2020/21 OA targets, when considering the delivery restrictions, this again demonstrates the commitment of the College's staff to deliver a positive learning experience for our students.

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 continues to support curriculum teams to drive forward improvement plans to address the downturn in attainment performance against the backdrop of Covid-19. For session 2020/21 the College's PI prediction process was supported by Internal Quality Approval Panels which oversaw the application of the SQA's, and our other awarding bodies', Covid-19 assessment strategy guidance.

4.2 Deferred and restart student position

For the end of the academic year 2020/21 the College had an incomplete student position of 606 students out of a total enrolment of 9,958 due to delivery restrictions created by Covid-19. See Table 3 below. This consisted of 537 restarts where students had to be defaulted from session 2020/21 due to Covid-19 restrictions and were re-enrolled in session 2021/22. The remaining 69 students were deferred and would complete through July to December of session 2021/22.

Table 3. FVC incomplete student position (restart/deferred) for academic session 2020/21.

	Total students from 2019-20 and 2020-21 still active in the current academic year enrolments	Of those students from 2019-20 and 2020-21 still in education and in danger of not completing in 2020-21					Sum of columns B to G Total	
		Students expected to complete by end 2020-21 enrolments	Students expected to continue to further study and complete by end of 2021-22 enrolments	Students expected not to continue to further study but complete by December 2021 enrolments	Students expected not to continue to further study but complete by July 2022 enrolments	Expected withdrawals enrolments		Others enrolments
Totals	9,958	9,331	537	69	0	21	0	9,958
		Total deferrals	606					

Of the 69 deferred students the curriculum areas affected were Carpentry & Joinery; Sport, Fitness & Coaching; Wood Machining; Schools programmes.

Of the 537 restarts in session 2021/22 the curriculum areas affected were Business and Admin; Hairdressing; Beauty Therapy; Make Up Artistry; Early Years; Social Services; Brickwork; Carpentry & Joinery. The bulk of restarts came from Hairdressing; Beauty Therapy; Make Up Artistry (265) and Brickwork and Carpentry & Joinery (155).

4.3 Analysis of enrolment and early retention for session 2021/22

Enrolment for session 2021/22 has been positive with healthy numbers across all areas. Table 4 shows enrolments for August/September start Full Time and Part Time courses.

Table 4. – Full Time August/September start courses

Mode	Enrolments 2021/22	Enrolments 2020/21	Variance	Early retention 2021/22	Early retention 2020/21	Variance
Full Time	3,105	3,122	-17	97%	94%*	3%
Part Time	5,525	4,248	1,277	99%	99%*	0%
FT & PT Overall	8,630	7,370	1,260	99%	98%*	1%
Apprentices	1,417	1,089	328	99%	99%*	0%

*Based on 1st November cut off

Full time numbers have seen a very slight reduction but are overall comparable with last year's enrolment figures. More encouraging are the part time figures which are significantly up on last year's enrolments, with the biggest increase being in evening classes. Apprentices are also up, and look back to normal pre-pandemic levels (apprentices are across all modes of attendance).

The Early retention figures for 2019/20 are based on the cut of date for 1st November. At the time of compiling this report we are two weeks away from the 1st of November, however, the current early retention figures for 2021/22 at this stage are on par with 2019/20's figures.

4.4 Return to campus

The College introduced a controlled return to campus for session 2021/22 and restricted attendance for a seven week period from August through to the October holiday. A cap of 50% was set and a six point hierarchy of needs was introduced to determine which courses should be brought in to campus. The hierarchy of needs is shown below.

Hierarchy of business needs for phase 1 for Teaching Departments (includes evening provision)
Groups that can be brought in could be:

1. Deferred students/groups with vocational/practical requirements that need access to campus to complete.
2. New student groups with vocational/practical requirements that need access to campus from the start of the academic session.
3. School groups where there may be accommodation issues at school and they need to be on campus or they need early access to vocational equipment.
4. Courses that performed very badly and did not have a positive student experience on-line through the previous lockdowns.
5. Staff specific requirements should also be considered i.e. wellbeing.
6. Courses moved on-line due to 1 metre social distancing social bubbles group splits not being advisable for a specific group.

Social distancing guidance was also changed by the Scottish Government in August and this was reduced to 1 metre across all out campuses, which in turn increased our room occupancy numbers. Once Curriculum Managers identified which groups were to be brought into campus and which groups were to remain on-line for the seven week period, the groups being brought in were then reviewed against the room occupancy numbers and the 50% cap. A decision was also taken to bring all school groups onto campus for the start of the academic session to reduce the impact on learning and teaching. These groups were factored into the 50% cap.

Curriculum Managers then worked out an in-campus rota to ensure our 50% occupancy cap was not breached. This meant some groups were on a restricted in-campus attendance of 1 day per week to ensure numbers were limited on campus over the seven week restricted period.

A review of the numbers was taken weekly during the seven week period and a College wide review was set for the end of September. At the September review, in-line with Scottish Government guidance, an increase to 75% capacity was agreed to allow more groups back onto campus. These groups had been kept on-line to limit our numbers, but were now starting to be negatively impacted by the prolonged exclusion from campus, and were therefore to be brought back in on a restricted capacity after the October holiday. Some courses will continue to remain on-line after the October holiday and they will be brought into campus on a day per month basis to ensure contact is maintained. Attendance of these courses will be closely monitored.

For those courses returning after the October holiday they have again been reviewed through a rota process to ensure the 75% cap is not breached. Initial projections show that the rota is keeping the daily attendance numbers to less than 75%, however the numbers will not be increased at this time. A further review will take place in December, in-line with Scottish Government guidance, to consider a further increase in campus capacity.

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. Failing to follow Scottish Government Covid guidance can have future financial implications related to failure to meet OA targets.

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) – N/A.

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
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 continued restrictions on our current model of delivery, as a result of Covid-19, will have an on-going negative impact on attendance and attainment. Failing to follow Scottish Government Covid guidance can have future implications related to infection control and disrupt our return to campus.

Mitigation of risks

Comprehensive review and action plans from PI Prediction meetings; Review and analysis of Course Review Tool; controlled restricted return to campus through hierarchy of needs.

Risk Owner – Ken Thomson

Action Owner – Kenny MacInnes

8. Other Implications – NA

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – Not applicable

Paper Author – Kenny MacInnes

SMT Owner – Kenny MacInnes

1. Purpose

To inform the Learning & Student Experience Committee of progress towards meeting the College's Student Activity target for Session 2020-21, provide an update on early recruitment for Session 2021-22 and provide an update on progress towards our Student Activity target for Session 2021-22.

2. Recommendation

That members note and discuss the content of the report.

3. Background

The College has a strong track record on meeting its Credits target, and could face financial claw-back if this target is not met. This report provides an update on our final Credits position for Session 2020-21, provides an update on recruitment for Session 2021-22, and an early report on progress towards our Credits target for Session 2021-22.

4. Key Considerations

Session 2020-21 Credits Delivery

Figure 1 demonstrates that the College met its overall Credits target for Session 2020-21. Both core allocation and ESF targets have been met, however the allocation of 1,200 Credits for Young Person Guarantee/Transition Training Fund which came as an additional allocation, was tightly ring-fenced and therefore more challenging to meet, with the College falling just short, delivering 1,060 Credits.

Figure 1 – Credits 2020-21

Credits Allocation	Credits
Core Grant	84,201
ESF	1,686
Young Persons Guarantee/Transition Training Fund	1,200
Credits Target	87,087

Mode of Attendance	Total Credits
Full Time	50,993
Part Time	16,798
Evening	2,525
Assessment of Work Based Learning	8,668
Flexible/Distance Learning	8,245
Total	87,229

Variance	142
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Session 2021-22 Recruitment

Figure 2 displays a comparison of this session with last session at this time by way of comparison, which shows that overall enrolments are up by 1,260 this session than last year at this time. Full Time enrolments are almost on par with last session, being just 17 enrolments adrift, however all other modes of attendance are looking healthier. By percentage the biggest increase is in evening class enrolments, as we're now able to offer more on-campus provision. The increase in part time enrolments is largely down to deferred students, who are returning to complete their study, however there is a general uplift across most Departments. The increase in Assessment of Work Based Learning enrolments can also be attributed mainly to continuing students.

Figure 2 – Enrolments Comparison by mode of attendance

Mode of Attendance	Enrolments 2020/21 as at 18/10/20	Enrolments 2021/22 as at 18/10/21	Variance	% Variance
Full Time	3,122	3,105	-17	-1%
Part Time	2,699	3,417	718	27%
Evening	769	1,150	381	50%
Assessment of Work Based Learning	374	542	168	45%
Flexible/Distance Learning	406	416	10	2%
Total	7,370	8,630	1,260	17%

A similar pattern can be seen in Credits, where overall we are 5,325 Credits better off this session compared to last, which can be attributed to First Year Foundation Apprenticeships now attracting Credits, deferred and continuing students, and an increase in evening enrolments. Full time Credits are down slightly due to the small drop in enrolled students. Early retention rates are on a par with last session's high rates, which is very positive, and significant for Credits delivery.

Figure 3 – Credits Comparison by mode of attendance

Mode of Attendance	Credits 2020/21 as at 18/10/20	Credits 2021/22 as at 18/10/21	Variance	% Variance
Full Time	46,377	46,124	-253	-1%
Part Time	12,441	16,208	3,767	30%
Evening	2,055	2,574	519	25%
Assessment of Work Based Learning	1,703	2,981	1,278	75%
Flexible/Distance Learning	827	841	14	2%
Total	63,403	68,728	5,325	8%

Figure 4 below, shows both our Credits allocation for Session 2021/22 and also our progress towards achieving our target. Our combined Core Grant and ESF Credits are similar to last session, with a small variance of 58 fewer Credits as the price for an ESF Credit was slightly increased. However there was a movement of Credits between Core grant and ESF, which was explained as a levelling of ESF Credits across the sector. This however places the College more at risk when ESF funding is removed (expected from Session 2022/23), with no replacement fund identified. SFC has also moved Year 1 funding for Foundation Apprenticeships to be within Credits, rather than previously being funded through Skills Development Scotland. An allocation of Credits has been provided to all Colleges, however this activity is expected to be mainstreamed into core funding in Session 2022/23. SFC also provided all Colleges with a Credits allocation for deferred students.

Good progress has been made towards meeting our Credits allocation, and as can be seen from Figure 3, we are further ahead with Credits at this point compared to last session, however we are currently tracking just short of our Credits target. As such, there is little margin for future courses not to recruit to target, and there is a real emphasis on securing healthy January Full Time recruitment numbers, along with some further work required to identify where the small current shortfall can be made up. This has been discussed at LMT, with Directors of Curriculum tasked with identifying where the small Credits gap can be closed.

Figure 4 – Progress towards our 2021/22 Credits Target

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

Mode of Attendance	Current Credits	Estimated Credits	Total Credits
Full Time	46,124	5,366	51,490
Part Time	16,208	6,954	23,162
Evening	2,574	800	3,374
Assessment of Work Based Learning	2,981	3,595	6,576
Flexible/Distance Learning	841	4,665	5,506
Total	68,728	21,380	90,108

Variance	-479
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Outcome Agreement Dashboard

This committee meeting has come too soon to provide meaningful tracking information, and therefore the Outcome Agreement Dashboard will return at the next meeting of the Learning &

Student Experience Committee. The first round of PI prediction and review meetings are scheduled for November.

5. Financial Implications

Please detail the financial implications of this item – There is potential for SFC to claw-back funding if the College does not achieve its activity target. The College is progressing well to meet its Credits targets, however there is further work required to identify where the current small deficit can be made up from.

6. Equalities

Assessment in Place? – Yes No

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	X	X
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't achieve its Activity Target. The College is tracking close to target, and this position will be monitored closely as we progress through the Session.

Risk Owner – LMT

Action Owner – LMT

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – N/A

Paper Author – David Allison

SMT Owner – David Allison

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
February 2022	Learning & Digital Skills	Helen Young
	Outcome Agreement 21/22	David Allison
	Safeguarding Policy	Anna Vogt
	PI Prediction Review Report	Kenny MacInnes/David Allison
	Student Activity Report	David Allison
	Learner Journey Project	Lyndsay Condie
May 2022	Learning & Digital Skills	Helen Young
	Student Activity Report	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
Very High		
High		
Medium		
Low		
Very Low	X	X

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

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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