Fife College

AGENDA

A meeting of the Academic Quality Committee will be held on Wednesday 10 November 2021 at 3.30pm. Please join via 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: Agile Working and Learning for Staff and Students - Sharon Love   N/A

No	Item	Action	Lead	Pages
1	Welcome, Apologies and Declarations of Interests	Note	SC	N/A
2	Minutes of Previous Meeting: 9 June 2021	Approve	SC	
3	Matters Arising / Actions Outstanding	Note	SC	2-2
4	Curriculum Update Report	Note	DL	3-7
5	Fife College Students' Association Update	Note	EW/NF	8-12
6	Complaints 2020/21 and Early Student Feedback 2021/22	Note	IH	13-15
7	Learner Voice Framework	Note	IH/EW	
8	Student Performance Data	Note	IH	16-20
9	School / University Partnerships	Note	IH	21-27
10	Education Scotland Visit Update	Note	IH	28-30
11	Inclusion Report (Update from June 2021)	Note	IH	31-35
12	Academic Update: New Campus Project	Note	DL	36-37
13	Key National Reports / Changes to National Policy	Note	DL	38-39
14	Review of Meeting	Discuss	All	N/A
15	Date of Next Meeting Wednesday 16 February 2022 at 3.30pm	Note	SC	N/A

For Information:

Learning and Teaching Committee Minutes: 8 October 2021

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	09.06.21	To issue updates on Key National Reports via Microsoft Teams as they become available between meetings, to enable members to focus on a discussion on any key points or impacts at meetings.	D Leslie / I Hawker / M Philp	31.08.21	Complete
2	09.06.21	To make the proposed changes to the remit and submit it to the Board of Governors for approval.	M Philp	23.06.21	Complete
3	09.06.21	To feed in suggestions for input into the Annual Report to the Director: Governance and Compliance.	All Committee members	30.06.21	Complete

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Curriculum Update: October 2021	
Date of Meeting:	Wednesday 10 November 2021
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 Health 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:	25 October 2021

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Business Report: Actual performance as at October 2021

Executive Summary

Student Profile	• Student satisfaction declined slightly in 2020/21, with 85% of students being satisfied with their college experience, a decrease of 9% from 2019/20. Despite this, 95% of students said they would recommend Fife College to others. Participation in the survey is slightly down from 69% to 67%; however very good figures considering the many challenges faced by students and staff over the session. The first 2021/22 learner survey is underway. • Student recruitment to date for 2021/22 has been impacted by external circumstances, with FT FE achieving 97% of credit target to date (vs 102% last year). FT HE figures are behind this time last year at 85% vs 103%. Care, Social Sciences & Education are ahead of target, whilst the other Faculties are currently showing deficits, for which mitigating strategies are being planned and agreed. • Part-time recruitment is on track, with a number of courses still to start later in the session. All Faculties continue to review their offering, ensuring it is meeting demand. We expect an increased uptake as the upskilling and reskilling demand continues to unfold and restrictions ease.

2

2021/22 Credit Targets Report (as at 25 October 2021)

Faculty	Revised Credit Target	Actual Credits (as at 25 October 2021)	Variance (Actual vs Target)
Business, Enterprise and Tourism with Supported Learning	27,299	18,664	-8,635
Care, Social Science & Education	33,439	32,370	-1,069
Creative Industries	34,059	27,678	-6,381
Engineering, Science, Technology & Built Environment	38,034	24,883	-13,150
Total	**132,830**	**103,595**	**-29,235**

^ Credit target is the overall credit target for 2021-22

* Based on SFC's actual credit target of 137,502, the College is currently -24.7% under target

With credits to date at 75% against the annual SFC target, figures are currently 6% lower than this time last year. This is mirroring the sector position with conversion of offers accepted being lower than in previous years. However, recruitment will continue and with the portfolio offering being more spread out over the year, we are on track to meet our core target at this stage albeit with an element of risk linked to the evolving pandemic and associated restrictions.

As per previous years, the Faculty of Care, Social Sciences and Education is over-recruiting at FE level.

The Faculty of Engineering, Science, Technology and Built Environment shows a negative variance, which is expected to be resolved at FE level once all MAs are enrolled. The projected figures for MA recruitment in this Faculty are above target. HE recruitment is under target in one area of the Faculty in particular (Construction Crafts and Built Environment); additional in year activity and a review of credit allocation within the Faculty are ongoing to address this shortfall.

Both the Faculties of Creative Industries and of Business, Enterprise and Tourism with Supported Learning are showing shortfalls in their FT recruitment. In both cases, specific curriculum areas are influencing these figures (e.g., Culinary Arts, Hospitality, Supported Programmes and Community and Computing and Technologies at FE levels / Administration, Tourism, Events & Enterprise and Business Management and Computing and Technologies at HE level). Credit reallocation across the portfolio and increased engagement (e.g. employer supported event for schools for Computing and Technologies, review and enhancement of industry boards) will mitigate this shortfall. External partnership delivery activity later in the session will also contribute to the realisation of credit targets.

3

Additional Curriculum Updates

Academic and professional services teams continue to collaborate very successfully this year to mitigate the impact of the COVID-19 circumstances for current and future students. Digital equipment and associated support have been provided to 454 students to date. Retention figures to date are positive with staff and students now more comfortable with hybrid learning methodologies.

Student feedback continues to indicate a preference for an element of on campus delivery and face to face interaction, wherever possible. This demand is more prominent at FE level and where practical activity is a key element of the course. Where possible within the 1M social distancing rule, students are being accommodated as whole class groups. Where this is not possible, a week on / week off model is applied with independent study guidance provided. Guidelines and updates continue to be issued on a regular basis via our student portal and directly through academic teams with a focus on continuity over teaching terms.

Areas of focus:

1. Optimum successful completion of courses for current students, including enhanced monitoring and feedback processes to ensure that students are aware of their progress to date and areas for improvement
2. Optimum recruitment for 2021/22, including for semester 2, PT and short courses. This includes new transition courses to be offered in the Spring / Summer term. In year review of 2021/22 portfolio offer considering changed and evolving needs and future markets, including close collaboration with partners and external stakeholders (e.g. other Colleges, DWP, University partners, industry partners).
3. Portfolio 2022/23 planning and marketing. This includes an extensive review of some curriculum areas in the Faculties of Creative Industries and of Business, Enterprise and Tourism with Supported Learning. A College led online Digital Skills event is scheduled this week under the DYW banner to increase and improve awareness of career opportunities.
4. Continued roll out and development of digital learning, including estates, ICT equipment, professional development opportunities and review of learning, teaching and assessment methodologies. This includes a drive to increase sharing of expertise to support innovation and feed into sector level activity as described in the summary paper on [Research linked activity](#) discussed at the Board strategy day

Fife College is continuing to work closely with the wider sector, SQA and other awarding bodies on arrangements for assessment for 2021/22 courses. Detailed guidance is available by subject area, including processes to quality assure and record student work.
We are also feeding into the national review and consultation on SQA and Education Scotland.

MA recruitment for 2021/22 is forecast to exceed targets with a high level of demand in the Construction area. As reported at the September Board meeting, the College's initial contract of 392 places now sits at 423 (including 340 for Engineering and Construction), with 288 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.

4

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 representing the College on the newly formed boards and working groups created to support the 3 year "Fife Economic and Renewal" plan and priorities.

Sector level discussions have included the ongoing review of the **Adult Learning Strategy for Scotland** with the launch of the new strategy scheduled for March 2022.

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.

Young Person's Guarantee and National Transition Training Fund guidance and funding allocations were issued recently. While we are already recruiting for our first group of Skills Boosts course, these will support further development of our Skills Boosts and Accelerated HNCs programmes. Collaboration has increased with external partners at regional level (e.g. DWP, FVA, Fife Council) and cross sector conversations and development are progressing e.g. in the Care area.

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 is being drafted, with the Student Experience and the Organisational Development Team collaborating closely on support for Mental Health for the College community. A detailed update will be presented to this Committee later in the year to complement the summary information provided below.

- Counselling Sessions – 36 students referred for Counselling (to date)
- Continued partnership with NHS Fife and currently advertising for a new 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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COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

FCSA Update	
Date of Meeting:	10 November 2021
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:	29 October 2021

BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

FCSA Update

1   General

Emma Wallace took up office as FCSA President for Education and Representation on the 1st of July 2021. As per our new election regulations Emma was elected for a two-year team until the 30th of 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.

Gloria Laurini has moved on secondment to SPARQS as a Development Consultant until September 2022.

Angela Grindle was appointed as our Student Engagement Coordinator and joined the FCSA on the 18th of October 2021 on a 12-month contract.

2   Class Reps 2021-2022

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 the AQLs and AQMs as well as regularly via MyVoice however we have received numerous messages and emails from academic staff asking how to register Class Reps.

This appears to be as in its current usage MyVoice is overloaded with messages meaning it is difficult to reach the intended audience. Currently even the most viewed article only has 138 views (Welcome New Colleagues - September) followed by 'Rebranding Our Coffee Shops' with 48 views.

The Class Rep Recruitment messages average 9 views. As a key part of the College's Quality processes the FCSA think it would be worthwhile to review how the College can emphasise the importance of having Class Representatives in a way that staff can engage with.

Due to the relaxation of restrictions Emma has held a few Class Rep Introductory Talks on campus, however our main introduction is through the updated video on our YouTube channel.

Class Rep Intro 21 22
498 views • Premiered on 26 Aug 2021

1

To date the video has received 498 views, a significant decrease from the 1,131 views the 20/21 video had received by this date last year.

Recruitment
As of the 20th of October, we have received notification of 268 registered reps. This is a decrease from the 426 registered at the same date last year and lower than all other years since 17/18 (276 in 2019, 416 in 18/19, and 374 in 17/18).
The promoted deadline for electing reps was Friday the 9th of October.

There are approximately 260 courses which could have a rep that do not currently have one. 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. In 20/21 this figure was 150, in 19/20 161, 119 in 18/19, and 17/18 this was 140 at the same point in the year.

Emma is currently helping areas to register reps and is collating a list of courses who 'do not want' a rep. This list will be passed to Quality so they can work out a method to ensure these learners are represented at the necessary Course Review Meetings.

Training
Our Online Class Rep Training module has now been released for all registered reps to complete. Rather than the traditional 2-3 hours training session from SPARQS our new training session is split into five levels. 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.

The training is contained within a OneNote notebook to ensure that every rep can access this, and includes multimedia and knowledge checking quizzes throughout. We have also used Power Automate to improve the processes and automate as much of the training as possible.

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

To date, 75 students have completed Level 1, and 54 have completed all five levels. The training was released on Monday the 25th of October and will be promoted until end of March 22.

Meetings
We have established a new FCSA Representation Office within the FCSA Digital Campus to house all of our 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.

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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.

We have moved the Tracker from iLearn onto Sharepoint as this allows much greater automation, access, and reporting functionality than the older model. Members can now input to the tracker from any device via Forms, which also adapts well to mobile devices. Reporting is also made easier due to the in-built functionality of Sharepoint.

Each engagement record is classed into one of four categories: Concerns, Commendations, Queries and Suggestions. To the 29th of October we have logged 27 Concerns, 4 Commendations, 11 Queries, and 0 Suggestions. At this point last year, we had 35 Concerns, 5 Suggestions, 5 Queries and 0 Commendations.

4   FCSA Student Executive

We currently have 3 Voluntary Officers. This is a decrease on our total of 11 at this point last year. We are actively encouraging more students to become involved.

Tali is the lead for the Equality Officer Remits - LGBT, Womens, Students with Disabilities, Care Experienced, Black and Minority Ethnic, and Young Student Carers.

Emma is the lead for the Campus Representatives.

5   FCSA Open Badges

Last year our volunteers amassed a total of 1657 volunteering hours. This is an increase from 19/20 which was 1021, however lower than pre-pandemic figures (2223 in 18/19, 2016 in 17/18 and 1845 in 16/17). This increase is due to an more events being reintroduced online rather than cancelled as in 19/20 and an improvement on how we capture all volunteer's times automatically.

The majority of our Student Executive have noted that working towards the Open Badges is a key reason they have joined the FCSA Exec. Our Class Reps noted that the *Reppin' Player One* system encouraged them to be more involved and a significant portion of this increase has been achieved by Class Reps.

6   FCSA General

The FCSA and Fife College were awarded the 'Bronze' award in the Healthy Body, Healthy Minds Award scheme and are confident of achieving the Silver tier in the next 4 months. This has been delayed due to the cessation of in-person activities, however we have re-established these now. We are now being asked to help other organisations on their work towards the award. We hope to achieve the next award tier by the end of this academic year.

We continue to work and support SA's across Scotland to help them to create and introduce a variety of projects such as a refreshed constitution, open badges, and the Student Engagement Tracker. Craig Walker and Kirsten Mullen are now acting as mentors for other staff and officers in other Colleges and College SA's.

3

The FCSA has been shortlisted for the Herald Digital Transformation Award for their Digital Community Award. The ceremony is due to take place on the 4th of November.

The FCSA and Fife College Awards were held on Friday the 8th of October, in person at the Glen Pavilion in Dunfermline. A total of 195 people attended to celebrate the achievements of the staff and student award winners. A positive note is that no cases of COVID were reported for anyone who attending the event. The FCSA would like to thank all the College staff who helped to support the event, especially those checking COVID tests on the front door!

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Emma Wallace   **29th October 2021**
President – Education and Representation
Fife College Students' Association

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Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Complaints 2020-21 & Initial Learner Feedback 2021-22	
Date of Meeting:	10 November 2021
Purpose:	To provide members of the Academic Quality Committee with an update on last session's complaints and initial learner feedback this session.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
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:	11 October 2021

Complaints Reporting 2020/21

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 College as a public service organisation must follow the complaints procedure stated by the Scottish Public Services Ombudsman (SPSO). All complainants to the College have the right to appeal to the SPSO as a final stage if following the College process the complainant is still dissatisfied with the outcome.

The total number of complaints received during session 2020/21 was **62**, which is down by 13% compared to session 2019/20 when we received **71** complaints and down by 36% from session 2018/19 where we received **112** complaints. This gives a 44% reduction in complaints received over the past two years.

Annual – Complaints Received by Department

The main departments/areas that complaints were received about during 2020/21 were:
- Wellbeing and Support – 17 (27%)
- Expressive and Visual Arts – 7 (11%)
- Administration, Tourism, Events and Enterprise – 6 (10%)
- Science, Mathematics and STEM – 6 (10%)

The highest percentage of complaints received during 2019/20 related to Education, ESOL, Core Skills and Social Sciences and 2018/19 related to Scottish Prison Service (SPS).

Annual – Complaints Received by Category

The majority of complaints received in 2020/21 were about Customer Care related issues (47%). The next highest category was Services (31%) followed by Course Related (19%) and Applications, Admissions and Progression (3%).

The following shows the status of complaints in 2020/21 compared to 2019/20 and 2018/19:

	2020-21	2019-20	2018-19
Upheld	18%	42%	51%
Not Upheld	51%	58%	49%
Partially Upheld	26%	-	-
Resolved	2%	-	-
Open	3%	-	-

Although the volume of complaints has decreased over recent years, the number of complaints recorded as 'upheld' has also 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 the introduction of two new status outcomes, 'partially upheld' and 'resolved' (where it appears that we may be able to achieve the outcome being sought by the person complaining without carrying out an investigation).

Fife College

Annual – SPSO Appeals

No complaints received this academic year were referred to the SPSO by the complainant. This illustrates the good, collaborative working relationship we have developed with investigators and why the Quality Team work closely with them to ensure they provide a comprehensive response which covers all the salient points raised in the complaint.

This is in line with the standards of good practice published by the SPSO and underpins the sectoral Model Complaints Handling Procedure.

Process Update

In 2020/21, we introduced the practice of notifying the OD and HR manager, as well as the Director: Organisational Development and Human Resources, of all complaints that are tagged as 'Staff Conduct'. This gives insight to the complaint and enables a proactive approach to supporting the manager and the team who the complaint relates to. Subsequently interventions including staff training and employee assistance can be introduced at an early stage if appropriate.

Initial Learner Feedback 2021/22

This is now our third academic session with two main College-wide learner surveys per academic session. Our first survey this session opened on Monday 25 October and closed on Monday 8 November.

The focus was on:
- Coming to College (pre enrolment engagement including funding applications)
- Induction (including online enrolment, Welcome to College events and Digital Skills)
- iLearn
- Early Learning and Teaching Experience
- Early Satisfaction feedback

Analysis and reporting will be complete prior to Christmas. The second survey planned for the Spring will span over the Easter holidays for analysis and reporting on in May. The second survey will include the Scottish Funding Council Student Satisfaction and Engagement Survey questions.

Iain Hawker
Assistant Principal, Quality & Academic Partnerships   11 October 2021

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Student Performance Data	
Date of Meeting:	10 November 2021
Purpose:	To provide members of the Academic Quality Committee with an update on student performance data for 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:	N/A
Learner Implications:	To enhance provision of HE and progression routes to degree study are maximized 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:	14 October 2021

Fife College

Key Observations (high level)

Enrolments
- Fife College enrolled 11,512 students in session 2020/21 that met the criteria for SFC PI measures. This figure is a 3 year low and a decline of 329 from last session. However, new SFC Covid Coding has been applied to the PI data (6 new Student Outcome codes). Four of the six codes remove the enrolled students from the above SFC PI data (total of 540 students), this is due to Covid preventing completion of course and student returning or expected to return next session to repeat/complete course or undertake a different course.
    - Therefore actual enrolments were 11,512 + 540 = 12,052 (an actual increase of 211 on previous session)
- Largest decline of enrolments were in FTFE with 3,398 down from 3,650 on previous year and lowest in past 5 years. However, these figures exclude 249 Covid coded students removed from the PI data. Which would mean the actual decline is only 3 students.
- PTFE saw an increase of enrolments (+21) to 4,936, however this is still below a 5 year high of 6,419 in session 2018/19. If we include the removed students due to Covid coding (195) then the actual enrolment figure for PTFE was 5,131 (an increase of 216 on previous session).

Performance Indicators
- At College level, all PIs have shown a decline in performance except for Partial Success (+2.4%), however Early Withdrawals and Partial Success remain better than sector
- At College level, withdrawals showed the largest poorest performance with an increase of 5.4% to 19.4% of students withdrawing
- The largest decline was noted in FTFE withdrawals at 35.3% (+12.7%), however FTFE also saw the largest improvement of PS at 12.1% (+3.2%)
- Whilst FTHE Early Withdrawals was the same as sector, Further Withdrawals increased by 2.8% to 15.5%, resulting in a Total Withdrawal rate of 20.7%
- PTFE remained above sector in all PIs except for Further Withdrawals, with Completed Successfully increasing by 1.2% to 83.0% (5.0% above sector)
- PTHE showed a decline in Completed Successfully at 80.9% (-2.8%) but remains 2.9% above sector
- PTHE Partial Success showed a 2.1% improvement to 7.3% (less than half of the sector rate which is 13.7%)
- New SFC Covid Coding has been applied to the PI data (6 new Student Outcome codes). Four of the six codes remove the enrolled students from the above SFC PI data (total of 540 students)
- Two of the new Covid Codes includes the students in the SFC PI Data as a positive outcome (total of 782 students)

NB. Sector 2020/21 data is expected to be published by SFC in late Spring 2022.

Fife College

PI Data 2020/21 (as at 22 Sep 2021)

Subject to confirmation from SFC

ENR - Enrolments
EW - Early Withdrawal
FW - Further Withdrawal
PS - Partial Success
CS - Completed Successfully

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	11841	3.9	10.1	14.0	12.2	73.7
2019/20 Sector	178312	5.2	8.3	13.5	12.5	74.0
2020/21	11512	5.1	14.3	19.4	9.8	70.9
Yr on Yr Diff	-329	1.2	4.2	5.4	2.4	-2.8
5 Yr Diff	47	-1.4	0.7	-0.7	5.0	5.8

Orange filled boxes - better or equal to sector 2019/20

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	3650	6.5	16.1	22.6	15.3	62.1
2019/20 Sector	45876	8.7	12.4	21.2	13.1	65.7
2020/21	3398	9.7	25.6	35.3	12.1	52.7
Yr on Yr Diff	-252	3.2	9.5	12.7	3.2	-9.4
5 Yr Diff	-376	-0.2	6.3	6.1	1.3	-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	2203	4.6	12.7	17.3	12.5	70.2
2019/20 Sector	31847	5.2	9.9	15.0	11.6	73.4
2020/21	2180	5.2	15.5	20.7	11.9	67.4
Yr on Yr Diff	-23	0.6	2.8	3.4	0.6	-2.8
5 Yr Diff	-95	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	4915	2.1	5.7	7.8	10.4	81.8
2019/20 Sector	89814	3.6	6.0	9.6	12.4	78.0
2020/21	4936	1.9	7.4	9.3	7.7	83.0
Yr on Yr Diff	21	-0.2	1.7	1.5	2.7	1.2
5 Yr Diff	577	-3.2	-2.6	-5.8	7.6	13.5

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	1073	2.2	4.7	6.9	9.4	83.7
2019/20 Sector	10775	3.2	5.0	8.3	13.7	78.0
2020/21	998	5.0	6.8	11.8	7.3	80.9
Yr on Yr Diff	-75	2.8	2.1	4.9	2.1	-2.8
5 Yr Diff	-59	1.7	-0.9	0.8	14.2	13.4

Fife College

Performance Indicator Performance Reviews

All courses run in 2020/21 have been Red, Amber, Green (RAG) rated and a series of faculty meetings are planned in November 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.

Last session, some of these reviews by the new College HMIe (Janet Campbell) and were found to be beneficial to all those that attended.

Performance Indicator Mid-Year Reviews

In year course performance reviews of courses running in 2021/22 will be held and planned with each faculty in February/March 2022. This process was introduced two years ago.

Iain Hawker
**Assistant Principal, Quality & Academic Partnerships**   **14 October 2021**

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

School and University Partnership Report	
Date of Meeting:	10 November 2021
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
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 maximized 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:	11 October 2021

School College Partnership (SCP)

SCP enrolments show a 260 pupil increase from the previous academic year with a total of 1,118 school pupils enrolled on SCP. This shows three consecutive years of an increase in enrolments from 2017/18 which had 542 enrolments. Session 2020/21 now shows a 5-year high for SCP enrolments.
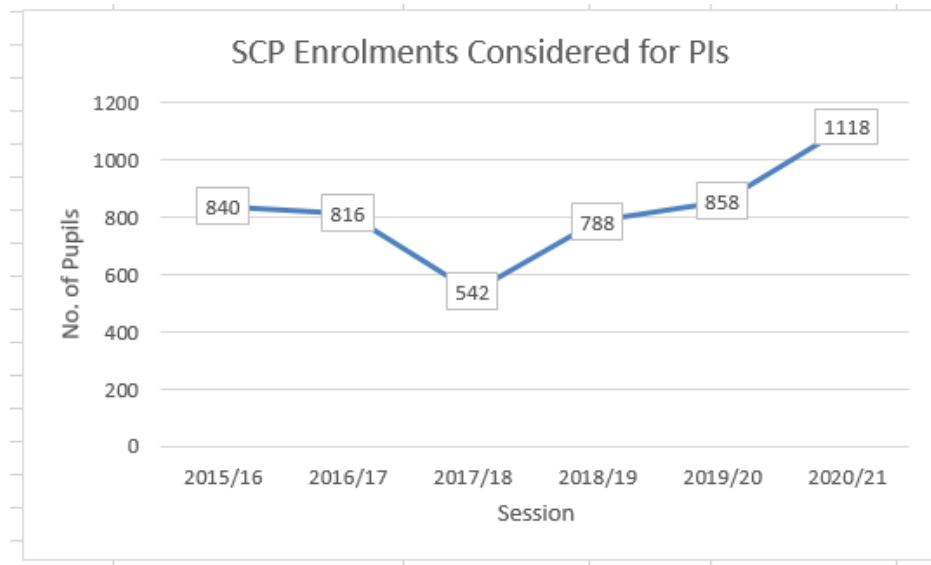

The downward movement in enrolments from 2015/16 to 2017/18 has been turned with an increase of 70 in session 2019/20 and a further 260 enrolments last session. The 5-year trend is showing an increase of 302 pupils with an increase of 576 from a low of 542 enrolments in session 2017/18. In 2020/21, the largest enrolment from a school was 173 (up from 145 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 11 pupils on a SCP programme

There were 88 SCP programmes delivered in session 2020/21, up from 65 last session. 71 (81%) of the 88 courses recorded zero Early Withdrawals, 40 (45%) of the 88 courses recorded zero Further Withdrawals. In session 2020/21 with 50 (56%) of the courses delivering success above the average of 73.8% Completed Successfully. 14 (16%) courses recorded a % Completed Successful rate of under 50%.   21 (23%) courses achieved 100% of pupils meeting the course qualification aim. 40 (45%) courses had more than 80% of their enrolled pupils meeting the qualification aim, up from 34% last session.

School College Partnership (SCP) Performance Indicator (PI) data for session 2020/21 showed a 7.6% increase in the number of pupils on SCP courses recorded as "Completed Successfully". A total of two of the four PI measures showed a positive change when compared to last session and when reviewed over the past 3-year period, three of the four PI measure showed a positive change.

School College Partnership PI Data

Session	Total Enrolments Considered for PIs	Early Withdrawal	%	Further Withdrawal	%	Total Withdrawal	%	Completed: Partial Success	%	Completed: Successful	%
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%
Yr on Yr Trend	260	Up (Worse)	0.2%	Up (Worse)	3.9%	Up (Worse)	4.1%	Down (Better)	-11.7%	Up (Better)	7.6%
3 Year Trend	330	Down (Better)	-0.1%	Up (Worse)	8.1%	Up (Worse)	8.0%	Down (Better)	-19.5%	Up (Better)	11.5%
5 Year Trend	302	Down (Better)	-3.9%	Up (Worse)	4.2%	Up (Worse)	0.2%	Down (Better)	-18.2%	Up (Better)	17.9%
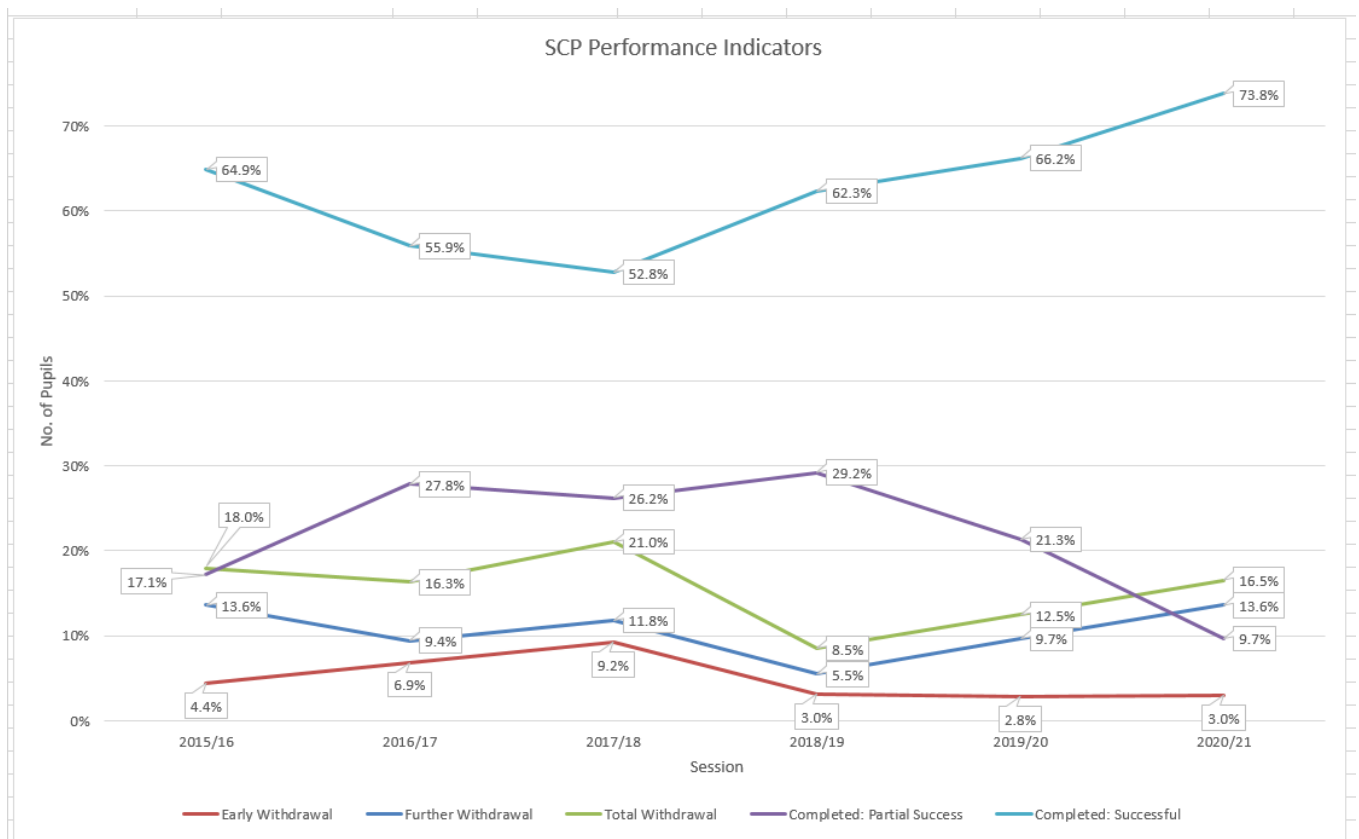
The PI data shows a previous key issue of pupils withdrawing early from the programmes has been negatively affected and increased slightly to match the session 2018/19 value of 3.0%. Further withdrawals increased by 3.9% to 13.6%, giving a poorer performance on total withdrawals that increased to 185 pupils (16.5%). 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

Fife College

lockdown rules relaxed a focus by pupils on the SQA Alternative Certification Model which included increased assessment activity, 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. This further contributed to this and improved Partial Success rate of 9.7%, reduced by 11.7% from 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.
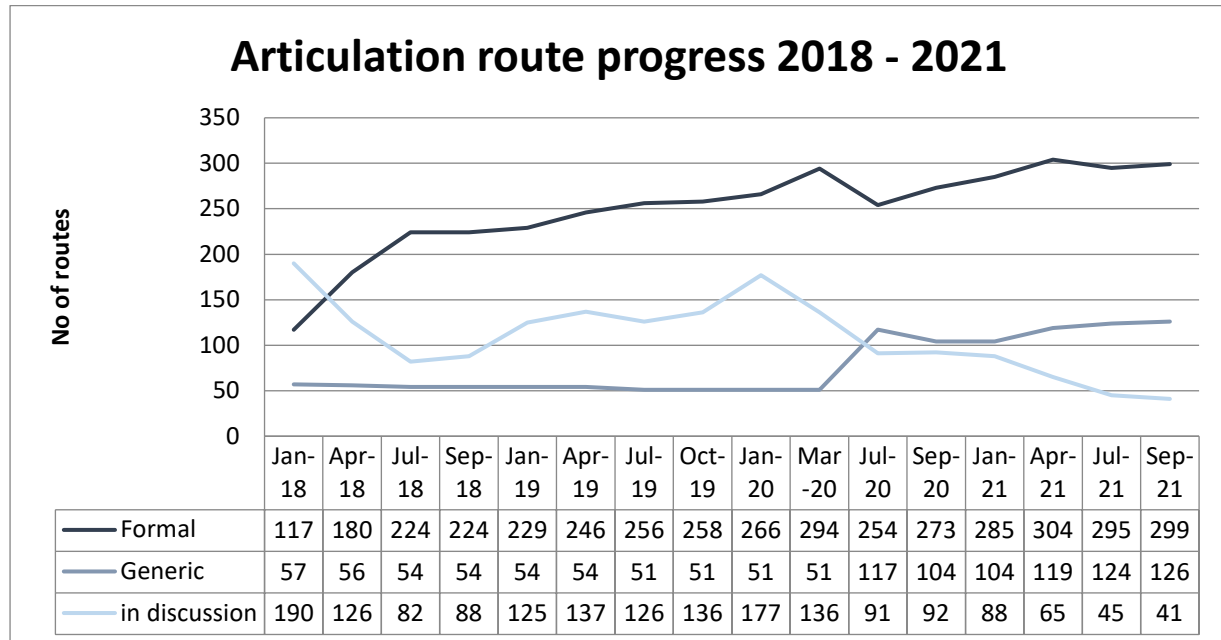
<u>Key Observations</u>

- There was a 30% increase in pupils on SCP programmes
- SCP pupils successfully completing their course increased by 7.6%
- Withdrawals increased slightly by 4.1% to 16.5%, still below the 5-year high of 21.0%
- The number of programmes offered increased from 65 to 88, up 23 (35%)
- 21 (23%) SCP courses achieved 100% of their pupils completing their course successfully
- 83.5% of SCP pupils remained on their course to the end, however 108 (11.6%) of the 933 pupils remaining on SCP courses did not Complete Successfully
- The top five enrolling courses for SCP were:
  - Early Education and Childcare - 111
  - Sports Development – 92
  - Hair and Beauty - 76
  - Construction Skills – 72
  - Criminology – 71

![Fife College]

Universities

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

Articulation route progress 2018 - 2021

	Jan-18	Apr-18	Jul-18	Sep-18	Jan-19	Apr-19	Jul-19	Oct-19	Jan-20	Mar-20	Jul-20	Sep-20	Jan-21	Apr-21	Jul-21	Sep-21
Formal	117	180	224	224	229	246	256	258	266	294	254	273	285	304	295	299
Generic	57	56	54	54	54	54	51	51	51	51	117	104	104	119	124	126
in discussion	190	126	82	88	125	137	126	136	177	136	91	92	88	65	45	41

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 means 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 with some other colleges. This allows some of our HND creatives to access degrees delivered at Dundee and Angus, Edinburgh and Forth Valley colleges whilst also allowing HND creatives from these other colleges to access our BA (Hons) Creative Enterprise degree.

The updated version of the HE and Degree Pathways Guide has been officially launched. Hard copies have been distributed to all Fife high schools. The following link is to the online version: https://viewer.joomag.com/hn-and-degree-guide-2022-23/0603550001629816422?short&. This booklet publicises all the routes which we currently have in place alongside the HN qualification that provides the college stage of the route. Once again several universities have purchased advertising space which goes towards the printing costs and further demonstrates our strong partnerships and the universities' endorsement of the direct entry routes.

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 21st July 2020 and we have continued 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 has been shortlisted as a finalist for a Herald Digital Transformation 2021 Award.

Fife College

Franchise Degrees

- Abertay University

In the 2020-21 session, 99 students graduated from Fife College with an Abertay degree: 66 students achieved an ordinary degree and 23 gained an honours degree, 6 of whom gained first class.

For the 2021-22 session, 100 students have enrolled on the ordinary degrees of which 82 were current 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 37 students have enrolled to continue to complete their honours year.

- Open University

We have now concluded the second 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 12 students of whom 10 successfully gained an honours degree – 3 with first class honours, 6 with 2:1 and 1 with 2:3. This year 10 students have registered with the Open University to study this course with us.

- Queen Margaret University

This 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. 16 students have progressed directly to the full-time BA (Hons) Childhood Studies and 8 employed students are currently enrolled on the part-time BA (Hons) Childhood Practice.

Last year also saw the first delivery of the BA (Hons) Creative Enterprise, which supports articulation from 10 'Creative' HNDs e.g. photography, art & design, jewellery, furniture design etc. 26 students enrolled, 20 of who were progressing straight from successfully achieving an HND and others are returning to study after a break. 21 students successfully completed the year with 5 opting to exit with an ordinary degree and 16 returning to undertake their honours year.

Associate Students

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 all 5 places have been allocated.

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.

Fife College

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 40 new places with Robert Gordon University and, as this is the first time we have tried to recruit to this university, 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	£300K	£28K

Universities and Colleges Admissions Service (UCAS)

On 29th January, the closing date of the 2021 UCAS cycle, applications were up on last year for the college applications but down for SWAP:

College – 541 applicants (up 62 +11%) current total is 549

SWAP – 77 applicants (down 18 -22%) current total 77

Present figures show the success rate as follows:

College - 378 (up 22) students (69%) have gained a university place

SWAP – 63 (down 13) students (82%) have gained a university place. Although numbers were down, the success rate was up 2%. Many SWAP students are now also opting 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:

- Abertay University
- Edinburgh Napier University
- University of Dundee

Iain Hawker
Assistant Principal, Quality & Academic Partnerships   11 October 2021

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Education Scotland Visit Update	
Date of Meeting:	10 November 2021
Purpose:	To provide members of the Academic Quality Committee with an update on the planned Education Scotland Progress Visit in November 2021.
Intended Outcome:	To note the update
Paper Submitted by:	Iain Hawker
Prior Committee Approvals:	N/A
Board Impact from Decision:	To ensure that appropriate arrangements are in place for the Education Scotland visit, and to support the college where required
Financial Health Implications:	N/A
Learner Implications:	N/A
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:	28 October 2021

![Fife College logo]

Education Scotland Progress Visit Update

Main Engagement

It has been confirmed that Fife College will receive a formal Education Scotland Progress Visit on 16th, 17th and 18th November 2021.

Progress Visit Focus

The College's approaches to improving outcomes for learners and the quality of the learning experience will be a core aspect of the visit. There are six overarching themes for discussions during the progress visit, namely:

1.   Learning, teaching and assessment;
2.   Learner engagement;
3.   Learner support and wellbeing;
4.   Learner outcomes;
5.   Curriculum planning; and
6.   Quality improvement and enhancement arrangements.

For clarification:

- Theme 3 above links to FCSA, class reps, student representation including course committee participation, learner surveys (including Scottish Funding Council Student Satisfaction and Engagement Survey – part of our Learner Survey 2), student feedback, complaints. It can also encompass pre-enrolment engagement i.e. marketing/promotion, application/admissions process, course offer, funding applications, induction etc.
- Theme 4 above links to the Scottish Funding Council and Fife College Performance Indicators (PIs) for students i.e. Early Withdrawal, Further Withdrawal, Partially Successful and Completed Successfully.
- Theme 6 above links to self-evaluation (our e4e system and Our Best Future activity), Course Performance Reviews, Mid-year Reviews, RAG rating of courses and operational planning (faculties and professional services).

What can we expect?

- The Education Scotland team will consist of:
  - Managing/Lead Inspector: John Bowditch
  - Our College HMIe: Janet Campbell
  - 3 Associate Assessors: Cathy McNab (West College Scotland); Peggy Morgan (Ayrshire College); David Gourley (Perth College UHI).
  - a Student Team member (TBC)
- Mixture of professional discussion meetings in person and online via MS Teams
- Attendance at professional discussion meetings consisting of Executive team, directors, managers, professional services staff, academic staff, FCSA and students. Potentially may also include external partners, stakeholders and employers
- Will <u>not</u> routinely involve observation of learning and teaching, however, HM Inspectors may include lesson observations if deemed appropriate
- Review will be based against College and Sector PI data for session 2019/20 (the most recent published by SFC); and discussions will also reflect on 2020/21 PI performance

Fife College

Documentation shared with Education Scotland

To date the following has been shared with the Education Scotland team:

- Fife College Context Statement
- Fife College Operational Plans 2020-21 (covering all areas, faculties and professional services teams)

Engagement Plan

The first meeting on the morning of Tuesday 16th will include the Executive Team, Directors and the Education Scotland team. There will also be a closing meeting of the same group early afternoon on Thursday 18th.

During most of Tuesday and all day Wednesday there will be series of meetings planned of approximately 45 minutes. The meetings will be scheduled for attendees to participate online via MS Teams <u>or</u> in person. It is <u>anticipated</u> that the Education Scotland team will be on campus as follows:

- Tuesday 16th November: Dunfermline (Boardroom) and Glenrothes (ES02)
- Wednesday 17th November: Dunfermline (Boardroom) and Kirkcaldy (Meeting Room 3)
- Thursday 18th November: Dunfermline (Boardroom)

Following the Progress Visit

- College will receive a written report, which won't be published publicly, but will be shared with Education Scotland and SFC colleagues
- Reporting maybe against How Good is Our College?[1] (HGIOC) and/or Our Best Future criteria[2]
- No grading system, however may include "Areas for Improvement" and/or "Capacity to Improve"
- Formal feedback process would include our College HMIe presenting report at a Fife College Board or Academic & Quality Committee meeting

Iain Hawker
Assistant Principal, Quality & Academic Partnerships   28 October 2021

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[1] HGIOC: https://education.gov.scot/media/rxanmgiz/frwk18-how-good-is-our-college151216.pdf
[2] Our Best Future: https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/inspection-and-review-sector-specific-guidance/college-reviews/

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Inclusion Report (Update from June 2021)	
Date of Meeting:	10 November 2021
Purpose:	To provide members of the Academic Quality Committee with an update 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:	N/A
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:	12 October 2021

# BOARD OF GOVERNORS OF FIFE COLLEGE

Academic Quality Committee

Inclusion Report

The following chart shows **Fife College 2018-19** 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	6,389	1,333	1,697	9,419
10% Most deprived postcode areas	704	154	263	1,121
20% Most deprived postcode areas	1,819	440	620	2,879
Ethnic minority	209	51	57	917
Disability	1,324	327	380	2,031
Care Experienced	93	50	43	186

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	67.8%	14.2%	18.0%
10% Most deprived postcode areas	62.8%	13.7%	23.5%
20% Most deprived postcode areas	63.2%	15.3%	21.5%
Ethnic minority	65.9%	16.1%	18.0%
Disability	65.2%	16.1%	18.7%
Care Experienced	50.0%	26.9%	23.1%
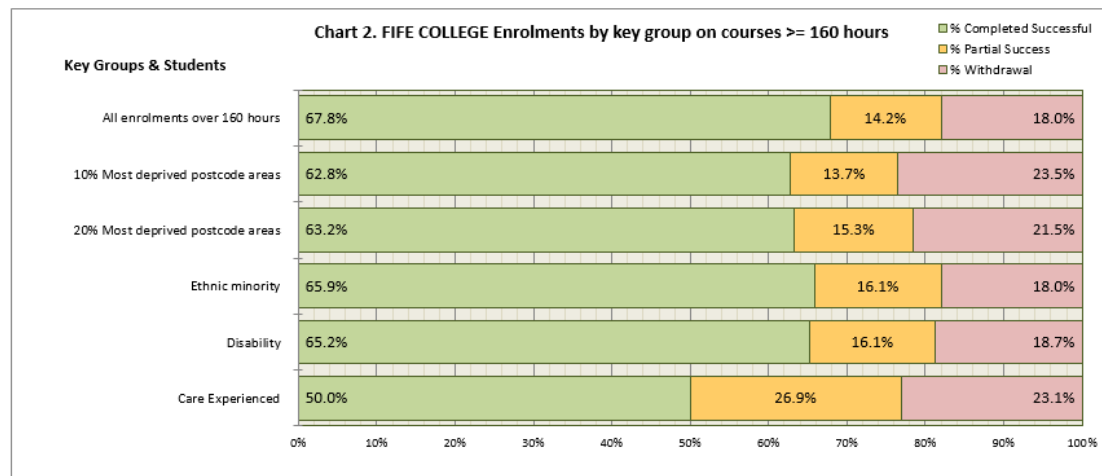
Chart 2. FIFE COLLEGE Enrolments by key group on courses >= 160 hours

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

	Completed Successful	Partial Success	Withdrawal	Total
All enrolments over 160 hours	91,915	16,360	25,466	133,741
10% Most deprived postcode areas	13,916	2,503	4,803	21,222
20% Most deprived postcode areas	26,576	4,874	8,847	40,297
Ethnic minority	6,979	1,283	1,728	9,990
Disability	18,158	3,662	5,889	27,709
Care Experienced	2,437	636	1,079	4,152

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours	68.7%	12.2%	19.0%
10% Most deprived postcode areas	65.6%	11.8%	22.6%
20% Most deprived postcode areas	66.0%	12.1%	22.0%
Ethnic minority	69.9%	12.8%	17.3%
Disability	65.5%	13.2%	21.3%
Care Experienced	58.7%	15.3%	26.0%

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours
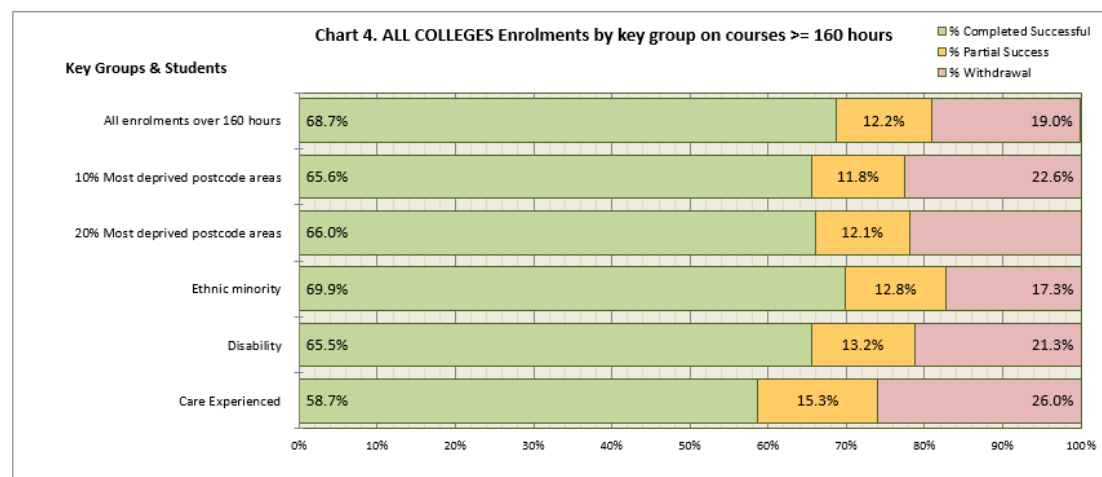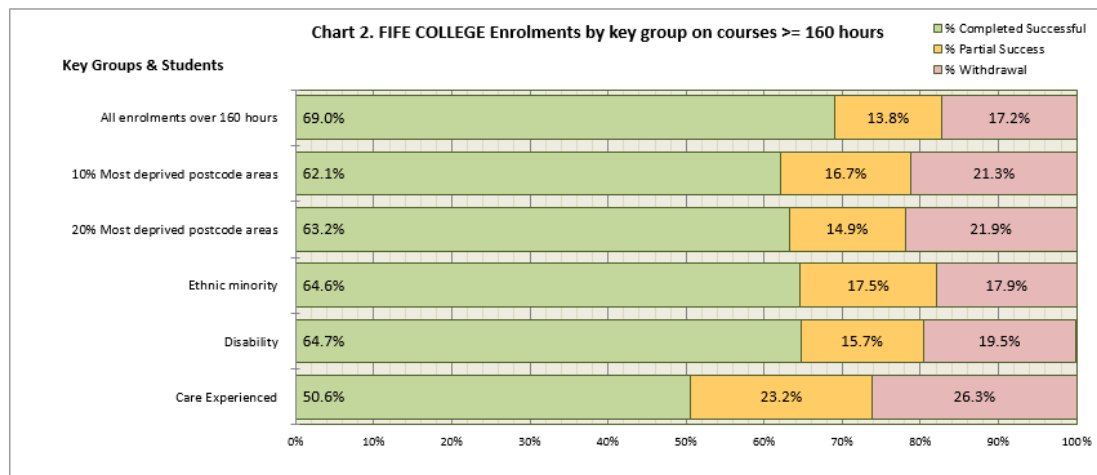
The following chart shows **Fife College 2019-20** Performance Data for courses by key groups focused on by the Scottish Funding Council (SFC):

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%

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%

Chart 4. ALL COLLEGES Enrolments by key group on courses >= 160 hours
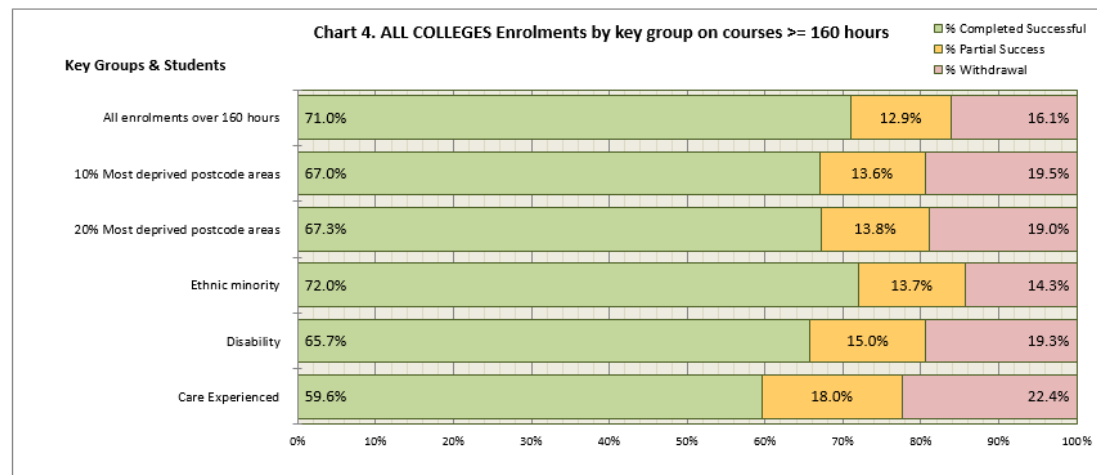
Comparing Fife College with the sector data in session 2019/20, the table below shows Fife College performed below the sector in all categories across all three PIs:

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%

- All enrolments over 160 hours – Completed Successfully +1.2% and Withdrawals -0.8%
- 10% Most deprived postcode areas – Withdrawals -2.2%
- Ethnic Minority – Withdrawals -0.1%
- Disability – Partial Success -0.4%
- Care Experienced - Completed Successfully +0.6% and Partial Success -3.7%

However, the following PIs did show poorer performance from the previous academic session:

- 10% Most deprived postcode areas – Completed Successfully -0.7%
- 20% Most deprived postcode areas – Withdrawals +0.4%
- Ethnic Minority – Completed Successfully -1.3%
- Disability – Completed Successfully -0.5% and Withdrawals +0.8%
- Care Experienced – Withdrawals +3.2%

Whilst 20% Most deprived postcode areas – Completed Successfully remained static.

In summary, Fife College showed greater improvements than declines. Session 2019/20 included the Covid-19 lockdown and the move to remote learning with changes in learning, teaching and assessment approaches. The sector did show improvements in some of these areas with largest being +1.4% in Completed Successfully for 10% Most deprived postcode areas and -3.6% in Withdrawals for Care Experienced.

Actions being taken for improvement:

- Enhanced PI Dashboard now available which shows this PI data 'live' to support proactive actions in year.
- Dedicated Care Experience responsibilities with Student Experience and 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
- Collaborative engagement with applicants prior to course start and working with SDS and Education partners
- Review of trends in course choices for students in ethnic minorities, disabilities and care experienced categories with a view to plan actions for improvement in relation to course design and delivery
- Partnership approach with community and regional partners e.g. Fife Voluntary Action, local authority services and independent organisations (e.g. Fife Migrant Forum) to support knowledge and understanding of identified needs and of existing support mechanisms to ensure coherent and cohesive approaches.

![Fife College logo]

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Academic Update – New Campus Project: November 2021	
Date of Meeting:	10 November 2021
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:	Dorothée Leslie
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be assured that progress made meets the future needs of learners and the College
Financial Health Implications:	N/A
Learner Implications:	To ensure that the new College building meets the needs of future learners
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:	28 October 2021

Introduction:

The work of the Dunfermline Learning Campus Learning Strategy project stream continues to progress with the focus now placed on the implementation of the learning pathways and the development of enhanced partnership and transition arrangements.

This summary papers outlines progress to date and priority areas

Update and Further Developments

In addition to the **Wellbeing Pathway Activities Working Group** and **Careers Info, Advice and Guidance (CIEAG) and Employability Working Group** mentioned before the summer break, four other working groups have been created to support the various strands of activity aligned to the successful implementation of the learning across the new Dunfermline Learning Campus.
These working groups entail membership from the **College and the Education and Childrens' Services Directorate** (including school and non-school based services and colleagues), **SDS, the Health and Social Care Partnership**, students and pupils.
The working groups are as described below.

- **The DLC Young Person Skills Development Working Group** will foster and support leadership development for young people, with a focus on understanding the skills agenda and enhancing decision making abilities to improve sustained positive destinations. This group will comprise of representatives of the College and the Education department (academic and business development areas), DYW coordinators and of senior pupils and students. It is hoped that employers will be co-opted as the discussions progress.

- **The Digital Learning Partnership** will focus on joint planning and collaborative activities with a focus on learner digital and data skills, and innovative teaching and learning approaches/experiences to support the personalisation of learning. partnerships, career planning, employability and skills. This group will comprise of representatives of the College and the Education department (academic and support areas), student and school pupil representatives.

- **The Curriculum Planning and Timetabling Working Group** will focus on integrating some aspects of the Learning Pathways into existing timetabling to support streamlined and effective learner journeys. This group will comprise of representatives of the College and the Education department (academic and support areas)

- **The Career Long Professional Learning (CLPL) Group** will focus on looking at a common professional learning approach across Schools and College to support the effective implementation of the learning pathways. This group will comprise of representatives of the College and the Education department (academic and support areas)

The finalised remits and priority objectives for these groups will be confirmed at the November Learning Strategy project stream
Each one of the six working groups is supported by a link person from the Learning Strategy project stream.
The chairs of the groups will report into the Learning Strategy project stream every twelve weeks with a written update on progress every six-weeks.

Summary reporting templates will also be shared with the project governance board.

Fife College

COVER SHEET FOR PAPERS TO BE CONSIDERED BY THE BOARD

Key National Reports: November 2021	
Date of Meeting:	10 November 2021
Purpose:	To advise members of the Committee on the recent national changes and publications directly related to or influencing curriculum planning and delivery.
Intended Outcome:	To advise on key national changes
Paper Submitted by:	Dorothée Leslie
Prior Committee Approvals:	N/A
Board Impact from Decision:	To be informed on the recent national changes and publications directly related to or influencing curriculum planning and delivery.
Financial Health 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:	29 October 2021

Key National Reports / Changes to National Policy

This summary update focuses on recent national changes and publications directly related to or influencing curriculum planning and delivery. These publications have been uploaded to a dedicated folder of our TEAMS site. Future documents will be uploaded on a monthly basis to provide reading time.
These documents, guidelines and / or guidance are shared and discussed with academic teams and shared with professional services teams as appropriate.

The recently published reports, guidance documents and guidelines are reflective of the changes brought by the pandemic. In general, they signal an increased appetite for collaboration at all levels, very regular review and evaluation of progress and impact and a more holistic approach encompassing social wellbeing as part of economic recovery and renewal.

- A clear focus remains on **regular re-forecasting from an LMI perspective and / or analysis of skills needs** e.g., through the SDS Regional Skills Assessment or the CDN Digital Capability – A Scottish landscape Review.

- At the same time, **cultural aspects and analysis of expectations, future work patterns and positive impact on engagement, wellbeing and productivity** have been coming to the fore with reports such as the IPPR Changing times – The Future of Working Time in Scotland or the CUK report on Leading with kindness.

- Planning documents such as the Scottish Programme for Government 2021.22 or the School College Partnership Report support and evidence **how well the College sector is already responding to the recovery and economic development agenda**, with all national drivers and priority sectors addressed.

- *The SPICe Briefing on Further and Higher Education in Scotland: Subject Profile has been provided as a reference document containing links to a wide array of publications, framework and guidance documents relevant to the College sector.*

Board members will be aware of specific guidance documents published by Scottish Government regarding Colleges and Universities: these are included as appropriate in published College guidance.