

AGENDA

Meeting: Academic Quality Committee

Date: Wednesday 8 June 2022 at 3.30pm

Location: Microsoft Teams

Papers highlighted in purple font have not been published with the agenda as they are either due for future publication or are not in the public domain.

Briefing Session: Wellbeing: Supporting Student Success
John Blakey will present

N/A

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 16 February 2022	Approve	SC	
3	Matters Arising / Actions Outstanding	Note	SC	2-2
4	Curriculum Update Report	Note	DL	3-6
5	Fife College Students' Association Update	Note	EW	7-11
6	Performance Update			
	6.1 Education Scotland Report Action Plan: Progress Update	Note	IH	12-15
	6.2 Learner Survey 2	Note	IH	16-21
	6.3 Performance Indicators Report	Note	IH	22-26
7	Inclusion Report	Note	IH	27-31
8	Academic Update: New Campus Project	Note	DL	32-35
9	Scholarship and Alumni Update	Note	MP	
10	Review of Remit, Self-Evaluation and Annual Report to the Board	Discuss	SC	36-37
11	Review of Meeting	Discuss	All	N/A
12	Date of Next Meeting Monday 7 November 2022 at 3.30pm	Note	SC	N/A

For Information:

Learning and Teaching Committee Minutes: 20 May 2022

Key National Reports / Changes to National Policy



Key:	
	Outstanding and deadline passed
	Progressing and on target
	Complete

Board of Governors: Academic Quality Committee

Actions Outstanding / Progress Made

	Date of Meeting	Action	Responsibility	Deadline	Comments
1	16.02.22	To provide a paper on class representatives including areas not represented, general balance, opportunities and challenges for discussion at the next meeting.	Student President	08.06.22	Complete. Included in Fife College Students' Association Update.
2	16.02.22	To receive an update at the next meeting on progress on the Education Scotland report action plan.	Assistant Principal	08.06.22	Complete. On agenda

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: June 2022	
Date of Meeting:	Wednesday 8 June 2022
Purpose:	To provide Committee members with an update on progress made with curriculum matters.
Intended Outcome:	The note the update.
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be informed on progress made with current curriculum matters.
Financial Implications:	N/A
Learner Implications:	None
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie (dorotheeleslie@fife.ac.uk) 01592 223190
Date of Production:	25 May 2022

Actual Performance as at June 2022

STUDENT PROFILE

STRATEGIC HIGHLIGHTS

- The College's current credits realisation is sitting at 91% of our total 139,694 SFC credit target (which includes our core credits, as well as European Social Fund (ESF), Deferrals, Foundation Apprenticeships (FAs), Young Person Guarantee (YPG) and National Transition Training Fund (NTTF) credits). Our primary aim remains to realise our core target and we are continuing to strive to close this gap through additional delivery. Credit targets will continue to be supported through external delivery still scheduled before the summer (e.g. STEM courses for schools, roll on roll off courses still to start) and through innovative approaches to enhance opportunities for students who may still be able to engage later in the year (e.g. Trade Union, Care SVQ candidates).
- Further withdrawal figures are higher than this time last year (13.3% overall vs 11%); however, it is hoped that the easing of restrictions will minimise any late withdrawals before the end of the academic year and have a positive impact on successful completion rates.
- Recruitment 2022/23 is progressing well with a total of 88% of offers accepted vs eligible targets for FT courses (vs 101% this time last year), with both FTFE and FTHE figures also sitting at 88% (vs 101% and 100% respectively). PT recruitment has an overall figure of 53% to date (vs 51% last year), with both PTFE and PTHE figures also sitting at 53% vs 51% this time last year.

2021/22 Credit Targets Report and Current Performance Indicators

Faculty	F1 Credit Target [^]	Actual Credits ⁺	Variance (Actual vs Target)*	Covid Deferral Credits	Total Credits Realised (Actual + Covid)
Business, Enterprise and Tourism with Supported Learning	25,288	23,323	-1,965	785	24,107
Care, Social Science & Education	33,849	34,447	598	233	34,680
Creative Industries	35,550	31,614	-3,936	2,444	34,058
Engineering, Science, Technology & Built Environment	35,788	32,966	-2,821	1,199	34,165
Learning and Teaching Practice	0	84	84	0	84
SPS Contract	0	392	392	0	392
Total	130,474	122,825	-7,649	4,661	127,486

[^] F1 Credit target is the overall credit target for 2021/22

⁺ Actual credits as at 25 May 2022

* Based on SFC's actual credit target of 139,694 which includes our core credit target plus covid deferrals, FAs, YPG & TTF, the College is currently -9% under target

2022/23 Full-time Student Profile (as at 25 May 2022)

Faculty	% Offers Accepted vs Eligible Target	
	FT FE	FT HE
Business, Enterprise & Tourism with Supported Programmes	88%	75%
Care, Social Science & Education	115%	135%
Creative Industries	79%	60%
Engineering, Science, Technology & Built Environment	66%	74%
Overall Total	88%	88%

* FT figures above are based on courses with a start date of before 7 October 2022.

Mode/Level	Early Withdrawal %		Further Withdrawal %	
	20/21*	21/22 [^]	20/21*	21/22 [^]
FT/FE	9.7%	9.7%	25.6%	23.8%
FT/HE	5.2%	6.5%	15.5%	20.4%
PT/FE	1.8%	3.2%	7.4%	5.7%
PT/HE	5.0%	3.0%	6.8%	6.1%
FT Total	7.9%	8.5%	21.6%	22.6%
PT Total	2.4%	3.2%	7.3%	5.8%
Overall Total	5.1%	5.6%	14.2%	13.3%

The above data is based on total enrolments considered for PIs only

* Figures as at end of Academic Session

[^] Figures as at 30 May 2022

Additional Curriculum Updates

A **gradual student and staff return to campus** has taken place in all areas as the restrictions eased after April 2022 to support course completion. Deferrals into 2022/23 are expected to be very minimal.

Additional delivery will be scheduled as necessary to support student course completion in areas affected by strike action.

Dates and detailed planning arrangements have been confirmed for on campus **2022/23 student induction**. They are supported by keep warm activity in all areas.

The review of the Learning and Teaching Strategy has been progressing well with ambitions and impact to date reviewed and analysed. Findings and recommendations of the new iteration of the strategy are consistent with ongoing work on the Digital Strategy and new College Strategic Plan. It has been agreed to align review timelines with the new Learning and Teaching strategy to be confirmed by the end of this calendar year.

Work is underway to progress the sustainability agenda across all curriculum areas. An initial workshop will take place this month to identify baselines and to define specific outcomes, including curriculum content and delivery methodologies. Supply chains and working / studying patterns will be considered as part of this exercise.

Negotiations with the Scottish Prison Service are ongoing with the aim to achieve a positive resolution for the contract extension by early June. Work is underway to support new models of delivery and enhanced partnership planning for SPS learners (e.g. women learners).

The new **Adult Learning Strategy for Scotland** has been published with a formal online launch scheduled this month.

Sector level collaboration is continuing to grow with the **Vice Principals Curriculum group increasing** its representation and input on national issues (e.g. implementation of the SDS Career Review plan and associated College activity).

SFC funding allocations have been confirmed for 2022/23, with the College core credit target sitting at 131,782 (vs 132,399 for 2021/21). The core target now includes FAs and any deferrals. A tolerance of 2% has been re-introduced against credit target realisation.

The work of the **Learning Strategy work stream** supporting the development of the **Dunfermline Learning Campus** is continuing to progress well. A short update is included on the agenda.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Fife College Students' Association (FCSA) Update	
Date of Meeting:	8 June 2022
Purpose:	To update members of the Academic Quality Committee on the progress made by the FCSA since the last meeting.
Intended Outcome:	To note the position.
Paper Submitted by:	Emma Wallace
Prior Committee Approvals:	N/A
Board Impact from Decision:	To ensure that the FCSA has appropriate resourcing and support from the College to undertake its duties effectively; and that the FCSA is operating effectively in order to meet the needs of our learners.
Financial Health Implications:	N/A
Learner Implications:	As detailed in paper
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Emma Wallace; emmawallace@fife.ac.uk
Date of Production:	30 May 2022

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

FCSA Update

1 General

The FCSA were pleased to win three awards at the NUS Scotland Awards. These were for Student of the Year for Tali Fisher, Student Society of the Year for the FCSA Book Group, and the award for College Students' Association of the Year. We have also been shortlisted for two awards at the Herald Higher Education Awards for Outstanding Contribution from a College Student for Tali Fisher, and Outstanding Contribution to the Local Community for the FCSA's Community work. We are pleased that the awards the FCSA are being recognised in are for work that directly aligns with the FCSA's Aims and Commitments as part of the FCSA 2025 Strategic Plan.

2 Class Reps 2020/21

In total this year we registered a total of 437 Class Reps, a decrease from 507 in 2020/21 and slight increase on 419 in 2019/20. However due to withdrawals the number of active Class Reps is now 399.

In the second year of operation the completion rates for our Class Rep Training are as follows:

Class Rep Training Modules Completion by Level

Level	Attempts	Successful Completions	Vs 20/21
1	214	212	+67 (145)
2	185	177	+40 (137)
3	187	177	+46 (131)
4	164	164	+35 (129)
5	241	145	+24 (121)

As reported before the levels increase in difficulty, with Level 1 covering the basics of the role to ensure it is accessible to all learners – reflected here in the high pass rate. The high attempt rate at Level 5 indicates where the training contains most of the SPARQS Class Rep Training information which focusses more on the theory behind the role rather than the mechanics which are cover in the other levels.



Feedback has remained positive and students appear to prefer this model of training to the traditional three hour in person event. This benefits the FCSA as hosting the in-person sessions was logistically and resource intensive and inefficient.

We are planning further improvements to the training this year:

- Automated comms to students who haven't completed all levels to check if they need assistance
- Improved Visual Appearance
- Improved Video Content with Creative Arts students as Actors
- Reviewing content at each level and standardising number of questions cross each level. Currently the number of questions varies, the feeling is standardising this will help with the overall feel.
- Standardising 'How to use your Outlook Calendar' training session

Due to a large number of reps not knowing how to attend/join scheduled meetings via their Teams and Outlook calendars, we have arranged Group Chats for the various Rep groups and held meetings and drop-ins within these channels. The Class Rep Report will detail the attendance at the April and May rep meetings which will occur after this paper has been submitted.

As in previous years, the main feedback on non-attendance centres on the misconception that the role is only to let us know if something is going wrong. The FCSA have been active in trying to dispel this myth and we have seen an improvement in awareness with staff; however, we still find areas where the rep role is promoted as 'something we just have to have' rather than acknowledging the role as part of the College's Quality and Communication systems.

3 Student Engagement Tracker

The FCSA log all issues raised by students / reps onto the FCSA Student Engagement Tracker. If we are able to resolve these we will attempt to do so, however if anything is viewed as very serious we still log the issue and advise the person to look at using the official complaints system. Members of the College Quality team and leadership group also have access to this system.

Type	Year to Date	Last Year to 18 May 20
Commendation	194	287
Concern	80	132
Query	24	69
Suggestions	1	14
Total Issues	299	497

Overall engagement with students has reduced this year. Widespread awareness has been hampered by the pandemic and reduced interaction opportunities, whilst covering both digital and in-person delivery has hampered development in both environments. A change in staffing and President teams has resulted in an adjustment period as the new members adopt the FCSA practices and build awareness of their self and the roles through our new student cohort. This adjustment period has also limited our ability to promote our activities which increase engagement numbers such as the Code Word Competition and the Thank You Forms. We anticipate a large rise in engagement next Academic Year as we return to traditional activities and all FCSA members are utilising the tracker.

4 FCSA Review and Staffing Structure

As part of the FCSA Review, and as noted in the feedback of the Education Scotland visit, we are reviewing how to best support the College's Class Representative Model and where more focused capacity is needed. There is evidence that we need to separate the functions of Engagement and Representation to allow both to meet the needs of our Presidents, the FCSA, and Fife College.

This new model will be discussed further with the FCSA Executive and a proposal will be made to the Student Council. It is likely this proposal will recommend a change to the staffing structure to have a Student Representation Coordinator and a Student Engagement and Widening Access Coordinator.

The Student Representation Coordinator would be able to better focus and coordinate all aspects of the Class Rep model, including being able to take a more active part in the recruitment of reps across the Learner Population, and ensuring learner participation and influence within the College's Programme Review Meetings. This role would also lead on the new model for engaging Apprentice's in the College's Quality processes.

The Student Engagement and Widening Participation Coordinator would ensure the FCSA can deliver on its established engagement functions such as the Weekly Engagement Report on set topics, the Digital Campus outwith Representation and Societies, monthly Hack Groups, and other college projects where the student voice is sought. This role would also provide coordination and structure to our Equality Networks for students which include Care Experienced Students, Black and Minority Ethnic Students, Student with Disabilities, Women's Network, Young Student Carers, Estranged Students, and LGBT Students. This move is a result of student and President feedback that the organisation and support of these networks is not possible alongside studies, and President workloads.

The President of Education and Representation will retain full access to the Class Reps, and the President of Welfare and Equality to the Equality Networks as currently, however the administrative burden on them will be reduced; releasing capacity to the Presidents to focus on and deliver their manifesto pledges.

This approach echoes and develops structures we have experienced and are functioning well at Strathclyde Students Union, University of Liverpool, and City of Liverpool College.

5 FCSA General

Nominations are now open for the FCSA and Fife College Awards, including the Faculty Student of the Year Award, the Student Recognition Staff Awards and the Fife College Staff Member and Team of the Year awards.

To date we have received a total of 221 nominations from students to the Student Recognition Awards to thank staff for their assistance across the year. Nominations close on 31 May 2022.

This year we have worked alongside the Prison Teaching Teams to collect artwork from our Prison Based Learners which will be displayed throughout the FCSA and Fife College Awards Night, including some works which have been selected to be included on the table decorations and sculptures to be displayed in the welcome area. This will also help to promote a Prison Art exhibition which we are helping to promote in the Kirkcaldy campus in October.

Emma Wallace
President of Education and Representation
Fife College Students' Association

13 May 2022

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Education Scotland Report Action Plan: Progress Update	
Date of Meeting:	8 June 2022
Purpose:	To provide members of the Academic Quality Committee with an update on the action plan from the Education Scotland Progress Visit undertaken in November 2021.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Board Impact from Decision:	In accordance with the Committee remit, to ensure that the quality arrangements as required by Education Scotland are robust
Financial Health Implications:	N/A
Learner Implications:	Improvement of student satisfaction rates; retention rates and student success.
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	27 May 2022

Education Scotland Progress Visit Nov 2021 – Improvement Action Plan

	Education Scotland Comment	Responsible Lead	Others involved	Action(s) being progressed	RAG	Due date	Expected Outcome(s)
1	Managers and staff recognise that Further Education (FE) learners are more likely to find remote learning a challenge. Where learners at SCQF levels 4 and 5 have chosen programmes with considerable practical content, they are often disappointed at the limited amount of face-to-face delivery that is currently possible on campus.	Sarah Halliwell	All Academic Heads; VP Academic Strategy	Prioritise return to campus for students on practical course, guidelines permitting, and make students aware of plans.		Apr to June 2022 Complete	Student satisfaction and engagement to increase
2	The college recognises that some groups of learners, such as Modern Apprentices, do not participate fully within the SA and opportunities on offer, such as class representatives. Faculty staff are working with the SA to encourage participation from all student groups.	Craig Walker	Faculty staff; MA Teams	<p>FCSA to identify courses where learners are not engaging with Representative activities, including not electing representatives, and work with Faculty staff to increase participation</p> <p>FCSA to work with Faculty Staff to develop an engagement strategy appropriate to the group and implement this.</p> <p>Review induction process and role for Business Dev MA team as part of recruitment process / initial conversations with applicants.</p>		Dec 2022 (Interim milestone Sept 2022)	<p>Increased class rep numbers and understanding of FCSA role by Apprentices</p> <p>Improved knowledge of challenges and success factors affecting MA learners</p> <p>.</p>

	Education Scotland Comment	Responsible Lead	Others involved	Action(s) being progressed	RAG	Due date	Expected Outcome(s)
3	Despite the college making information available to students during induction and through other media, a few learners are still unsure of where to access information and advice. Further development of a student portal as a 'one-stop shop' may help with learner communication and easier navigation for learners to access support and appropriate advice	Jo Bruce	Vicki Anton (SEED); FCSA; Digital Services; Faculty staff (named contacts)	Enhancement of student portal. Review of current processes/resources providing information and advice: <ul style="list-style-type: none"> • Student Portal • Student internal communication • Awareness and locations of Student Experience locations/hubs – "identity" • Student on-boarding process • Student induction programme 		Aug 2022	All students readily able to access relevant information
4	The college recognises there is still further work to be done in analysing the multiple factors that contribute to learner withdrawal and improving outcomes, particularly for full-time FE learners.	Lisa Calderwood	AQMs/AQLs; SEED; FCSA	Ensure accurate data is readily available and analysis of the data is built into quality processes		Dec 2022 (Interim milestone Aug 2022)	Detailed analysis of demographic and reasons for withdrawal for various FTFE student groups and related action plans
5	During academic year 2020-21, further withdrawal rates for learners on full-time programmes increased, although partial success rates continued to improve. As a result, successful completion rates fell for learners on both FE and HE programmes. This is against the trend of recent years. COVID-19 restrictions and the consequences on practical activities, are likely to have contributed to this dip in improving student outcomes.	Lisa Calderwood	AQMs/AQLs; SEED; FCSA	PIs analysis to include narrative on COVID-19 restrictions subjects.		Dec 2022 (Interim milestone Sept 2022)	Detailed analysis of reasons for withdrawal / partial completion and related action plans

	Education Scotland Comment	Responsible Lead	Others involved	Action(s) being progressed	RAG	Due date	Expected Outcome(s)
6	Whilst learners are represented on the college COVID-19 Group, their impact in relation to curriculum planning or areas that they could influence is not yet fully embedded in arrangements.	VP Academic Strategy	FCSA; Academic Heads			Jan 2023 (Interim milestone Sept 2022)	Increased value-added engagement of the student voice in CP
7	The use of digital standards in curriculum design and the role of digital champions have yet to be fully embedded across all curriculum areas.	Sharon Burns	Faculties; Digital Champions	Continue to use templates when creating iLearn sites on staff requests. Work with faculties on the reconstruction of their current iLearn structure, to ensure standardisation and use of the Digital Learning Standards across the curriculum. There is a large representation of Digital Champions (DC) across the college – assess the gaps and work with faculties to include DCs from these areas.		June 2023 (Interim milestone Nov 2022)	All faculties complying with digital standards when developing digital courses

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Learner Survey 2 2021/22: SFC Student Engagement and Satisfaction Survey (SESS)	
Date of Meeting:	8 June 2022
Purpose:	To provide members of the Academic Quality Committee with an update on the results of the SFC SESS.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Board Impact from Decision:	In accordance with the Committee remit, to review reports on stakeholder satisfaction
Financial Implications:	N/A
Learner Implications:	To supplement the College self-evaluation process with a focus on enhancing provision and learner experience based on feedback at whole College, faculty and professional service department levels
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	30 May 2022

Student Satisfaction and Engagement Survey (SSES) Session 2021-22¹

The results of the annual Scottish Funding Council SSES survey questions completed in May 2022 are summarised below.

- The full-time responses (of approx. 3,800 students) shows a 1.3% increase to 72.2% in 2021/22.
- The part-time responses (of approx. 1,600 students) show a 6.0% decrease on the previous year to 53.3%, which is very positive with the increase in targeted student numbers.
- The distance learning responses (of approx. 260 students) show an increase of 10.9% to 53.9% in 2021/22.

Our overall response rate remained high at 66.0% despite the challenging conditions from additional lockdown, blended learning including 'bubbles' and also Lecturer industrial action resulting in strike days all through the survey open return period. Full time and Distance Learning categories saw an increase in response rates while part-time fell slightly; although all modes / levels met or exceeded the Scottish Funding Council minimum response level of 50.0%.

The student's responses were recorded under "Strongly Agree, Agree, Disagree, Strongly Disagree and N/A". Aligned to SFC reporting "Strongly Agree and Agree" are recorded and summarised below as a positive response. The right-hand column in the tables below show the "Change" from session "2020/21" to this session under the column "2021/22".

During the course of the pandemic, satisfaction dropped 9.0% from 2019/20 to 2020/21 but now shows signs of recovery as students return to the classroom with a 4.8% increase in satisfaction this session. Similarly, students reported a 12.0% decrease in 'The way I am taught helps me learn' from 2019/20 to 2020/21 but shows a 7.6% increase recovery this session. Between 2019/20 and 2020/21 there was a 7.7% decrease in 'My time at college has helped me develop knowledge and skills for the workplace' but this session we see a 4.5% increase for this question.

In 2020/21 we saw an increase in 'I believe student suggestions are taken seriously' and 'I believe all students are treated equally and fairly by staff'. This session we see these questions return to previous baseline levels.

This session we can confirm that our sample sizes across all modes and levels are continuing to provide us with statistical validity to the extent that the conclusions drawn from a statistical test are accurate and reliable.

¹ Please note all figures are still to be ratified by SFC.

Student Satisfaction and Engagement Survey (SSES) Summary Return	
College Name	Fife College FE & HE Level
Mode grouping	Whole College
Survey Sample Number	5,710
Survey Response %	66.0%
SSES summary question results	
1. Overall, I am satisfied with my college experience.	
2. Staff regularly discuss my progress with me.	
3. Staff encourage students to take responsibility for their learning.	
4. I am able to influence learning on my course.	
5. I receive useful feedback which informs my future learning.	
6. The way I'm taught helps me learn.	
7. My time at college has helped me develop knowledge and skills for the workplace.	
8. I believe student suggestions are taken seriously.	
9. I believe all students at the college are treated equally and fairly by staff.	
10. Any change in my course or teaching has been communicated well.	
11. The online learning materials for my course have helped me learn.	
12. I feel that I am part of the college community.	
13. The college Students' Association influences change for the better.	

% Positive	% Positive	% Positive	Change	Change
21-22	20-21	19-20	1 year	3 year
89.6%	84.8%	93.8%	4.8%	-4.2%
83.7%	81.6%	88.6%	2.1%	-4.9%
96.6%	97.4%	98.2%	-0.8%	-1.6%
87.2%	85.6%	90.5%	1.6%	-3.3%
88.4%	88.1%	91.2%	0.3%	-2.8%
85.7%	78.1%	90.1%	7.6%	-4.4%
89.5%	85.0%	92.7%	4.5%	-3.2%
84.1%	88.5%	85.2%	-4.4%	-1.1%
89.5%	93.2%	88.1%	-3.7%	1.4%
82.0%	84.5%	N/A	-2.5%	N/A
85.2%	83.3%	N/A	1.9%	N/A
79.7%	73.3%	N/A	6.4%	N/A
93.2%	93.7%	95.5%	-0.5%	-2.3%

Student Satisfaction and Engagement Survey (SSES) Summary Return					
College Name	Fife College FE & HE Level	Last Year	% Positive	% Positive	Change
Mode grouping	Group A - Full-time				
Survey Sample Number	3,808	3,232			
Survey Response %	72.2%	70.9%			
SSES summary question results			21-22	20-21	
1. Overall, I am satisfied with my college experience.			89.6%	84.2%	5.4%
2. Staff regularly discuss my progress with me.			83.6%	81.6%	2.0%
3. Staff encourage students to take responsibility for their learning.			96.8%	97.4%	-0.6%
4. I am able to influence learning on my course.			87.9%	85.4%	2.5%
5. I receive useful feedback which informs my future learning.			88.5%	88.2%	0.3%
6. The way I'm taught helps me learn.			85.3%	77.2%	8.1%
7. My time at college has helped me develop knowledge and skills for the workplace.			90.1%	84.3%	5.8%
8. I believe student suggestions are taken seriously.			83.3%	87.9%	-4.6%
9. I believe all students at the college are treated equally and fairly by staff.			88.2%	92.6%	-4.4%
10. Any change in my course or teaching has been communicated well.			81.3%	84.3%	-3.0%
11. The online learning materials for my course have helped me learn.			85.4%	82.8%	2.6%
12. I feel that I am part of the college community.			82.2%	73.2%	9.0%
13. The college Students' Association influences change for the better.			93.6%	93.6%	0.0%

College Name	Fife College FE & HE Level		Last Year	Agree	Agree	Change
Mode grouping	Group B - Part-time					
Survey Sample Number	1,639	1,375				
Survey Response %	53.3%	59.3%				
SSES summary question results						
1. Overall, I am satisfied with my college experience.			21-22	20-21		
2. Staff regularly discuss my progress with me.			89.3%	86.6%	2.7%	
3. Staff encourage students to take responsibility for their learning.			83.7%	81.7%	2.0%	
4. I am able to influence learning on my course.			95.8%	97.5%	-1.7%	
5. I receive useful feedback which informs my future learning.			85.5%	86.5%	-1.0%	
6. The way I'm taught helps me learn.			87.5%	87.7%	-0.2%	
7. My time at college has helped me develop knowledge and skills for the workplace.			86.9%	80.4%	6.5%	
8. I believe student suggestions are taken seriously.			87.8%	87.0%	0.8%	
9. I believe all students at the college are treated equally and fairly by staff.			85.9%	90.7%	-4.8%	
10. Any change in my course or teaching has been communicated well.			92.2%	95.8%	-3.6%	
11. The online learning materials for my course have helped me learn.			83.1%	84.9%	-1.8%	
12. I feel that I am part of the college community.			84.1%	84.4%	-0.3%	
13. The college Students' Association influences change for the better.			74.7%	73.6%	1.1%	
			92.6%	95.4%	-2.8%	

College Name	Fife College FE & HE Level		Agree	Agree	Change
Mode grouping	Group C - Distance/Flexible				
Survey Sample Number	263	Last Year	346		
Survey Response %	53.9%		43.0%		
SSES summary question results			21-22	20-21	
1. Overall, I am satisfied with my college experience.			91.5%	86.6%	4.9%
2. Staff regularly discuss my progress with me.			86.6%	83.2%	3.4%
3. Staff encourage students to take responsibility for their learning.			97.2%	96.0%	1.2%
4. I am able to influence learning on my course.			84.4%	83.9%	0.5%
5. I receive useful feedback which informs my future learning.			90.0%	86.6%	3.4%
6. The way I'm taught helps me learn.			85.7%	84.6%	1.1%
7. My time at college has helped me develop knowledge and skills for the workplace.			88.4%	89.3%	-0.9%
8. I believe student suggestions are taken seriously.			88.1%	88.6%	-0.5%
9. I believe all students at the college are treated equally and fairly by staff.			96.9%	91.3%	5.6%
10. Any change in my course or teaching has been communicated well.			90.1%	85.1%	5.0%
11. The online learning materials for my course have helped me learn.			87.4%	87.8%	-0.4%
12. I feel that I am part of the college community.			60.8%	66.9%	-6.1%
13. The college Students' Association influences change for the better.			93.2%	86.5%	6.7%

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Performance Indicator Report	
Date of Meeting:	8 June 2022
Purpose:	To provide members of the Academic Quality Committee with restated SFC update on student performance data for 2019-20 AND 2020-21.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Board Impact from Decision:	To identify trends within the data and ensure that performance data is as expected, or to set objectives and targets where anything is not as planned or expected
Financial Health Implications:	Early withdrawal rates have a direct impact on SFC credit income.
Learner Implications:	To improve retention rates and student success.
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	7 June 2022

BOARD OF GOVERNORS OF FIFE COLLEGE**Academic Quality Committee****Performance Indicator Report****Key Observations (high level)**Enrolments

- Fife College enrolled 12,656 students in session 2020/21 that met the criteria for SFC PI measures. This was an increase from the previous year of 647 students.
- FT enrolments were down by 340. Largest decline of enrolments were FTFE with 3,398 down from 3,698 on previous year and lowest in past 5 years.
- The largest increase was in PTFE which an increase from 5,013 to 5,974 enrolments. However, this is still 445 PTFE enrolments below the 2018/19 high of 6,419 enrolments.

Performance Indicators

- At College level, all PIs have shown a decline in performance except for Partial Success (+2.7%), however Completed Successfully and Partial Success remain at or better than sector.
- At College level, withdrawals showed the largest poorest performance with an increase of 4.0% to 17.9% of students withdrawing.
- The largest decline was noted in FTFE withdrawals at 35.3% (+13.0%), however FTFE also saw the largest improvement of PS at 12.0% (+3.5%).
- Whilst FTHE Early Withdrawals increased slightly by 0.6%, Further Withdrawals increased by 2.9% to 15.5%, resulting in a Total Withdrawal rate of 20.7%.
- PTFE remained above sector in all PI measures, with Completed Successfully increasing by 2.2% to 83.5% (7.2% above sector).
- PTHE showed a decline in Completed Successfully at 80.8% (-2.9%), however PTHE Partial Success showed a 1.1% improvement to 8.4% (1.4% better than the sector rate).

Overall retention rates particularly on FT courses is a concern, with FTFE withdrawals recording 35.5%, which is 7.5% higher than sector (27.8%).

PI Data 2020/21

(as at 17
May 2022)

ALL	ENR	EW	FW	TW	PS	CS
2016/17	11465	6.5	13.6	20.1	14.8	65.1
2017/18	12309	5.8	11.2	17.0	13.8	69.2
2018/19	13533	4.3	9.1	13.4	11.7	74.9
2019/20	12009	3.9	10.0	13.9	12.6	73.5
2020/21 Sector	173616	4.2	11.5	15.7	12.0	72.2
2020/21	12656	4.8	13.1	17.9	9.9	72.2
Yr on Yr Diff	647	0.9	3.1	4.0	2.7	-1.3
5 Yr Diff	1191	-1.7	-0.5	-2.2	4.9	7.1

ENR - Enrolments

EW - Early Withdrawal

FW - Further Withdrawal

PS - Partial Success

CS - Completed Successfully

Orange filled boxes - better or equal to sector 2020/21

FTFE	ENR	EW	FW	TW	PS	CS
2016/17	3774	9.9	19.3	29.2	13.4	57.4
2017/18	3523	9.4	17.3	26.7	14.3	59.1
2018/19	3529	8.7	17.0	25.7	16.4	57.9
2019/20	3698	6.4	15.9	22.3	15.5	62.2
2020/21 Sector	41989	7.5	20.3	27.8	11.0	61.3
2020/21	3398	9.7	25.6	35.3	12.0	52.7
Yr on Yr Diff	-300	3.3	9.7	13.0	3.5	-9.5
5 Yr Diff	-376	-0.2	6.3	6.1	1.4	-4.7

FTHE	ENR	EW	FW	TW	PS	CS
2016/17	2275	5.1	13.7	18.8	12.9	68.4
2017/18	2340	5.3	15.2	20.5	12.7	66.8
2018/19	2242	4.2	14.5	18.7	13.6	67.6
2019/20	2221	4.6	12.6	17.2	12.8	70.0
2020/21 Sector	31925	3.9	13.8	17.7	10.2	72.1
2020/21	2181	5.2	15.5	20.7	11.9	67.4
Yr on Yr Diff	-40	0.6	2.9	3.5	0.9	-2.6
5 Yr Diff	-94	0.1	1.8	1.9	1.0	-1.0

PTFE	ENR	EW	FW	TW	PS	CS
2016/17	4359	5.1	10.0	15.1	15.3	69.5
2017/18	5101	4.7	7.4	12.1	13.1	74.8
2018/19	6419	2.3	4.1	6.4	9.1	84.4
2019/20	5013	2.1	5.6	7.7	11.0	81.3
2020/21 Sector	87902	2.9	7.3	10.2	13.5	76.3
2020/21	5974	1.9	6.4	8.3	8.2	83.5
Yr on Yr Diff	961	-0.2	0.8	0.6	2.8	2.2
5 Yr Diff	1615	-3.2	-3.6	-6.8	7.1	14.0

PTHE	ENR	EW	FW	TW	PS	CS
2016/17	1057	3.3	7.7	11.0	21.5	67.5
2017/18	1345	1.3	3.0	4.2	17.2	78.6
2018/19	1343	1.9	2.9	4.8	8.9	86.3
2019/20	1077	2.2	4.6	6.9	9.5	83.7
2020/21 Sector	11800	3.5	5.6	9.1	9.8	81.1
2020/21	1103	4.6	6.2	10.8	8.4	80.8
Yr on Yr Diff	26	2.4	1.6	3.9	1.1	-2.9
5 Yr Diff	46	1.3	-1.5	-0.2	13.1	13.3

Performance Indicator Mid-Year Reviews

In this academic session following the end of semester 1, course performance reviews of courses running in 2021/22 will be held and focused on FTFE courses which had Red and Amber rated withdrawal rates. Action plans were agreed and being progressed

Iain Hawker
Vice Principal: Quality & Academic Partnerships

June 2022

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Inclusion Report	
Date of Meeting:	8 June 2022
Purpose:	To provide members of the Academic Quality Committee with an update on Performance Indicators for the SFC Key Inclusion categories.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Board Impact from Decision:	To identify trends within the data and ensure that performance data is as expected, or to set objectives and targets where anything is not as planned or expected
Financial Health Implications:	N/A
Learner Implications:	To improve performance data for students in the SFC Key Inclusion categories.
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Iain Hawker; iainhawker@fife.ac.uk
Date of Production:	30 May 2022

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Inclusion Report

The following chart shows **Fife College 2019-20** Performance Data for courses by key groups focused on by the Scottish Funding Council (SFC):

Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours

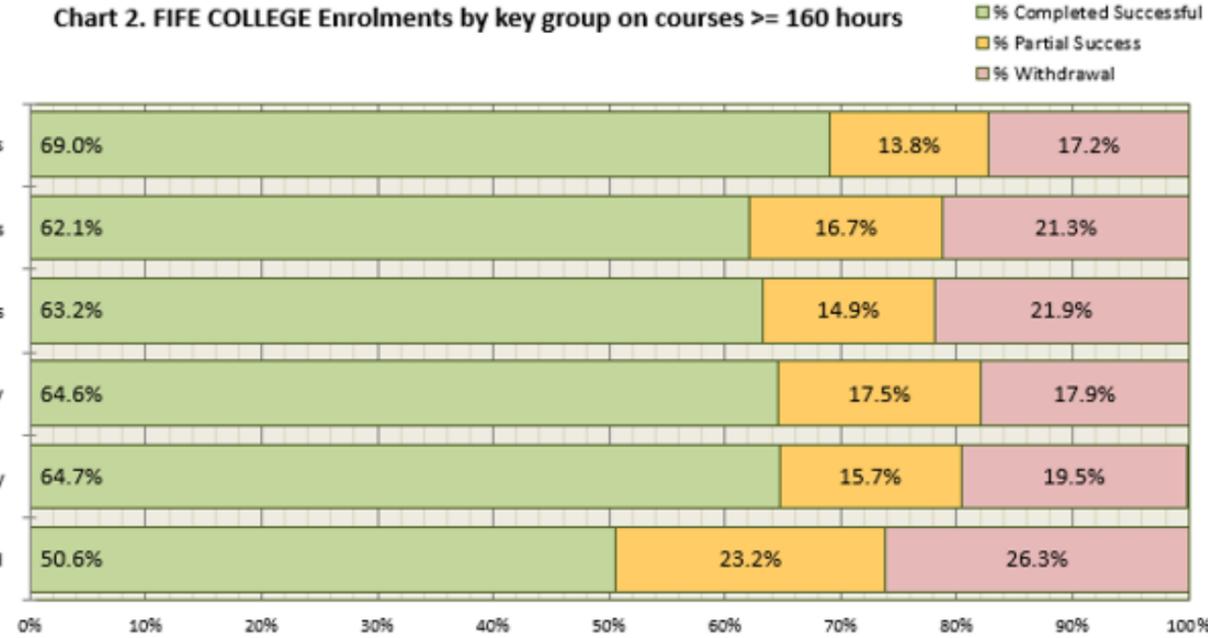
	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	6,284	1,257	1,568	9,109
10% Most deprived postcode areas	634	170	217	1,021
20% Most deprived postcode areas	1,716	404	594	2,714
Ethnic minority	177	48	49	274
Disability	947	230	286	1,463
Care Experienced	227	104	118	449

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	69.0%	13.8%	17.2%
10% Most deprived postcode areas	62.1%	16.7%	21.3%
20% Most deprived postcode areas	63.2%	14.9%	21.9%
Ethnic minority	64.6%	17.5%	17.9%
Disability	64.7%	15.7%	19.5%
Care Experienced	50.6%	23.2%	26.3%

Key Groups & Students

- All enrolments over 160 hours
- 10% Most deprived postcode areas
- 20% Most deprived postcode areas
- Ethnic minority
- Disability
- Care Experienced

Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours



The following chart shows all of **Scotland's Colleges 2019-20** Performance Data for courses by key groups:

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours

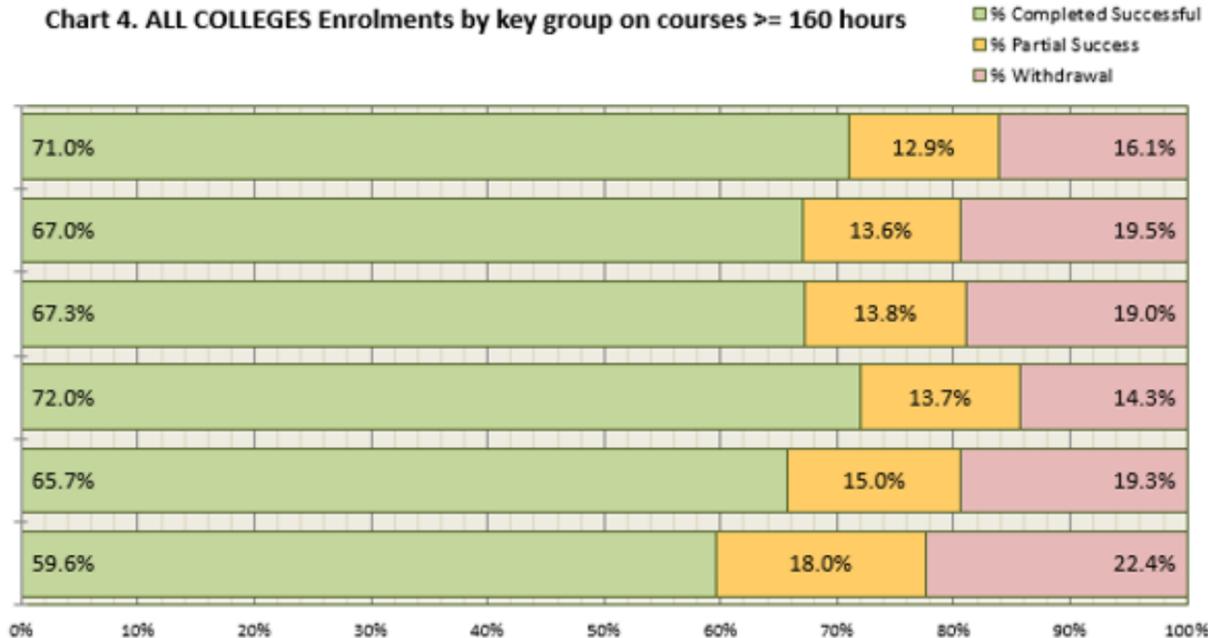
	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	93,181	16,973	21,162	131,316
10% Most deprived postcode areas	14,120	2,861	4,106	21,087
20% Most deprived postcode areas	26,650	5,460	7,515	39,625
Ethnic minority	8,014	1,525	1,593	11,132
Disability	18,447	4,199	5,430	28,076
Care Experienced	4,393	1,324	1,653	7,370

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	71.0%	12.9%	16.1%
10% Most deprived postcode areas	67.0%	13.6%	19.5%
20% Most deprived postcode areas	67.3%	13.8%	19.0%
Ethnic minority	72.0%	13.7%	14.3%
Disability	65.7%	15.0%	19.3%
Care Experienced	59.6%	18.0%	22.4%

Key Groups & Students

- All enrolments over 160 hours
- 10% Most deprived postcode areas
- 20% Most deprived postcode areas
- Ethnic minority
- Disability
- Care Experienced

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours



The following chart shows **Fife College 2020-21** Performance Data for courses by key groups focused on by the Scottish Funding Council (SFC):

Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours

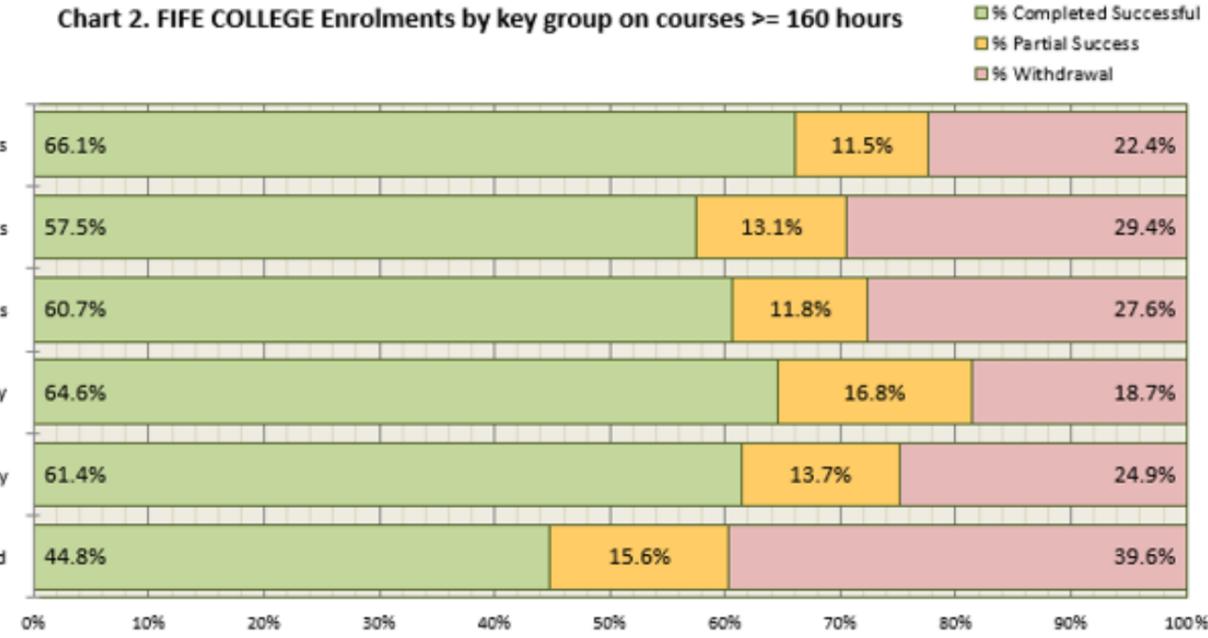
	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	6,253	1,091	2,116	9,460
10% Most deprived postcode areas	590	134	302	1,026
20% Most deprived postcode areas	1,631	316	742	2,689
Ethnic minority	173	45	50	268
Disability	1,078	240	437	1,755
Care Experienced	227	79	201	507

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	66.1%	11.5%	22.4%
10% Most deprived postcode areas	57.5%	13.1%	29.4%
20% Most deprived postcode areas	60.7%	11.8%	27.6%
Ethnic minority	64.6%	16.8%	18.7%
Disability	61.4%	13.7%	24.9%
Care Experienced	44.8%	15.6%	39.6%

Key Groups & Students

All enrolments over 160 hours
 10% Most deprived postcode areas
 20% Most deprived postcode areas
 Ethnic minority
 Disability
 Care Experienced

Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours



The following chart shows all of **Scotland's Colleges 2020-21** Performance Data for courses by key groups:

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours

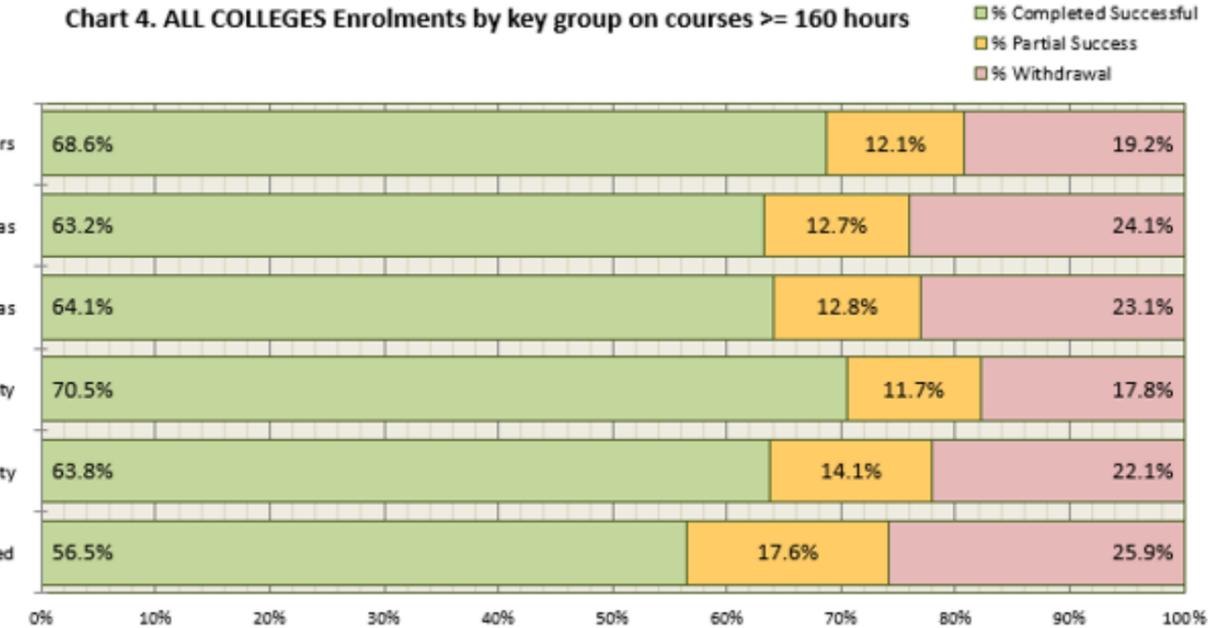
	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	89,143	15,748	24,968	129,859
10% Most deprived postcode areas	12,591	2,535	4,793	19,919
20% Most deprived postcode areas	24,352	4,846	8,773	37,971
Ethnic minority	7,316	1,218	1,850	10,384
Disability	17,728	3,929	6,136	27,793
Care Experienced	4,263	1,324	1,954	7,541

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	68.6%	12.1%	19.2%
10% Most deprived postcode areas	63.2%	12.7%	24.1%
20% Most deprived postcode areas	64.1%	12.8%	23.1%
Ethnic minority	70.5%	11.7%	17.8%
Disability	63.8%	14.1%	22.1%
Care Experienced	56.5%	17.6%	25.9%

Key Groups & Students

All enrolments over 160 hours
 10% Most deprived postcode areas
 20% Most deprived postcode areas
 Ethnic minority
 Disability
 Care Experienced

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours



Comparing Fife College with the sector data in session 2019/20, the table below shows Fife College performed below the sector in all categories across all three PIs:

2019/20			
Deviation from Sector	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	-2.0%	0.9%	1.2%
10% Most deprived postcode areas	-4.9%	3.1%	1.8%
20% Most deprived postcode areas	-4.1%	1.1%	2.9%
Ethnic minority	-7.4%	3.8%	3.6%
Disability	-1.0%	0.7%	0.2%
Care Experienced	-9.0%	5.2%	3.9%

2020/21			
Deviation from Sector	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	-2.5%	-0.6%	3.2%
10% Most deprived postcode areas	-5.7%	0.4%	5.3%
20% Most deprived postcode areas	-3.4%	-1.0%	4.5%
Ethnic minority	-5.9%	5.1%	0.9%
Disability	-2.2%	-0.4%	2.8%
Care Experienced	-11.9%	-2.0%	13.7%

Fife College showed a poorer performance due to COVID19 and compared to the sector has been adversely affected overall. All Key groups showed a negative impact on PIs except for:

- Ethnic minority – a static Completed Successfully rate of 64.6% and which has also reduced the gap by 1.5% compared to sector (-7.4% move to -5.9%)
- All groups – an improvement in Partial Success rates with the following being better than sector:
 - All enrolments over 160 hours
 - 20% Most deprived postcode areas
 - Disability
 - Care Experienced
- A notable significant change is Care Experience with withdrawals now 13.7% worse than sector at 39.6%, however Partial Success is 2.0% above sector

In summary, Fife College showed a shift in performance with a major factor impacting on the performance indicators being the increase of withdrawals on all key groups.

Actions that have been taken to seek improvement:

- Enhanced PI Dashboard now available which shows this PI data 'live' to support proactive actions in year.
- Dedicated Care Experience responsibilities with Student Engagement Department
- Care Experience "flag" on student information system increases visibility on group registers, this compliments the flags for students with a Personal Learning Support Plan and School Winter Leavers
- Increased data sharing and collaboration with Local Authority and SDS under Opportunities Fife banner and Children in Fife Partnership banners
- Review of career advice and guidance interventions under Learning Strategy workstream banner
- Removal of Desk Top Audit from application process to issue course offer.
- Review of Admissions team arrangements with on campus presence on all main campuses to enhance internal collaboration with academic teams
- Review of Inclusion service prior to 2022/23 start

Other actions proposed to be taken forward:

- Review of recording mechanisms and use of SFC coding to ensure parity of sector data comparison
- Review of roles and responsibilities for student engagement and retention prior to withdrawal. Enhanced focus at all levels on roles and responsibilities to support ownership for student engagement and retention.
- Review of named contact and tutorial policy. Continued support to lecturers to ensure efficacy and efficiency of named contact function across academic areas.



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Academic Update: New Campus Project: May 2022	
Date of Meeting:	08 June 2022
Purpose:	To provide members of the Committee with an update on the academic progress for the new campus project.
Intended Outcome:	To note the update
Paper Submitted by:	Dorothee Leslie, Vice Principal Academic Strategy
Prior Committee Approvals:	N/A
Board Impact from Decision:	To provide assurance to the Board that the future academic needs of the College are being embedded into the New Campus Project
Financial Health Implications:	N/A
Learner Implications	A modern and fit for purpose learning environment within the new campus which is flexible to adapt to changing needs
Equality and Diversity Implications:	N/A
Risks Assessed:	N/A
Publicly Available:	Yes
Author Contact Details:	Dorothee Leslie; dorotheeleslie@fife.ac.uk 01592 223190
Date of Production:	30 May 2022

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Academic Update: New Campus Project

Introduction:

The six working groups have progressed their work with a focus on priority actions and timelines for tangible outputs.

The next meeting of the Learning Strategy work stream will be an in person workshop on Monday 20 June 9am to 12pm. This meeting will take place at St Columba's RC High School and include two members of each working group in addition to their chairs. The aim of the workshop will be to share and discuss work to date in order to maximise synergies and use of shared resources. A summary update of activity and outputs to date, together with any further priorities and actions following the workshop, will be shared with the Project Governance Board.

Individual working groups' progress updates:

A very brief summary as shared with the Project Governance Board is available below

Working Group:	Careers Info, Advice and Guidance (CIEAG) and Employability Working Group
Chair(s):	Julie Kennedy (Skills Development Scotland)
Key Message(s) to Report to DLC Project Governance Board:	Brief Group Update (6 May 2022) Input on building in skills form Tom Harley, agreed to hold an event in Nov 22 to coincide with Scottish Careers Week.

Working Group:	Career Long Professional Learning (CLPL)
Chair(s):	Sandy McIntosh and Mick McGee (Fife Council)
Key Message(s) to Report to DLC Project Governance Board:	Brief Group Update (21 April 2022) Group to develop list of priorities for schools, college and joint and consider a joint offering at future in service days.
Working Group:	Young Person Skills Development and Developing Young Workforce (DYW)
Chair(s):	Zoe Thomson (Fife Council)
Key Message(s) to Report to DLC Project Governance Board:	Brief Group Update (19 May 2022) We have agreed our remit and set out tasks to meet our first aims. We are considering which pupil groups and employers we will involve as key stakeholders.
Working Group:	Curriculum Planning and Timetabling
Chair(s):	Alan Cumming (Fife Council)
Key Message(s) to Report to DLC Project Governance Board:	Brief Group Update (19 May 2022) It was agreed that there needs to be clarity of what the school day in each school will look like before we can progress other aspects. Sub-group between two schools to form to look at the structure in each school. Clarity required around the understanding of shared resources. ie dining hall, bus parks, enhanced support.

Working Group:	Digital Learning Partnership
Chair(s):	Sharon Burns (Fife College)
Key Message(s) to Report to DLC Project Governance Board:	<p>Brief Group Update (19 May 2022)</p> <p>A dedicated meeting was held to look at the possibility of creating a local Cisco Academy or Academies within Fife Council to support learners in developing their (a) essential and (b) specialist sector specific digital skills, with an invitation extended to Alan Cumming. A demonstration of the Netacad platform alongside the Packet Tracer platform was given.</p>
Working Group:	Wellbeing and Inclusion
Chair(s):	Vicki Anton (Fife College) and Deborah Davidson (Fife Council)
Key Message(s) to Report to DLC Project Governance Board:	<p>Brief Group Update (19 May 2022)</p> <p>Transition focus of meetings has supported the generation of a timeline of transition activities and information.</p>



COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Review of Remit and Self-Evaluation and Annual Report to the Board	
Date of Meeting:	8 June 2022
Purpose:	To undertake a review of the remit and self-evaluation of the Academic Quality Committee for academic year 2021-22, and to prepare an Annual Report to the Board giving an update on progress
Intended Outcome:	To agree any changes to the remit that may be required, and any improvements that can be made to the work of the Committee; to populate the Annual Report template with a view to finalising this at the next meeting and submitting it to the Board in October 2022
Paper Submitted by:	Marianne Philp, Director: Governance and Compliance
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be assured that the Committee is fulfilling its governance role and remit, and is efficient and effective
Financial Implications:	N/A
Learner Implications:	N/A
Equality and Diversity Implications:	N/A
Risks Assessed:	None
Publicly Available:	Yes
Author Contact Details:	Marianne Philp; mariannephilp@fife.ac.uk ; 01383 845009
Date of Production:	12 May 2022

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Review of Remit and Self-Evaluation

1 Introduction

The Board of Governors and each of its Committees is required by the Code of Good Governance for Scotland's Colleges to undertake a self-evaluation on an annual basis. It is also good practice to review the remit of each Committee annually.

2 Feedback

Feedback is requested on all aspects of the Committee structure and the work of the Academic Quality Committee in particular. Members may wish to consider some or all of the following points:

- Timing of meetings
- Frequency of meetings
- The remit of this Committee – eg is it correct and it is too narrow / too wide, have all aspects been covered during this academic year, does it fit with the College's strategic priorities?
- Are there any gaps (in terms of this Committee or in reporting on key areas to the Board)?
- Information contained within papers – is it easy to understand or is more/less information needed?
- Are papers issued sufficiently in advance of meetings to allow adequate preparation?
- Do Board members have sufficient skills / knowledge to contribute to meetings or are there any gaps?

These points are indicative and you should feel free to add any other points that you think are relevant.

3 Remit

The current remit is attached. Members are invited to consider whether or not this remains relevant or if any changes are required.

4 Annual Report to Board of Governors

A template is attached and members are invited to use this as a framework, suggesting input to the report and content to be added. This will be worked on over the summer by the Committee Chair and Director: Governance and Compliance with a view to it being finalised at the next Committee meeting and submitted to the Chair's Committee and Board of Governors at the start of the new academic year.

5 Recommendation

Members are invited to suggest any changes required to the remit or format of meetings, and to populate the draft annual report template to enable relevant updates to be provided to the Board of Governors. Additional feedback can also be provided by members to the Director: Governance and Compliance outwith the meeting.