# AGENDA

**Meeting:** Academic Quality Committee
**Date:** Monday 7 November 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.

| No | Item | Action | Lead | Pages |
|---|---|---|---|---|
| 1 | Welcome, Apologies and Declarations of Interests | Note | ZT | N/A |
| 2 | Minutes of Previous Meeting: 8 June 2022 | Approve | ZT | |
| 3 | Matters Arising / Actions Outstanding | Note | ZT | 2-2 |
| 4 | Curriculum Update Report | Note | DL | 3-9 |
| 5 | Fife College Students' Association Update | Note | EW | 10-13 |
| 6 | Performance Update | | | |
| | 6.1    Complaints 2021-22 and Early Learner Feedback 2022-23 | Note | IH | 14-16 |
| | 6.2    Performance Data Report | Note | IH | 17-21 |
| | 6.3    School and University Partnership Report | Note | IH | 22-28 |
| 7 | Education Scotland Visits - Action Plan Status | Note | IH | 29-33 |
| 8 | Learner Voice Framework: Annual Update | Note | IH/EW | 34-38 |
| 9 | Learning and Teaching Strategy Update | Note | DL | 39-40 |
| 10 | Academic Update: New Campus Project | Note | DL | 41-43 |
| 11 | Review of Meeting | Discuss | All | N/A |
| 12 | Date of Next Meeting<br>Monday 13 February 2023 at 3.30pm | Note | ZT | N/A |

**For Information:**
Learning and Teaching Committee Minutes: 23 September 2022
Key National Reports / Changes to National Policy
Adam Smith Scholarship Update

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# Fife College

**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 | 08.06.22 | To speak to the Principal at the next monthly FCSA update meeting on how to encourage class representative engagement. | E Wallace | 07.11.22 | Progressing – meeting being arranged to discuss |
| 2 | 08.06.22 | To discuss with Vice Principal: Quality and Academic Partnerships how survey results could be shared with class representatives. | E Wallace | 07.11.22 | Progressing – meeting being arranged to discuss |
| 3 | 08.06.22 | To draft a letter for the Principal regarding consistency of college performance indicators. | I Hawker | 30.06.22 | Complete |
| 4 | 08.06.22 | To feed into the Director: Governance and Compliance any points to be included in the Annual Report to the Board. | Committee Members | 30.06.22 | Complete |

**Fife College**

**COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD**

| | |
|---|---|
| **Curriculum Update: October 2022** | |
| **Date of Meeting:** | Monday 7 November 2022 |
| **Purpose:** | To provide Committee members with an update on progress made with curriculum matters. |
| **Intended Outcome:** | To note the update. |
| **Paper Submitted by:** | Dorothée 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:** | Dorothée Leslie (dorotheeleslie@fife.ac.uk) 01592 223190 |
| **Date of Production:** | 19 October 2022 |

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**BOARD OF GOVERNORS OF FIFE COLLEGE**

**Academic Quality Committee**

**Curriculum Update**

**Actual performance as at October 2022**

**STUDENT PROFILE**

| STRATEGIC HIGHLIGHTS |
| --- |
| • The College met its SFC baseline target of 132,399 for academic year 2021/22, thereby securing the totality of our core funding for the past session. This target included core and European Social Fund (ESF) credits.<br><br>• Student satisfaction remained high, with 90% of students being satisfied with their college experience, an increase of 5% from 2020/21. 94% of students said they would recommend Fife College to others (vs 95% for 2020/21). Participation in the survey remained stable with 66% (vs 67%); a very good figure considering the repeated challenges faced by students and staff over the past session. The first 2022/23 learner survey closes 7 November 2022.<br><br>• For the current academic year 2022/23 credits to date are 81% against the annual SFC target, figures are currently 7% better than this time last year. While this is an improvement, there remains challenges in certain areas, with FE recruitment stronger than HE across the board. These are mirroring the sector position and we will continue to address them though portfolio adaptations and increased collaboration with external partners to maximise efficiency.<br><br>    o Student recruitment for 2022/23 is progressing with FT recruitment to date at 96%. FTFE is achieving 103% of credit target to date (vs 97% last year), with FTHE figures slightly behind this time last year at 83% (vs 85% last year). Ongoing recruitment and close monitoring of student engagement are being prioritised.<br><br>    o Care, Social Science and Education continues to over-recruit (101% overall recruitment to date vs eligible targets); however, this is supported mostly by the FE recruitment (110%), while the HE courses are currently sitting at 86%. |

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- Engineering, Science, Technology & Built Environment is on track with larger than expected numbers of Modern Apprentices starting courses between September and early 2023. Overall recruitment to date for the faculty is sitting at 90% vs eligible target. HE recruitment is more challenging: it will be mitigated through a revised offer at this level and FE level recruitment for this year.

- Creative Industries is showing a 98% overall recruitment to date vs eligible targets. This includes a notable improvement in the Computing area, where offers accepted have increased by 25% compared to this time last year.

- Business, Enterprise and Tourism with Supported Learning are sitting at 94% of recruitment expected to date, a clear improvement on last year this time.

- Part-time recruitment is on track, with a number of courses still to start later in the session. All Faculties continue to review and increase their part-time offering, ensuring it is meeting demand and accessible in more flexible formats.

- An increased focus has been applied to support student retention with detailed retention plans in place for each faculty. Early withdrawal figures are encouraging to date.

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**2022/23 Credit Targets Report**

| Faculty | Revised Credit Target^ | Actual Credits+ | Variance (Actual vs Target)* |
|---|---|---|---|
| Business, Enterprise and Tourism with Supported Learning | 25,339 | 19,649 | -5,690 |
| Care, Social Science & Education | 34,576 | 31,764 | -2,812 |
| Creative Industries | 32,976 | 27,374 | -5,602 |
| Engineering, Science, Technology & Built Environment | 36,730 | 27,545 | -9,185 |
| Learning and Teaching Practice | 0 | 17 | 17 |
| SPS Contract | 0 | 6 | 6 |
| **Total** | **129,621** | **106,355** | **-23,266** |

^ Credit target is the overall credit target for 2022/23 based on our curriculum plan
+ Actual credits as at 26 October 2022
* Based on SFC's actual credit target of 131,782 which includes our core credit target plus FAs, the College is currently -19.3% under target

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**2022/23 Full-Time Student Profile**

**FT FE**

| Faculty | Eligible Target[+] | Credits Target^ | No of Active Enrolments | Credits Achieved | % Credits Achieved vs Eligible Credits | Credit Variance (Achieved-Eligible Credits) |
|---|---|---|---|---|---|---|
| Business, Enterprise and Tourism with Supported Learning | 488 | 8,538 | 543 | 9,448 | 111% | 910 |
| Creative Industries | 882 | 15,876 | 910 | 16,370 | 103% | 494 |
| Care, Social Science & Education | 961 | 18,037 | 1,061 | 19,902 | 110% | 1,865 |
| Engineering, Science, Technology & Built Environment | 1,021 | 18,486 | 949 | 17,210 | 93% | -1,276 |
| **Total FT FE** | **3,352** | **60,937** | **3,463** | **62,930** | **103%** | **1,993** |

**FT HE**

| Faculty | Eligible Target[+] | Credits Target^ | No of Active Enrolments | Credits Achieved | % Credits Achieved vs Eligible Credits | Credit Variance (Achieved-Eligible Credits) |
|---|---|---|---|---|---|---|
| Business, Enterprise and Tourism with Supported Learning | 510 | 8,112 | 388 | 6,208 | 77% | -1,904 |
| Creative Industries | 653 | 10,448 | 583 | 9,328 | 89% | -1,120 |
| Care, Social Science & Education | 622 | 10,320 | 535 | 8,845 | 86% | -1,475 |
| Engineering, Science, Technology & Built Environment | 243 | 3,872 | 178 | 2,848 | 74% | -1,024 |
| **Total FT HE** | **2,028** | **32,752** | **1,684** | **27,229** | **83%** | **-5,523** |

[+] Eligible target is the target number of students that the College requires to attend after the 25% cut-off date in order to claim credits from SFC.
^ Credits target is the number of credits that the College has planned to deliver following the 25% cut-off.
* Current target figures above are based on those courses with a start date before or equal to 19 October 2022.

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**Additional Curriculum Update**

Academic and professional services teams have worked together closely to support student induction over a six weeks period. This has included the provision of Digital equipment and associated support to students to date, with 1297 students contacted by our Student Experience Department in line with the criteria set out by the funding council for the recent extra funding call. These were the individuals that the College felt would benefit most from a long-term loan Chromebook (138 responded stating that they would like a Chromebook as offered and to date, 82 students have collected a device from a Library).

As well as the long-term loans described above, large numbers of students are making use of the self -service Chromebooks available in the Lapsafe Cabinets installed on our campuses, and many students have taken advantage of the short term seven day loan Chromebooks that we have made available through Campus Libraries.

A mixed model of delivery is in place in most curriculum areas with a blend of face to face and online methodologies adapted to the demands of the course and to the students' needs. Guidelines and updates continue to be issued on a regular basis via our student portal and directly through academic teams with a focus on ensuring that students and staff are supported to adopt a variety of approaches in the learning.

**Areas of focus:**

- Optimum retention to support improved successful completion of courses, including enhanced performance review and benchmarking, trend analysis and associated changes made to course content, design and delivery as part of the in year planning.

- Portfolio 2023/24 final planning and marketing. This includes ongoing review of some curriculum areas in the Faculties of Creative Industries and of Business, Enterprise and Tourism with Supported Learning to support the improvements noted to date.

- Continued roll out and development of digital learning, including estates, ICT equipment, professional development opportunities and review of learning, teaching and assessment methodologies.

- Focus on sustainability and embedding green skills content and methodologies aligned to specific curriculum areas

Fife College is continuing to work closely with the wider sector, SQA and other awarding bodies on national priorities and projects aligned to the tertiary sector review, review of qualifications or implementation of the New Strategy for Economic Transformation to name but a few.

MA recruitment for 2022/23 is forecast to exceed targets with a high level of demand in the Construction area and new activity in the Science area. As reported at the September Board meeting, the College's initial contract of 392 places now sits at 453 (including 339 for Engineering and Construction), with 306 students already signed up and with a healthy amount of interest across all frameworks. We have met the Volume Target for SDS of 258 Starts by end of October and will progress further conversions through November.

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Participation on **local, regional and national groups or partnerships** and very regular communication continue to support an enhanced and joint approach to economic and civic recovery. Members of the Executive team are continuing to represent the College on the newly formed boards and working groups created to support the 3 year "Fife Economic and Renewal" plan and priorities.

Regional and sector level discussions include the implementation of the new **Adult Learning Strategy for Scotland** launched last June.

The **Vice Principals Curriculum Group** continues to be proactive in supporting recommendations via Colleges Scotland and in supporting the development of more effective collaboration and future planning across the sector. Colleges Scotland will now formally host the group.

**Young Person's Guarantee** and guidance and funding allocation have not been confirmed to date. However, we are offering a suite of Skills Boost programmes as per the previous sessions and continuing to foster collaboration with other Colleges and with industry partners to support and further develop this activity.

We are continuing to work closely with local and regional partners, including Fife Council, to support employability priorities such as STEM and the areas of focus attached to the UK Prosperity Fund (e.g. Multiply element).

Additional funding to support **wellbeing and mental health** has allowed us to increase resources, promotion and services to students and staff. This includes face to face, online and phone support. A College strategy has been created, with the Student Experience and the Organisational Development team collaborating closely on support for Mental Health for the College community.

- Counselling Sessions – 295 students referred for Counselling (to date)
- A three year contract with Togetherall, providing an online mental health support platform for students
- A Student Health App providing health and wellbeing support and self-help strategies through their smartphone
- The Wellbeing Centre in Kirkcaldy providing free gym and group exercise classes to all students and staff
- Continued partnership with NHS Fife, working collaboratively through the Health and Wellbeing Adviser
- Active participation and collaborative work taking place as part of external groups e.g., Suicide Prevention Young Persons Delivery Group, Health and Disability Delivery Group, Fife Adult Support & Protection Partnership

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.

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# Fife College

**COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD**

| | |
|---|---|
| **Fife College Students' Association (FCSA) Update** | |
| **Date of Meeting:** | 7 November 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, President for Education and Representation |
| **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:** | 28 October 2022 |

**BOARD OF GOVERNORS OF FIFE COLLEGE**

**Academic Quality Committee**

**Fife College Students' Association (FCSA) Update**

**1      General**

Emma Wallace took up office as FCSA President for Education and Representation on 1 July 2021. As per our new election regulations Emma was elected for a two-year team until 30 June 2023. Tali Fisher was elected as FCSA President for Welfare and Equality and started her two-year term on the same date as Emma.

**2      Class Reps 2022-2023**

This year we continued to use an online form to register Class Representatives. As reported to the Learning and Teaching committee promotion of the form included emails to all staff as part of the FCSA Update, as well as regularly via MyVoice however as in previous years we have received numerous messages and emails from academic staff asking how to register Class Reps. This follows a similar pattern and we believe the digital first approach is not meeting the needs of the teaching staff. In 2023/24 we aim to deliver staff training sessions on the Class Rep model, part of this will include how to register the reps.

As well as promotion via YouTube, this year the FCSA has offered to hold class talks across all campuses to promote the FCSA and encourage participation. Requests for talks were to be made via a Microsoft Form, asking for one submission per cohort. Unfortunately not all requests were made this way however, we can confirm that we delivered 145 class talks between 5 September and 8 October 2022. This included speaking to evening and distance classes.



I would like

More Details

| | | |
|---|---|---|
| ● An in-person talk | 94 |
| ● A member to join a Teams meet... | 7 |



At which campus?

More Details

| | | |
|---|---|---|
| ● Dunfermline | 34 |
| ● Glenrothes | 32 |
| ● Kirkcaldy | 34 |
| ● Levenmouth | 1 |
| ● Rosyth | 0 |

As an illustration of where bookings were and which delivery method was requested the preceding images present breakdowns. Please not that these numbers are not accurate as requests for mulitple talks were made on single forms. We can confirm that no Class Talks were booked for Rosyth and Levenmouth only have one request.

1

Recruitment

As of 8 October, we received notification of 299 registered reps. This compares to previous years as follows

| Year | Number Registered | Difference |
|------|-------------------|------------|
| 2022/23 | 299 | +31 |
| 2021/22 | 268 | -158 |
| 2020/21 | 426 | +150 |
| 2019/20 | 276 | -140 |
| 2018/19 | 416 | +42 |
| 2017/18 | 374 | - |

As in previous years we will soon be identifying and contacting cohorts which do not have a rep registered. The qualifiers that mean we would expect to see a rep elected is the course has over 7 students currently enrolled and lasts at least one semester.

Training

Following user feedback we have redesigned our online Class Rep training. The training will now be delivered via Sway as this suits mobile delivery much better than OneNote. This will be released on Monday 31 October and as in previous years is levelled to be accessible to all learners to the point that they feel comfortable.

Each level is designed to progress the reps understanding of the role. At level 1 the Reps are taught the most basic parts of the role to ensure that they are clear in their responsibilities. The first levels are also accessible for all levels of study within the Fife College offer. Students receive a certificate of recognition for each level they successfully complete.

All elements of the SPARQS Training are covered within the five levels and if a student completes all levels they will receive a SPARQS Certificate. The FCSA also rewards completion of each level with volunteering time and Reppin' Player One Points.

Emma will offer in-person/via teams training sessions to anyone who is struggling with the training levels.

Meetings

We continue to utilise FCSA Representation Office within the FCSA Digital Campus to house Rep activity and all registered Reps are added to this office and the relevant channels. Emma and Angela then hold virtual drop-in sessions where students can join a call within the channel to discuss issues. The chat facility also means that they can ask questions at any point. Going forward Emma and Angela will be recording regular 'news updates' to be distributed through the channels that will act as the regular update part of the Class Rep agenda.

We are also reintroducing monthly in-person Class Rep meetings this year as students noted they vastly preferred these to anything online.

**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

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person to look at using the official complaints system. Members of the College Quality team and leadership group also have access to this system.

Each engagement record is classed into one of four categories: Concerns, Commendations, Queries and Suggestions. To 27 October we have logged 35 Concerns, 2 Commendations, 14 Queries, and 0 Suggestions. At this point last year, we had 27 Concerns, 0 Suggestions, 11 Queries and 4 Commendations. The increase in Concerns appears to relate to timetabling issues at the start of the semester, most of which have now been resolved.

**4      FCSA Student Executive**

This year we are introducing Student Societies to replace the traditional Officer model. This replicates successful systems used within Universities and we hope this will reduce the burden on individuals to deliver large projects alongside their academic workloads. These societies will be supported by Jade Burnett in her role of Community Development Coordinator, which will ensure institutional knowledge is not lost each year with cohort turnover.

**5      FCSA Open Badges**

Last year our volunteers amassed a total of 1707 volunteering hours.
This relates to previous years as follows

| Year | Total | Difference |
|------|-------|------------|
| 21/22 | 1707 | +50 |
| 20/21 | 1657 | +636 |
| 19/20 | 1021 | -1202 |
| 18/19 | 2223 | +207 |
| 17/18 | 2016 | +171 |
| 16/17 | 1845 | - |

An initial reflection on the hours accrued would show that the FCSA has become less reliant on volunteers to deliver large parts of work as our resources have increased. Although the hours have reduced this is more to do with one or two individuals not contributing large swathes of hours (for instance on student contributed 275 hours in 2017/18) and in 2018/19 a number of students volunteered to cover a Presidential vacancy.

Currently the FCSA offers more volunteering opportunities before and we are confident that more individuals are taking part than in previous years.

**6      FCSA General**

FCSA Freshers took place in September and October and covered all campuses. Student and Staff feedback has been very positive.

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# Fife College

## COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

| | |
|---|---|
| **Complaints 2021-22 and Early Learner Feedback 2022-23** | |
| **Date of Meeting:** | 7 November 2022 |
| **Purpose:** | To provide members of the Academic Quality Committee with an update on last session's complaints and early learner feedback this session |
| **Intended Outcome:** | To note the update |
| **Paper Submitted by:** | Iain Hawker, Vice Principal Quality and Academic Partnerships |
| **Prior Committee Approvals:** | N/A |
| **Board Impact from Decision:** | To be made aware of any themes emerging from learner complaints and feedback |
| **Financial Health Implications:** | N/A |
| **Learner Implications:** | To ensure feedback from learners is reviewed as per processes to inform future delivery |
| **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:** | 18 October 2022 |

**BOARD OF GOVERNORS OF FIFE COLLEGE**

**Academic Quality Committee**

**Complaints 2021-22 and Early Learner Feedback 2022-23**

**Complaints Reporting 2021/22**

As a public service organisation the College must follow the complaints procedure stated by the Scottish Public Services Ombudsman (SPSO). If the complainant remains dissatisfied on completion of the College process, the final stage of this procedure is a right of appeal to the SPSO.

Complaints are an important source of feedback on the quality of our service and, as such, we welcome them and use them as a basis for improvement across the organisation.

The total number of complaints received during 2021/22 was 71, which is an increase of 13% compared to session 2020/21, when we received 62 complaints.

**Annual – Complaints Received by Department**

No single area received a significantly higher number of complaints than any other, areas with a higher number of complaints were:
- Electrical, Mechanical and Building Services – 7 (10%)
- Health, Social Care and Social Science – 6 (8%)
- Media, Sport and Performing Arts – 6 (8%)
- Hair Beauty and Visual Arts – 5 (7%)
- Business, Management and Professional Programmes – 5 (7%)
- SPS – 5 (7%)

There is no single area that receives a high number of complaints year on year. The highest percentage of complaints received during 2020/21 related to Wellbeing and Support and in 2019/20 related to Education, ESOL, Core Skills and Social Science.

**Annual – Complaints Received by Category**

The majority of complaints received in 2021/22 were about:
- Customer Care related issues – 38 (54%)
- Course Related - 23 (32%)
- Services – 5 (7%)
- Other – 3 (4%)
- Applications, Admissions and Progression – 2 (3%).

The following table shows the outcome status of complaints over the last three years:

|                  | 2021-22 | 2020-21 | 2019-20 |
|------------------|---------|---------|---------|
| Upheld           | 14%     | 18%     | 42%     |
| Not Upheld       | 27%     | 51%     | 58%     |
| Partially Upheld | 28%     | 26%     | -       |
| Resolved         | 28%     | 2%      | -       |
| Open             | 3%      | 3%      | -       |

Although the volume of complaints has decreased over recent years, the number of complaints recorded as 'upheld' has consistently been lower than those recorded as 'not upheld'. This suggests that only in the minority of cases have complainants had grounds for dissatisfaction with the standard of service they have received.

This year saw an increase in the number of complaints being resolved where the investigator and complainant agreed to a course of action or resolution to the satisfaction of both parties.

**Annual – SPSO Appeals**

Only 1 complaint was referred to the SPSO by the complainant. However, SPSO did not take this forward as they were satisfied that the College had conducted a thorough investigation and provided a satisfactory response to the complainant.

**Learner Feedback**

**2021/22**

Learner Surveys at Fife College continued to receive excellent response rates, despite a downward turn across the Sector as a whole.

66% of Fife College learners responded to the second Learner Survey, which includes the Student Satisfaction and Engagement Survey (SSES) required by the Scottish Funding Council. Satisfaction remained high with 90% of learners stating they agreed with "Overall, I am satisfied with my college experience". National statistics for the SSES 2021/22 will be published by the SFC on 1st November 2022 which will enable sector benchmarking.

**2022/23**

The first of two surveys this academic session launched on 24 October, closing 7 November 2022. A brand-new dashboard will be launched to show all staff the full breakdown of survey results within 3 days of the survey close. This will give insights at all levels, from College wide to individual class instances (which was not previously available), allowing staff to make evidence-based decisions for student experience improvement within a very fast timescale.

The second Learner Survey, which again includes the SFC Student Satisfaction and Engagement Survey (SSES), will launch around the Easter break. This will also be supported by a dashboard for faster turnaround and will have previous session survey data available where comparable for trend analysis.

# Fife College

**COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD**

| | |
|---|---|
| **Performance Data Report** | |
| **Date of Meeting:** | 7 November 2022 |
| **Purpose:** | To provide members of the Academic Quality Committee with an update on student performance data for 2021-22. |
| **Intended Outcome:** | To note the update |
| **Paper Submitted by:** | Iain Hawker, Vice Principal Quality and Academic Partnerships |
| **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 enhance provision of courses with improved retention and successful completions. |
| **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:** | 18 October 2022 |

**BOARD OF GOVERNORS OF FIFE COLLEGE**

**Academic Quality Committee**

**Performance Data Report**

**Key Observations (high level)**

Enrolments

- Fife College enrolled 13,540 students in session 2021/22 that met the criteria for SFC PI measures. This was an increase from the previous year of 884 students.
- FT enrolments were down by 44. Largest decline of enrolments were FTHE with 1,969 down 212 on previous year and lowest in past 5 years.
- PT enrolments increased by 928, setting a new 5 year high of 8,005.
- The largest increase, second year running, was PTFE with an increase from 5,974 to 6,629 enrolments. This is the highest enrolment level in the past 5 years.
- PTHE also saw a rise of 273 enrolments to 1,376, again the highest in the past 5 years.

Performance Indicators

- At College level, all PIs have shown a decline in performance however Partial Success remains at or better than sector.
- At College level, Completed Successfully showed the largest poorest performance with a decline of 1.7% to 70.5% of students completing successfully.
- The largest decline was noted in FTHE Completed Successfully at 61.0% (-6.4%), however FTHE also saw a minor improvement of PS at 10.4% (-1.5%).
- FTFE saw an improvement across all PIs with the largest improvement in Completed Successfully up 4.5% to 57.2%. FTFE PS is showing better than sector at 8.3%.
- PTFE remained above sector in all PI measures, however 5 of the 6 PIs do show a decline.
- PTHE showed a increase in Further Withdrawals (+1.3%), however PTHE Early Withdrawals showed a 1.2% decline.
- PTHE Competed Successfully slipped to just below sector average by 0.9% to 80.2%.

NB. Sector 2021/22 data is expected to be published by SFC in late Spring 2023.

**PI Data 2021/22**  (as at 17 Oct 2022)

***Subject to confirmation from SFC***

| 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 |
| **2021/22** | 13540 | 5.2 | 13.6 | 18.8 | 10.8 | 70.5 |
| **Yr on Yr Diff** | 884 | 0.4 | 0.5 | 0.9 | 0.9 | -1.7 |
| **5 Yr Diff** | 1231 | -0.6 | 2.4 | 1.8 | -3.0 | 1.3 |

ENR - Enrolments
EW - Early Withdrawal
FW - Further Withdrawal
TW – Total 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 |
| 2021/22 | 3566 | 9.6 | 24.9 | 34.5 | 8.3 | 57.2 |
| Yr on Yr Diff | 168 | -0.1 | -0.7 | -0.8 | -3.7 | 4.5 |
| 5 Yr Diff | 43 | 0.2 | 7.6 | 7.8 | -6.0 | -1.9 |

| 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 |
| 2021/22 | 1969 | 6.4 | 22.2 | 28.6 | 10.2 | 61.1 |
| Yr on Yr Diff | -212 | 1.2 | 6.7 | 7.9 | -1.7 | -6.3 |
| 5 Yr Diff | -371 | 1.1 | 7.0 | 8.1 | -2.5 | -5.7 |

| 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 |
| 2021/22 | 6629 | 2.8 | 6.2 | 9.0 | 12.7 | 78.3 |
| Yr on Yr Diff | 655 | 0.9 | -0.2 | 0.7 | 4.5 | -5.2 |
| 5 Yr Diff | 1528 | -1.9 | -1.2 | -3.1 | -0.4 | 3.5 |

| 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 |
| 2021/22 | 1376 | 3.4 | 7.5 | 10.9 | 8.9 | 80.2 |
| Yr on Yr Diff | 273 | -1.2 | 1.3 | 0.1 | 0.5 | -0.6 |
| 5 Yr Diff | 31 | 2.1 | 4.5 | 6.7 | -8.3 | 1.6 |

**Performance Indicator Performance Reviews**

All courses run in 2021/22 have been Red, Amber, Green (RAG) rated and a series of faculty meetings are planned in November/December to report back on their performance indicators at faculty and curriculum area levels.  The focus for the Reviews will be on courses that have:

- Completed Successfully RAG rated **RED**
- Partial Success RAG rated **RED and** Completed Successfully RAG rated **AMBER**

Courses identified in this process will have an action plan created to address the underlying issues identified that are causing the low performance.

Areas being commented on as part of the analysis using a new PI Dashboard include: SIMD; Disability; Gender; Age and Ethnic Origin.

Last session, some of these reviews were attended by the College HMIe (Janet Campbell) and were found to be beneficial to all those that attended.  We will again ask our new College HMIe (Peter Connelly) to attend this session.


**Performance Indicator Mid-Year Reviews**

In year course performance reviews of courses running in 2022/23 will be held and planned with each faculty in February/March 2023.  This process was introduced three years ago.

**COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD**

| | |
|---|---|
| **School and University Partnership Report** | |
| **Date of Meeting:** | 7 November 2022 |
| **Purpose:** | To provide members of the Academic Quality Committee with an update on School College Partnership and University Partnerships. |
| **Intended Outcome:** | To note the update |
| **Paper Submitted by:** | Iain Hawker, Vice Principal Quality and Academic Partnerships |
| **Prior Committee Approvals:** | N/A |
| **Board Impact from Decision:** | To be assured that appropriate partnership arrangements are in place to meet the needs of learners and employers. |
| **Financial Health Implications:** | N/A |
| **Learner Implications:** | To ensure provision of HE and progression routes to degree study are maximised for learners. |
| **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:** | 18 October 2022 |

**BOARD OF GOVERNORS OF FIFE COLLEGE**

**Academic Quality Committee**

**School and University Partnership Report**

**School College Partnership (SCP)**

SCP enrolments show a 166 pupil increase from the previous academic year with a total of 1,284 school pupils enrolled on SCP. This shows four consecutive years of an increase in enrolments from 2017/18 which had 542 enrolments.  The downward movement in enrolments from 2015/16 to 2017/18 has been turned with an increase of 742 over the past four years (136% increase).  Session 2021/22 now shows a 5-year high for SCP enrolments.
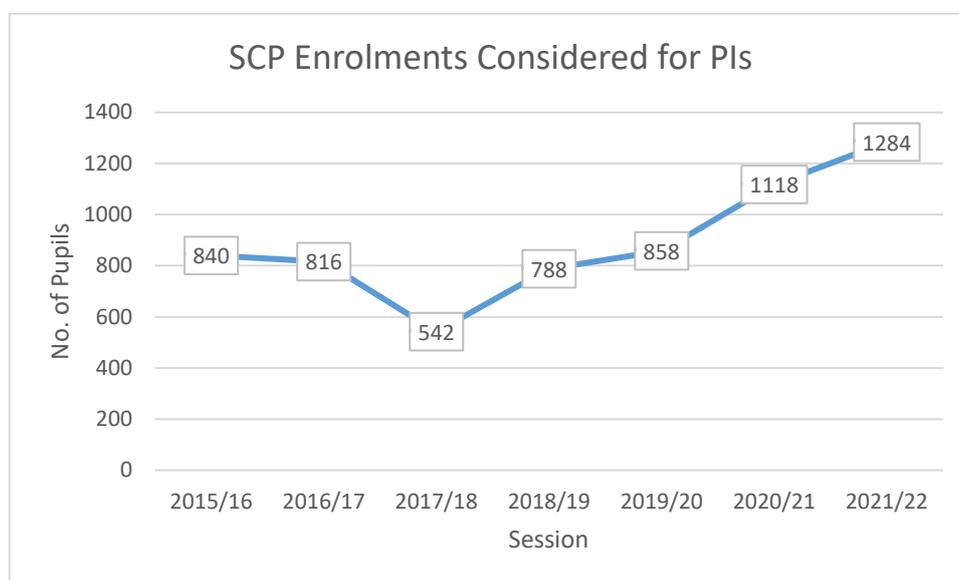


In 2021/22, the largest enrolment from a school was 212 (up from 157 last year), exceeding any single enrolment by one school in the past 5 years of data.  All 18 Fife Council secondary schools enrolled at least 15 pupils on a SCP programme.

There were 102 SCP programmes delivered in session 2021/22, up from 88 last session. 77 (75%) of the 102 courses recorded zero Early Withdrawals, 51 (50%) of the 102 courses recorded zero Further Withdrawals.  In session 2021/22 with 54 (53%) of the courses delivering success above the average of 58.9% Completed Successfully. 36 (35%) courses recorded a % Completed Successful rate of under 50%.   8 (8%) courses achieved 100% of pupils meeting the course qualification aim.  24 (24%) courses had more than 80% of their enrolled pupils meeting the qualification aim, down from 45% last session.

The highest Completed Successfully PI over the previous five years was 73.8% (2020/21), this session saw a decrease of 14.9% to 58.9%, now the second lowest in the past five years.  The highest Completed Successfully PI for a single school was 78.9% from an enrolment of 19 pupils, second to this was 73.7% (from a school enrolment of 57).  Four schools showed a Completed Successful rate of over 70%, the lowest was 31.5% (from a school enrolment of 54).

| Session | Total Enrolments Considered for PIs | Early Withdrawal | % | Further Withdrawal | % | Total Withdrawal | % | Completed: Partial Success | % | Completed: Successful | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School College Partnership PI Data** | | | | | | | | | | **\*\*SFC to confirm - as at 03/10/2022\*\*** | |
| 2015/16 | 840 | 37 | 4.4% | 114 | 13.6% | 151 | 18.0% | 144 | 17.1% | 545 | 64.9% |
| 2016/17 | 816 | 56 | 6.9% | 77 | 9.4% | 133 | 16.3% | 227 | 27.8% | 456 | 55.9% |
| 2017/18 | 542 | 50 | 9.2% | 64 | 11.8% | 114 | 21.0% | 142 | 26.2% | 286 | 52.8% |
| 2018/19 | 788 | 24 | 3.0% | 43 | 5.5% | 67 | 8.5% | 230 | 29.2% | 491 | 62.3% |
| 2019/20 | 858 | 24 | 2.8% | 83 | 9.7% | 107 | 12.5% | 183 | 21.3% | 568 | 66.2% |
| 2020/21 | 1118 | 33 | 3.0% | 152 | 13.6% | 185 | 16.5% | 108 | 9.7% | 825 | 73.8% |
| 2021/22 | 1284 | 53 | 4.1% | 147 | 11.4% | 200 | 15.6% | 328 | 25.5% | 756 | 58.9% |
| **Yr on Yr Trend** | 166 | Up (Worse) | 1.1% | Down (Better) | -2.2% | Down (Better) | -1.0% | Up (Worse) | 15.9% | Down (Worse) | -14.9% |
| **3 Year Trend** | 426 | Up (Worse) | 1.3% | Up (Worse) | 1.7% | Up (Worse) | 3.1% | Up (Worse) | 4.2% | Down (Worse) | -7.3% |
| **5 Year Trend** | 742 | Down (Better) | -5.1% | Down (Better) | -0.4% | Down (Better) | -5.5% | Down (Better) | -0.7% | Up (Better) | 6.1% |
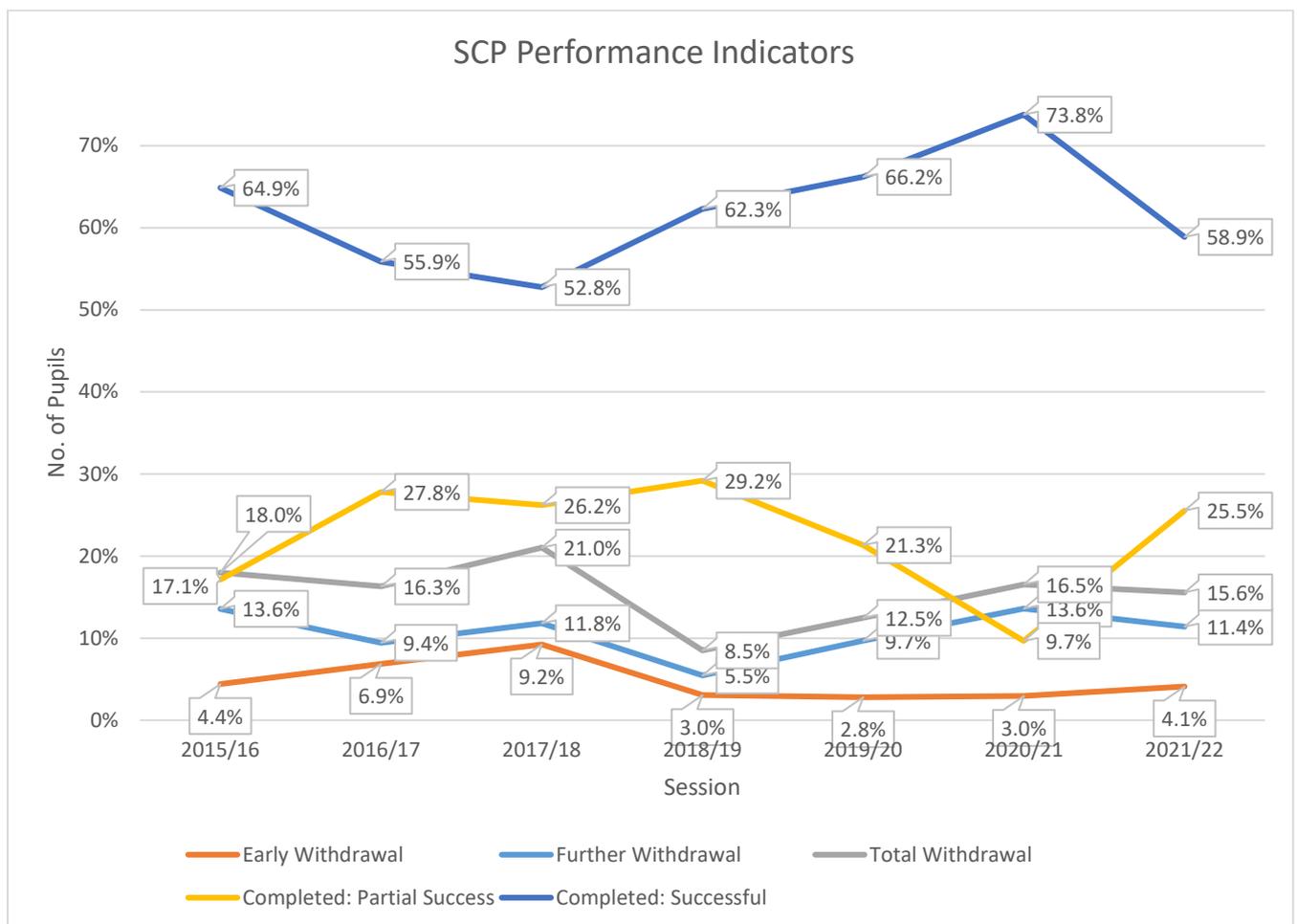


The PI data shows a previous key issue of pupils withdrawing early from the programmes has been negatively affected and increased slightly to match the session 2015/16 value of circa 4.1%. Further withdrawals decreased by 2.2% to 11.4%, giving an overall better performance on total withdrawals of 15.6% (200 pupils). This was largely affected by Covid-19 which included: lockdown preventing physical attendance and undertaking practical vocational subjects and activities which contributed to a lack of focus/engagement and as lockdown rules relaxed a focus by pupils on the SQA Examination Diet which included increased examination preparation, focus and workload. As per last session, a more efficient monitoring of pupil absence, with staff acting on non-attendance or progress issues, resulted in early engagement with schools that may have led to pupils being withdrawn as

opposed to remaining on course and being recorded as a partial success.  However, Partial Success increased by 15.9% to 25.5%, it was 9.7% in the previous session.

The highest Completed Successfully PI over the previous five years was 66.2% (2019/20), this session saw an increase of 7.6% to 73.8%, now a five-year high.  The highest Completed Successfully PI for a single school was 82.6% from an enrolment of 46 pupils, second to this was 82.2% (from a school enrolment of 46).  Five schools showed a Completed Successful rate of over 80%, the lowest was 45.5% (from a school enrolment of 11).

Partial Success showed a significant decrease in 2020/21 of 11.7% to 9.7%.  In summary, 88.4% of pupils remaining on a SCP course achieved their qualification aim, this is up from up from 76% last session.
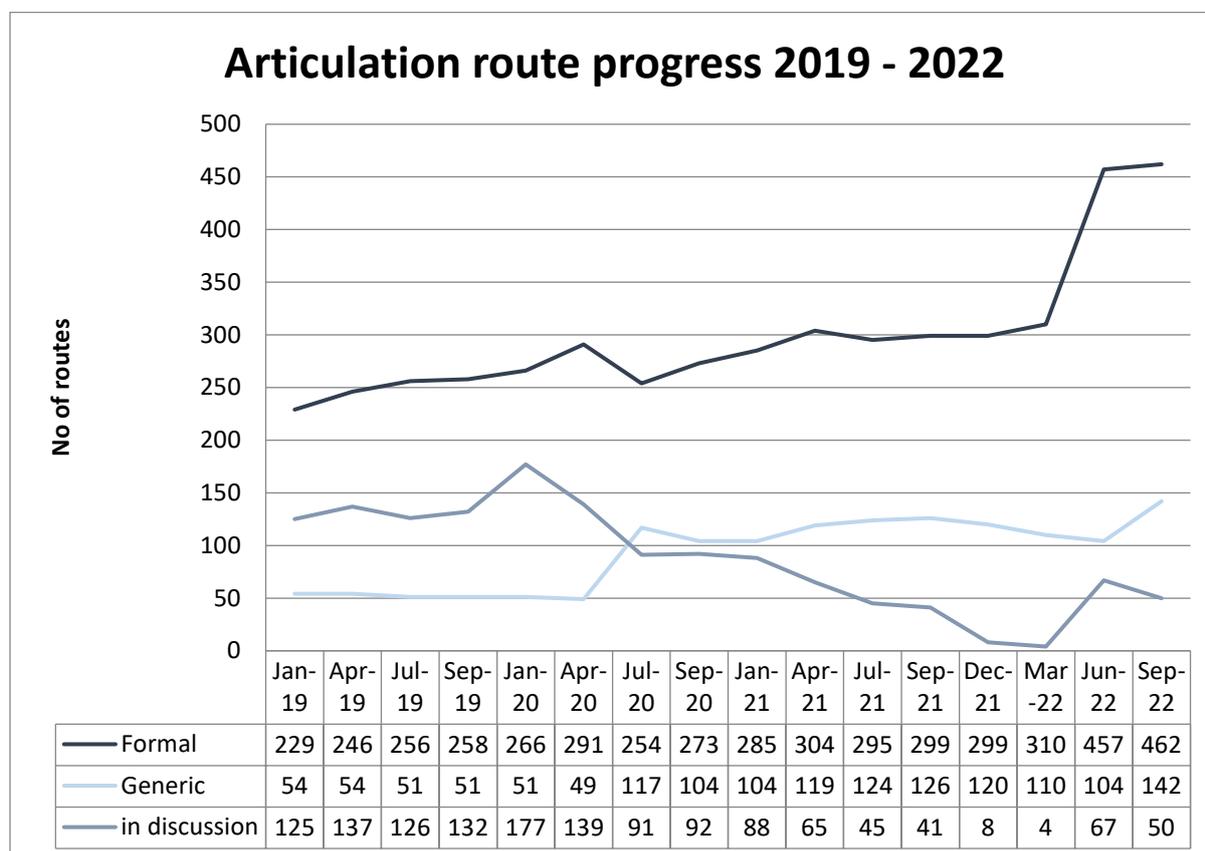
### **Key Observations**

- There was a 15% increase in pupils on SCP programmes
- SCP pupils successfully completing their course decreased by 14.9% to 58.9%
- Withdrawals decreased slightly by 1.0% to 15.6%, still below the 5-year high of 21.0%
- Partial Success increased by 15.9% to 25.5%
- The number of programmes offered increased from 88 to 102, up 14 (16%)
- 8 (8%) SCP courses achieved 100% of their pupils completing their course successfully
- 84.4% of SCP pupils remained on their course to the end, however 328 (30.2%) of the 1,084 pupils remaining on SCP courses did not Complete Successfully
- The top five enrolling courses for SCP were:
  - Sports Development – 123
  - Criminology – 117
  - Construction Skills – 109
  - Early Education and Childcare - 83
  - Hair and Beauty - 65

**Universities**

Articulation
In the past 12 months, we have continued to sign off both new formal and generic articulation routes.

### Articulation route progress 2019 - 2022

| | Jan-19 | Apr-19 | Jul-19 | Sep-19 | Jan-20 | Apr-20 | Jul-20 | Sep-20 | Jan-21 | Apr-21 | Jul-21 | Sep-21 | Dec-21 | Mar-22 | Jun-22 | Sep-22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Formal | 229 | 246 | 256 | 258 | 266 | 291 | 254 | 273 | 285 | 304 | 295 | 299 | 299 | 310 | 457 | 462 |
| Generic | 54 | 54 | 51 | 51 | 51 | 49 | 117 | 104 | 104 | 119 | 124 | 126 | 120 | 110 | 104 | 142 |
| in discussion | 125 | 137 | 126 | 132 | 177 | 139 | 91 | 92 | 88 | 65 | 45 | 41 | 8 | 4 | 67 | 50 |

The picture continues to change as our HN offering adapts to match labour market trends; in some cases, this is a change to units offered and in others entirely new HNs have been introduced whilst others become obsolete. Any changes to HN provision mean that the routes need to be re-mapped to ensure that they are still viable.

New for this session, we have now signed articulation agreements for the first time with University of Dundee and we have expanded our partnerships with University of Highlands and Islands to include routes to all their member colleges. We have also cross-checked all our HN qualifications to determine which can articulate to the Open Degree offered by the Open University.

The updated version of the HE and Degree Pathways Guide has been officially launched. Hard copies have been distributed to all Fife high schools and over 700 were distributed at the UCAS event in Rothes Hall last month. The following link is to the online version: https://viewer.joomag.com/hn-and-degree-guide-2023-24-october-2022/0998964001632476584?short& . This booklet publicises all the routes which we currently have in place with a QR code link to the HN qualification that provides the college stage of the route. This year we have had our highest number of universities purchasing advertising space which funds the printing costs and further demonstrates our strong

partnerships and the universities' endorsement of the direct entry routes. This year the publication has also been nominated for a CDN award and is on the final shortlist.

We have also been active partners in the Regional Learner Passport Partnership working with other university and college partners on a website to help to make articulation routes more accessible. www.pathways.ac.uk was formally launched in partnership with the SFC on July 2020 and we continue to work with this group to enhance the first version to increase the scope to include more routes. We are currently in discussions to attempt to secure funding to take this project nationwide. The Pathways website won the Herald Digital Transformation 2021 Award.

<u>Franchise Degrees</u>

- <u>Abertay University</u>

  In the 2021-22 session, 75 students graduated from Fife College with an Abertay degree: 47 students achieved an ordinary degree and 28 gained an honours degree, 4 of whom gained first class. In addition, all 6 part-time students also successfully achieved their BA Business Management having studied over 2 years.

  For the 2022-23 session, 69 students have enrolled on the ordinary degrees of which 55 were existing students looking to progress with Fife College whilst others are transferring from other colleges or are returning to learning after a break in their studies. A further 26 students have enrolled to continue to complete their honours year.

- <u>Open University</u>

  We have now concluded the third delivery of the on-campus delivery of BA (Hons) Social Sciences – year 3, which provides an articulation route for students with HND Social Sciences. The course attracted 10 students of whom 7 successfully gained an honours degree – 2 with first class honours and 5 with 2:1. For 2022-23,  11 students have registered with the Open University to study this course with us.

- <u>Queen Margaret University</u>

  Last year saw the successful validation of another two new degrees enabling for students to progress from HND Childhood Practice either directly or after securing employment.  Of the 15 students who progressed directly to the full-time BA (Hons) Childhood Studies, all were successful and 10 are progressing to the Honours year. The 5 employed students are currently enrolled on the part-time BA (Hons) Childhood Practice and will continue for a second year to complete their ordinary degree.

  2021-22 saw the first delivery of the Honours year of the BA (Hons) Creative Enterprise, which supports articulation from 12 'Creative' HNDs e.g. photography, art & design, jewellery, furniture design etc. 11 students enrolled, and 8 successfully achieved their Honours degree, including 2 with first class honours.  For the 2021-22 ordinary degree, 7 students successfully completed with 4 opting to exit with an ordinary degree and 3 returning to undertake their Honours year in 2022-23.

<u>Associate Students</u>

This year has once again seen additional income from Edinburgh & South East Scotland City Region Deal (ESESCRD) through our partnership with Heriot Watt University and this

provides funding for 5 HNC Computing: Software Development students. This year 3 places have been taken up. One student has also taken an unfunded place.

The Scottish Funding Council has a programme of Additionally Funded Places (AFPs) which support universities identifying HN students who are potentially looking to articulate in the future from their HN course to a degree course. Fife College had pre-existing agreements in places for AFPs with Edinburgh Napier University and Queen Margaret University but this year further places were offered from Robert Gordon University.

The prediction below is based on the actual number of places offered by the universities but this income relies on students opting to take up the additional places. A substantial portion of this income is for 18 new places with Robert Gordon University. After last years attempts to recruit to this university, we are concentrating on 4 specific courses as it is difficult to anticipate whether there will be significant student interest in moving to Aberdeen.

| Session | AFP Income | City Deal |
|---------|-----------|-----------|
| 2017/18 | £113K | |
| 2018/19 | £125K | |
| 2019/20 | £217K | £27K |
| 2020/21 | £141K | £22K |
| 2021/22 | £80K | £28K |
| 2022/23 | £173K | £17K |

Universities and Colleges Admissions Service (UCAS)

On 26th January, the closing date of the 2022 UCAS cycle, applications were down on last year for Fife College students applying to university, however an increase was shown by SWAP students:

> College – 378 applicants (down 171, -31%)

> SWAP – 89 applicants (up 12, +15%)

Present figures show the success rate of gaining a university place as follows:

> College - 275 (down 103) students (73%) have gained a university place. Although the number of students is down, the overall success is up 4%.

> SWAP – 72 (up 9) students (81%) have gained a university place which is 1% down on last year. Some SWAP students have also opted to remain at college and study a HN course before progressing.

The three most progressed to universities for our students were the same as last year:

- Edinburgh Napier University (2nd last year)
- Abertay University (1st last year)
- University of Dundee

# COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

| | |
|---|---|
| **Education Scotland Visits - Action Plan Status** | |
| **Date of Meeting:** | 7 November 2022 |
| **Purpose:** | To provide members of the Academic Quality Committee with an update on the progress of Action Plans formulated following Education Scotland visits |
| **Intended Outcome:** | To note the update |
| **Paper Submitted by:** | Iain Hawker, Vice Principal Quality and Academic Partnerships |
| **Prior Committee Approvals:** | N/A |
| **Board Impact from Decision:** | To be made aware of any actions that are not being progressed timeously |
| **Financial Health Implications:** | N/A |
| **Learner Implications:** | The actions identified will improve the learner experience |
| **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:** | 18 October 2022 |

**BOARD OF GOVERNORS OF FIFE COLLEGE**

**Academic Quality Committee**

**Education Scotland Visits - Action Plan Status**

Education Scotland visited the college three times during the academic year 2021/22 to review specific themes:

- Progress Visit
- Safeguarding & Child Protection
- UK Visa and Immigration (UKVI)

Following each visit and the feedback on findings from Education Scotland an action plan was formulated.

These actions are monitored against the completion date and the Responsible Lead then RAG rates the status of the action, with Green indicating that it is expected to complete by the deadline. All actions are currently RAG rated Green except for one, there are no concerns for any of the actions not being completed by their due date. Full details are on Appendix A.

**New College HMIe**

Following retirement of the College HMIe Janet Campbell, the College has been allocated Peter Connelly as the new College HMIe. Peter has already met Directors and Academic heads at a recent Senior Curriculum Team meeting. Peter plans to meet with wider groups of colleagues and students over the coming months. An engagement plan will be agreed with Peter in October.

**Education Scotland Engagement 2022/23**

At this point in time we perceive Fife College having engagement in 2022/23 as follows:

1. On-going engagement with link HM Inspector (Peter Connelly) including
   a. Follow up and review of the "Areas for further progress" identified in the visits during the previous session.
   b. Support visits on themes identified and agreed in discussion with the College and College HMIe e.g.
      i. Retention
      ii. Curriculum delivery and student engagement
      iii. Industry partnerships.

2. An Annual Engagement Visit.

3. Thematic Review(s)
   a. One of these reviews will potentially include MA provision.

# APPENDIX A

## Progress Visit: November 2021

| | Education Scotland Comment | Responsible Lead | RAG | Due date |
|---|---|---|---|---|
| 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 | | Complete |
| 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 | | Dec 2022<br><br>(Interim milestone Sept 2022) |
| 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 | | Complete |
| 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 | | Dec 2022<br><br>(Interim milestone Aug 2022) |
| 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 | | Dec 2022<br><br>(Interim milestone Sept 2022) |

| | | | RAG | |
|---|---|---|---|---|
| 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 | | Jan 2023<br><br>(Interim milestone Sept 2022) |
| 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 | | June 2023<br><br>(Interim milestone Nov 2022) |

## Safeguarding & Child Protection: May 2022

| | Education Scotland Comment (Area for Further Development) | Responsible Lead | RAG | Due date |
|---|---|---|---|---|
| 1 | After a pause due to the pandemic, the college plans a refresh and a suitable update for all staff to be included at the start of the academic year to raise the profile of these important areas across the college generally | V Anton | | Complete |
| 2 | The college plans a review and update of the Safeguarding Policy and Procedure in September 2022, which should include an audit of other policies that may be out of date (Gender Based Violence?) | V Anton | | Complete |
| 3 | Refresh and review should take account of the most recent changes in legislation and should take the opportunity to ensure the implications of remote learning are fully incorporated | V Anton | | Complete |
| 4 | Within the refresh, there is a need to re-prioritise a focus on PREVENT training, working with local partners | A Leadbetter | | July 2023 |
| 5 | The college plans to develop more focused definition and quantification of "causes for concern", to capture the useful data that may be generated to influence plans for the future | V Anton | | Complete |
| 6 | In conversations with learners a few issues relating to bullying were raised. The college should ensure that all learners know what policies and procedures are in place in the college to protect them from bullying and harassment. | V Anton | | Complete |

**UKVI: May 2022**

| | Education Scotland Comment (Area for Further Development) | Responsible Lead | RAG | Due date |
|---|---|---|---|---|
| 1 | Develop a framework for opportunities to further progress English language skills incl. English language / business language for Student Sponsored License students as part of performance review meetings. | Care, Social Science and Education Faculty KMcV / JC | | June 2023 |
| 2 | Development of an identified College virtual team across professional and academic teams to lead on continuous improvement in support of Student Sponsored License students, including links with internal and external stakeholders. | VP Academic Strategy DL | | Review Dec. 2022 |
| 3 | Increasing profile and engagement with FC Your Voice and What's Working Well? Process. | SED (VA) Internal Communications (JB) Quality (SK) | | Review Dec 2022 |
| 4 | Support FCSA to ensure that student representation and feedback mechanisms are considering Student Sponsored License students' needs through integrated CLPL at College. | FCSA/ CLPL team | | Review Dec. 2022 |
| 5 | Develop a programme of cultural visits / integration with ESOL activity e.g., diversity week. | ESOL team KMcV / JC | | May 2023 |
| 6 | Develop links with external agencies e.g., Fife Migrants Forum - The International Centre. | Vice-Principal, Academic Strategy (DL) SED (VA) | | Dec 2022 |

Fife College

## COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

| | |
|---|---|
| **Learner Voice Framework: Annual Update** | |
| **Date of Meeting:** | 7 November 2022 |
| **Purpose:** | To provide members of the Academic Quality Committee with an overview the Fife College Learner Voice framework "My Voice" showing the formal student engagement and feedback opportunities. |
| **Intended Outcome:** | To note the update |
| **Paper Submitted by:** | Emma Wallace and Iain Hawker |
| **Prior Committee Approvals:** | N/A |
| **Board Impact from Decision:** | To provide assurance to the Board that the learner voice framework is adequately embedded in college processes and is considered at all levels of the organization. |
| **Financial Health Implications:** | N/A |
| **Learner Implications:** | To provide assurance that learner feedback continues to be embedded in college processes. |
| **Equality and Diversity Implications:** | N/A |
| **Risks Assessed:** | N/A |
| **Publicly Available:** | Yes |
| **Author Contact Details:** | Emma Wallace; emmawallace@fife.ac.uk <br> Iain Hawker; iainhawker@fife.ac.uk |
| **Date of Production:** | 18 October 2022 |

# BOARD OF GOVERNORS OF FIFE COLLEGE

## Academic Quality Committee

## Learner Voice Framework: Annual Update

The Fife College Learner Voice Framework continues to have multiple approaches to engage with and obtain student feedback throughout the academic session. Both Fife College and Fife College Students' Association (FCSA) use various strategies to gather input from the students.

Feedback, both positive and negative is an essential source of information to inform current practice and seek improvement.

As reported last year to the Committee, the following approaches continue to be adopted:

- Through Fife College, students can complete the Learner Survey twice yearly to give feedback on their experience within the college, the services they have possibly utilised, and comment on what went well and what could be improved within the college. The second Learner Survey includes the Scottish Funding Council Student Satisfaction and Engagement Survey (SSES).  The SSES includes set questions issued by all of Scotland's Colleges. The data is then returned to the SFC for a sector-level analysis and report.  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.
  - Overall the response rate was 66.0% from a target survey of 5,710 students.  With this result, we hope Fife College will maintain the highest response rate in the college sector.
  - 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 in session 2021/22 to 89.6%.
- Throughout the year, there are other survey opportunities, including the School College Partnership Survey (Pupils and staff) and Modern Apprentice Survey. The Your Voice focus groups are another way students can get involved in giving feedback. For quality arrangements, class representatives can also participate in Course Review meetings, which occur three times a session.
- All quality surveys are analysed and comprehensively reported at various levels to support faculties and professional services areas to seek enhancement as part of their self-evaluation and operational planning processes.  In Autumn 2022, dashboard is being developed for academic staff that will support even more detailed analysis at a variety of levels.
- With the FCSA, one way that students can be involved in giving feedback is by becoming a Class Representative. Representatives are selected at the beginning of the academic year, in September and October, and are expected to attend monthly meetings to discuss what is going well for their class as a whole and address any concerns they may have.
- The FCSA Hack groups are another way students can be involved. These meetings happen every month and usually have a specific theme. Students may be asked to vote on specific things the college requires feedback on. Students can give feedback and be

involved through the FCSA Award nominations and voting in the Student President Elections, which occur bi-annually.

New for session 2022/23 is the re-introduction of the FCSA "Gimme 5" surveys which are issued to class reps and other students so the FCSA can get feedback for specific events or topics e.g. Induction, Freshers etc, as well as some fun questions , in a fast and quick response format.
A sunburst design and calendar (Appendix A) have been created to show what happens each month of the academic year. It has been colour coded to correspond with each feedback method's area (FCSA, Faculties and Quality).
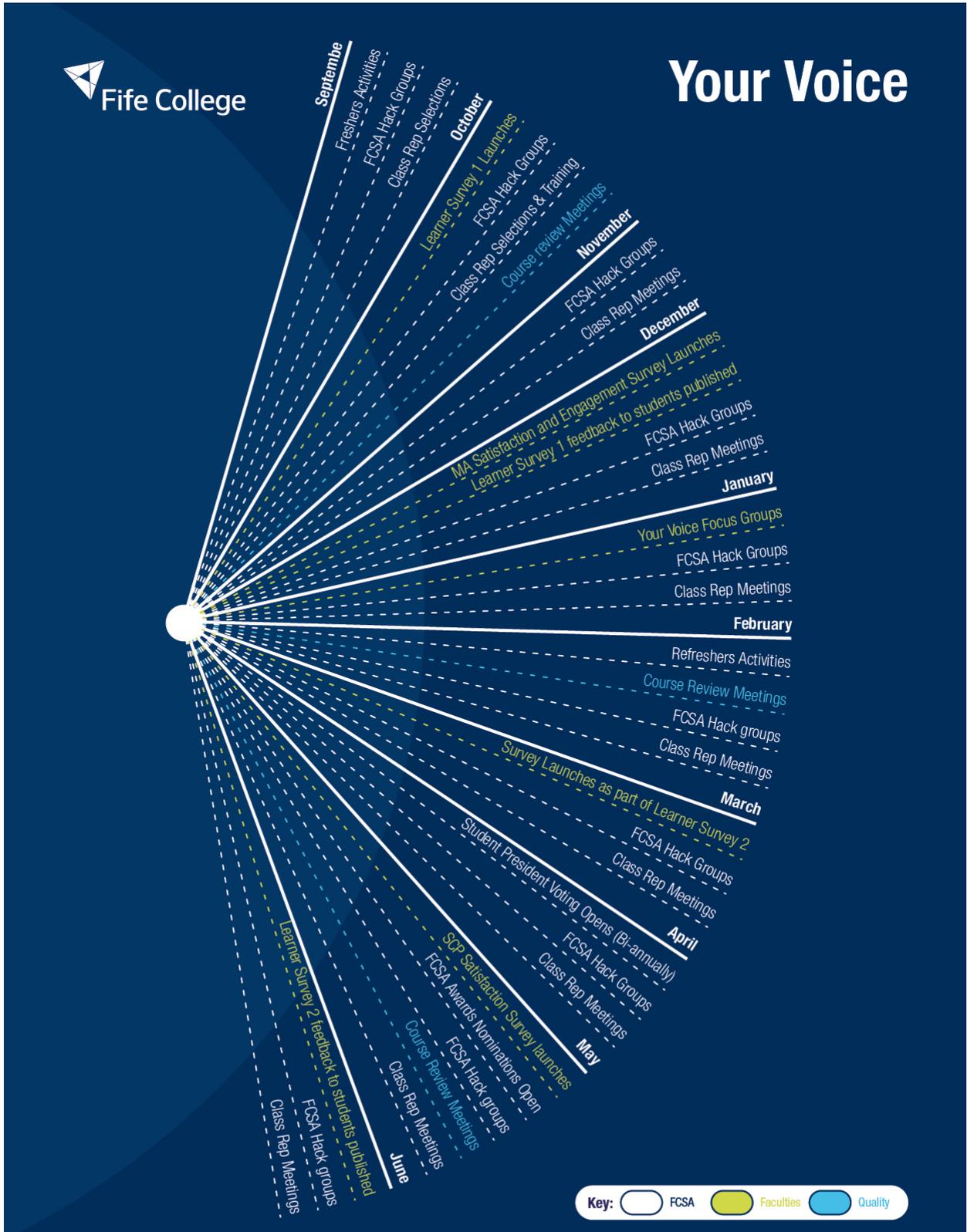
It is also important to note that other formal processes are in place for students to submit feedback:

Quality:
- Complaints Complaints - Your Voice (fife.ac.uk)
- What's working well? What's Working Well? – Your Voice (fife.ac.uk)

FCSA:
- Thank you forms

**Fife College**

# Your Voice

**September**
- Freshers Activities
- FCSA Hack Groups
- Class Rep Selections

**October**
- Learner Survey 1 Launches
- FCSA Hack Groups
- Class Rep Selections & Training
- Course review Meetings

**November**
- FCSA Hack Groups
- Class Rep Meetings

**December**
- MA Satisfaction and Engagement Survey Launches
- Learner Survey 1 feedback to students published
- FCSA Hack Groups
- Class Rep Meetings

**January**
- Your Voice Focus Groups
- FCSA Hack Groups
- Class Rep Meetings

**February**
- Refreshers Activities
- Course Review Meetings
- FCSA Hack groups
- Class Rep Meetings

**March**
- Survey Launches as part of Learner Survey 2
- FCSA Hack Groups
- Class Rep Meetings

**April**
- Student President Voting Opens (Bi-annually)
- FCSA Hack Groups
- Class Rep Meetings

**May**
- SCP Satisfaction Survey launches
- FCSA Awards Nominations Open
- Course Review Meetings
- FCSA Hack groups
- Class Rep Meetings

**June**
- Learner Survey 2 feedback to students published
- FCSA Hack groups
- Class Rep Meetings

**Key:** FCSA | Faculties | Quality

**You can get in touch with us anytime, in person at our offices or online, by email, social or via our website**

# Your Voice

## Fife College

### September
Freshers Activities
FCSA Hack Groups
Class Rep Selections

### October
Learner Survey 1 Launches
FCSA Hack Groups
Class Rep Selections & Training
Course review Meetings

### November
FCSA Hack Groups
Class Rep Meetings

### December
Modern Apprentice Satisfaction and Engagement Survey Launches
Learner Survey 1 feedback to students published
FCSA Hack Groups
Class Rep Meetings

### January
Your Voice Focus Groups
FCSA Hack Groups
Class Rep Meetings

### February
Refreshers Activities
Course Review Meetings
FCSA Hack groups
Class Rep Meetings

### March
Student Satisfaction and Engagement Survey Launches as part of Learner Survey 2
FCSA Hack Groups
Class Rep Meetings

### April
Student President Voting Opens (Bi-annually)
FCSA Hack Groups
Class Rep Meetings

### May
School College Partnership Satisfaction Survey launches
FCSA Awards Nominations Open
FCSA Hack groups
Class Rep Meetings
Course review Meetings

### June
Student Satisfaction and Engagement Survey & Learner Survey 2 feedback to students published
FCSA Hack groups
Class Rep Meetings

**Fife College**

**COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD**

| | |
|---|---|
| **Learning and Teaching Strategy Update** | |
| **Date of Meeting:** | Monday 7 November 2022 |
| **Purpose:** | To provide Committee members with an update on the Learning and Teaching Strategy Refresh |
| **Intended Outcome:** | To note the update. |
| **Paper Submitted by:** | Dorothée Leslie, Vice Principal Academic Strategy |
| **Prior Committee Approvals:** | N/A |
| **Board Impact from Decision:** | To be updated on the Learning and Teaching Strategy Refresh |
| **Financial Implications:** | N/A |
| **Learner Implications:** | None |
| **Equality and Diversity Implications:** | N/A |
| **Risks Assessed:** | N/A |
| **Publicly Available:** | Yes |
| **Author Contact Details:** | Dorothée Leslie (dorotheeleslie@fife.ac.uk) 01592 223190 |
| **Date of Production:** | 26 October 2022 |

**BOARD OF GOVERNORS OF FIFE COLLEGE**

**Academic Quality Committee**

**Learning and Teaching Strategy Update**

Our Learning and Teaching Strategy 2019-2022 is due for refresh this month.

A cross College group has been working on the review and evaluation of the current strategy and on the development of the new iteration, which we are proposing to title "Fife College Learning Strategy".

Information on the review and development work to date is available in this presentation to support discussion on the proposed first draft of the new strategy at the Academic Quality COmmittee meeting.

![Fife College logo]

**COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD**

| | |
|---|---|
| **Academic Update: New Campus Project** | |
| **Date of Meeting:** | Monday 7 November 2022 |
| **Purpose:** | To provide Committee members with an update on the New Campus |
| **Intended Outcome:** | To note the update. |
| **Paper Submitted by:** | Dorothée Leslie, Vice Principal Academic Strategy |
| **Prior Committee Approvals:** | N/A |
| **Board Impact from Decision:** | To be updated on the progress of the New Campus |
| **Financial Implications:** | N/A |
| **Learner Implications:** | None |
| **Equality and Diversity Implications:** | N/A |
| **Risks Assessed:** | N/A |
| **Publicly Available:** | Yes |
| **Author Contact Details:** | Dorothée Leslie ([dorotheeleslie@fife.ac.uk](mailto:dorotheeleslie@fife.ac.uk)) 01592 223190 |
| **Date of Production:** | 26 October 2022 |

## BOARD OF GOVERNORS OF FIFE COLLEGE

### Academic Quality Committee

### Academic Update: New Campus Project

A joint workshop between representatives of the 6 working groups supporting the progressive implementation of the learning pathways took place on 20 June 2022.

The aims of this collaborative workshop were to:

- **Present a** summary of the activity conducted to date by each group i.e., share the remit of the group, actions taken, achieved outcomes and the impact the work has had for the future DLC project, including priorities for the next session.

- **Facilitate discussions and feedback between groups** with a view to consider questions / observations as well as links to their respective areas.

- Completed summary reporting templates outlining actions to date and planned activity over the next 2 to 3 years

- **Agree next steps** based on individual templates and considering identified synergies, common themes and priority objectives overall to support the implementation of the learning pathways.

**Findings:**

- The **learner voice** needs to be highlighted more systematically including:

  o Further engagement required in engaging with young people to provide a positive experience for future success and ownership.
  o Prioritising accessibility for all learners with associated CLPL in place to support this.

- **Wider partnership working** is key and more of the group members could be involved in wider Fife groups / committees.

- There is a clear emphasis on **digital skills** through the whole curriculum and a strong link to staff CLPL with the learning culture to be outlined in all areas as a focus for development.

- **Timetabling** structures for all 3 establishments are to be confirmed and what they will look like in practice to be determined.

- **Curriculum pathways** will be reviewed and revised as appropriate as qualifications and economic demand evolve.

- Scope to be broadened across **all Fife schools**, with support of the College SCP team and to promote equity at regional level.

- Work streams should consider how they all work together moving forward and link with schools / college to **raise awareness among staff** of the information available.

- **Sustainability and ensuring effective representation** across the areas of activity are key factors to successful progress / realisation of objectives in support of the implementation of the learning pathways.

**Next steps:**

- **Feedback** to be shared with **full membership by each working group** to support review of membership and refocusing of strands of activity under common themes.

- **Existing 6 working groups to be rationalised** by the end of this calendar year to bring activity together under two strands e.g.

  o Professional Learning & Relationships (staff e.g. CLPL, pedagogical approaches, positive destinations)
  o Skills & Transitions (for pupils e.g. DYW, CEIAG, Wellbeing...)

- **Agree a clear joint communication strategy** moving forward to support awareness raising among staff.

*NB: The digital agenda and* required changes in current operating models operational arrangements (e.g. timetabling, resources) *will feed across the various strands and at different levels. This may also apply to cross cutting themes aligned to policy drivers e.g. sustainability.*